



UNDERGRADUATE ACADEMIC CATALOG

**For the Academic Year
2014-15**

The electronic version is the official version of the College catalog.
Where differences exist among versions, the electronic version takes precedence.
www.tabor.edu/academics/TCAGS-academics/student-resources



INVITATION TO TABOR COLLEGE

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

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

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

With Joy,

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

Jules Glanzer
President

READER'S GUIDE TO THE COLLEGE CATALOG

The catalog is one of the most important documents you will receive from Tabor College School of Adult and Graduate Studies (TCAGS). This catalog is designed to be a guide for a student's education and therefore, students are responsible for knowing the contents of the catalog. Unless otherwise requested, the Catalog under which you matriculated is the guide for your individual program. The most current version of the catalog for TCAGS is available at:

www.tabor.edu/academics/TCAGS-academics/student-resources

Chapters: The catalog is divided into clearly labeled chapters. The Table of Contents 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 "Undergraduate Academic Programs" includes a listing of the required courses for each major, minor or emphasis offered at TCAGS.

Course Descriptions: The chapter entitled "Course Descriptions" contains the title, number, and description of all courses approved prior to the printing of this academic catalog, arranged alphabetically by prefix.

Course Schedule: Your individual schedule can be found through My Tabor at my.tabor.edu/ICS/Wichita.

Please contact your Tabor Education Consultant if you wish visit or learn more about Tabor College in Wichita or Online. Learning to know the people – faculty and students – will help you decide if TCAGS is where you belong.

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Please become familiar with the Tabor College catalog. If you have any questions, please contact us at Tabor College:

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Kansas Independent
College Association



ACCREDITATION

Tabor College is accredited by the [Higher Learning Commission of North Central Association of Colleges and Secondary Schools](#) (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 1-800-621-7440), and is approved to offer training under the Veterans Educational Training Program. Through these organizations, Tabor follows the Academic Quality Improvement Plan (AQIP) pathway to accreditation.

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. *The RN-BSN program at Tabor College is accredited by the [Commission on Collegiate Nursing Education](#).*

COLLEGE'S RIGHT TO ALTER POLICIES

The College reserves the right to change any of its rules, regulations, and policies at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the College.

POLICY AGAINST DISCRIMINATION

Tabor College does not discriminate on the basis of age, 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.

UNDERGRADUATE ACADEMIC CATALOG

**For the Academic Year
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ABOUT THE COLLEGE

MISSION

Preparing people for a life of learning, work, and service for Christ and His Kingdom.

VISION STATEMENT

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

CORE VALUES

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

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

Learning: The purpose of Tabor is to promote learning. Tabor recognizes that learning occurs in informal settings as well as in the classroom and organized field experiences. Our goal is to develop 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.

COMMITMENTS

Tabor is... a Christian College

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

Tabor is... a Liberal Arts College

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

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

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

Tabor is... a Community of Learners

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

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

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

Tabor is... a Church/Career Training Center

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

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

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

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

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

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

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

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

BACCALAUREATE OUTCOMES

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

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

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

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

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

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 1993. TCAGS offers Certificate Programs, Associate of Arts, Bachelor of Science, and Master Degrees.

DOCTRINE

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

UNDERGRADUATE ADMISSIONS INFORMATION

Admission to Tabor College Adult and Graduate Studies (TCAGS) is guided by the best available predictors of academic success of an applicant. Admission is based on the careful review of all credentials presented by applicants, but in no case is admission denied due to age, race, color, national origin, disability, religion, or gender. Due to the unique design of the non-traditional programs, students who are enrolled in a traditional program at Tabor College are not eligible for admission to TCAGS programs.

The College reserves the right to admit only students who hold promise of academic success and whose personal character and lifestyle are consistent with the mission and purpose of the institution.

UNDERGRADUATE ADMISSION CRITERIA

All prospective undergraduate students must have earned a high school diploma or a certificate of graduation equivalency. The General Education Development test (GED) is a recognized high school diploma equivalency exam. Admission to the college does not guarantee admission to any specific majors and/or programs. The College recognizes three categories of undergraduate prospective students:

A. Those entering with a high school diploma or GED

1. With an official high school transcript, showing graduation date (must meet 2 out of 3 criteria):
 - a. High School GPA of 2.0 or higher
 - b. SAT/ACT scores of 860/18 or higher
 - c. Ranked in the upper half of graduating class
2. With an official GED credential:
 - a. For students requesting admission with a GED and no previous college credit, the following admission requirements must be met: 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.

B. Those entering from another college or university

1. With fewer than 24 semester credits, official college transcripts and a. or b.
 - a. Official high school transcript, showing graduation date (must meet 2 out of 3 criteria):
 - 1) High School GPA of 2.0 or higher
 - 2) SAT/ACT scores of 860/18 or higher
 - 3) Ranked in the upper half of graduating class
 Note: If cumulative HS GPA is 3.0 or higher, SAT/ACT scores and class rank criteria may be waived
 - b. With an official GED credential:

- 1.) For students requesting admission with a GED and no previous college credit, the following admission requirements must be met: 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.
 - 2.) 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).
 - 3.) 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.
2. With 24 or more semester credits must have a college GPA of 2.0 or higher and official college transcripts.

ASSOCIATE DEGREE TRANSFER POLICY

In order to facilitate the seamless transfer of students into programs delivered via the TCAGS, Tabor College adheres to the guidelines below to transfer in credit from Associate in Arts, Sciences and Applied Science degrees earned at other academic institutions:

1. Students must have earned their associates degree from a college or university that holds regional accreditation with one of the six regional accrediting agencies (North Central, Southern, Middle States, Northwestern, Western, or New England). This policy does not cover degrees earned from international universities that do not hold US regional accreditation.
2. The courses in the curriculum for an A.A. and A.S. degree plan will be accepted as satisfying the general education for bachelor's degrees offered TCAGS.
 - a. Provided the student follows the sequence for both the associate degree programs and the baccalaureate degree program, the student will be able to complete the baccalaureate degree program in 124 credit hours.
 - b. All students must complete Tabor Distinctive courses that are part of the TCAGS Core Curriculum requirements.
 - c. Students may have to complete some Core Curriculum or prerequisite courses in cases where such coursework is required.
 - d. Individual state general education stipulations that apply to our online programs must be met.
3. Students will be able to complete the baccalaureate program in the same number of hours as required for a native student, provided the student follows the sequence of both the associate degree program and the baccalaureate degree program.

C. Non-Degree Seeking and Audit

1. Application form
2. Non-degree seeking students may take up to 9 credit hours before submitting formal admission documentation.

INTERNATIONAL STUDENT ADMISSION CRITERIA

In addition to meeting the appropriate set of criteria listed above, those whose first language is not English must have suitable TOEFL scores (70 internet-based, 195 computer based, or 525 paper-

based), and all prospective international students must have proof of financial support and a specified cash deposit in U.S. dollars.

No international applications for admissions will be considered until all required documents have been received, including proof of financial support and current copies of the I-94, passport, Visa, and I-20. International applicants may not consider themselves admitted to the College until they have received an official letter of acceptance and, if applicable, an I-20 issued by Tabor College. International transcripts must to be evaluated by an approved organization, i.e. World Education Services (www.wes.org), AACRAO (www.aacrao.org) or National Association of Credential Evaluation Services (<http://www.naces.org/members.htm>) and an official copy of the international transcript needs to be submitted to the Admissions Office.

If using WES ICAP, the transcript evaluation service that sends authenticated academic transcripts along with the WES evaluation report, TCAGS will accept the authenticated academic transcripts received via WES ICAP as OFFICIAL.

UNDOCUMENTED STUDENT ADMISSION CRITERIA

These students are foreign-born and who lack documentation to establish their immigration status. In addition to meeting the appropriate set of criteria listed under Undergraduate Admission Criteria, undocumented students must:

- Be a graduate from a US high school.
- Provide proof of financial support and a specified cash deposit in U.S. dollars.
- Submit an Affidavit of Intent.
- Provide 100% of the payment due before the start of classes.

Undocumented students are not eligible for federal sources of financial aid. Students will not be allowed to carry a balance into an upcoming term.

RN-BSN PROGRAM ADDITIONAL ADMISSION CRITERIA

Applicants must meet the following additional requirements in order to be admitted in the Rn-BSN program at TCAGS:

1. Admission to the RN to BSN degree-completion program requires a college GPA of 2.0, an unencumbered valid RN license, and an Associate Degree with a major in Nursing from a regionally accredited institution with at least 60 transferable college credit hours. Applicants with a Diploma from a hospital school of Nursing may transfer in 40 credit hours. Graduate nurses (GN's) who meet admission criteria but have not taken the NCLEX-RN exam will be given probationary admission to the RN-BSN Program. Such students must present evidence of a valid RN license by the end of third course in the BSN program.
 - It is the responsibility of the student to maintain a current RN license and provide evidence that all immunizations/clinical competencies (i.e. CPR) are current. Any lapse in current nursing license or evidence of outdated immunizations/clinical competencies and student will not be allowed to participate in practicum experiences with preceptor.
2. Admission to accelerated bachelor degree programs requires at least 40 transferable college credit hours.

ADMISSION ON ACADEMIC PROBATION

Students who do not meet the admissions criteria may petition to be admitted on academic probation. In those instances, the student application will be reviewed by an admissions review committee for consideration. When admitted on academic probation, undergraduate students must

obtain a cumulative GPA of at least a 2.0 at the completion of the first 9 hours taken at TCAGS, or they will be subject to academic suspension.

UNDERGRADUATE ADMISSION PROCESS

To apply for admission to an undergraduate TCAGS program, students must submit the following:

1. A completed application.
2. Official transcripts from all previous college-level work and/or official high school transcript or GED credential. Failure to provide a complete record of all academic work may result in students not being accepted into the College or being accepted provisionally. Provisionally acceptance allows the student 6 weeks to complete or provide all necessary admission documents. If the student fails to provide necessary documents within the 6 weeks, the student may be administratively withdrawn from the College.
3. English as a second language students must have a suitable TOEFL scores (70 internet-based, 195 computer-based, or 525 paper-based).

Completed applications and resulting assessment records are valid for 12 months; if students have not started a program within 12 months, a new application for reassessment under the new College Catalog will be required.

Applicants must be respectful of the Christian mission of TCAGS. Individual consideration will be given to applicants who may not meet all of the specific requirements. Withdrawal may be required should an applicant intentionally withhold or falsify information.

ACCEPTANCE OF TRANSFER CREDITS

Transfer courses from other regionally accredited institutions completed with a grade of C- or better, must be evaluated for approval as meeting Tabor College Core Curriculum or elective requirements. A maximum of nine hours with a grade of D may be accepted in transfer if the credit was earned at a regionally accredited institution. Credit earned with less than a C- grade may not be used to meet a prerequisite or to meet the requirements of a major. Tabor's transcript reflects a cumulative grade point average for the transfer student which is calculated only on credit earned in residence at Tabor.

All non-applied Associate Degrees from any accredited college will be accepted as meeting Tabor College Core Curriculum requirements with the exception of the Institutional Distinctives. Completion of the Tabor College Core Curriculum does not necessarily satisfy all degree requirements. Specific core curriculum courses required for a program of study are published in the Catalog. Some transfer students require more than four years of study to complete all degree requirements.

Transfer credits are generally not applied to the courses in the major sequence. In very rare cases, substitution of up to a maximum of 9 credit hours (with approval of the appropriate Program Chair and the Dean of TCAGS) may be made in individual cases, but only when the transfer course content is equivalent to a major sequence course for the baccalaureate degree and only three hours (one course) for the associate degree. After acceptance into the program, students may not transfer any credits into the sequence of major courses.

Two Year College:

Credits will be accepted from a two-year college that is a member of a regional or faith-based accrediting organization that is recognized by the Council for Higher Education. Two year college credit will be used to meet lower division requirements only. A maximum of 70 hours may be accepted towards a bachelor's degree. In addition, during the last 30 core hours of a bachelor's degree, elective or general education credit must be taken at a senior (4 year) college.

Four year Colleges:

Credit is accepted without condition from a four-year college or university that is a member of a regional or faith-based accrediting organization that is recognized by the Council for Higher Education, provided there is no duplication among major courses, Core Curriculum requirements and electives eligible for transfer. Acceptance of a course (or courses) does not necessarily mean that those courses can/will be applied to the student's graduation requirements.

Non-Collegiate Work:

Credit for veteran's training and other non-collegiate work is given in accordance with the credit recommendation published by the American Council on Education (ACE).

Correspondence Courses:

To ensure transferability of courses taken by correspondence, a student must have written approval from the Tabor College Registrar. Up to 6 hours of coursework may be taken via correspondence.

Non-Accredited School:

Work from non-accredited colleges (Colleges who are not a member of a regional or faith-based accrediting organization that is recognized by the Council for Higher Education) may be considered for transfer subject to the following conditions:

1. The satisfactory completion of 12 credit hours of course work at Tabor College with a grade point average of 2.0 or better
2. The Credit is applied toward a Tabor College degree or program the student is pursuing. The work will be evaluated by the Program Chair and the Dean of TCAGS.
3. No more than 50% of the hours required for a Tabor degree may be transferred from such a non-accredited institution.
4. Work from technical colleges, career colleges, and colleges for which we already have an articulation agreement will be considered within that college's articulation agreement

Non-Traditional Credits

Non-traditional credits earned at another institution are evaluated through the portfolio process, using the American Council of Education (ACE) guidelines, and are treated in the same manner as transfer credits. It is the student's responsibility to obtain the necessary documentation for such credits from the institution where they were awarded. Such documentation should include course title and description, hours awarded, method of assessment, assessment criteria, performance level, evaluator credentials, and evaluator comments. A maximum of 40 semester credit hours of military credit may be applied to the degree requirements as elective credit.

CAP ON TECHNICAL CREDIT

The definition of "technical credit" is as follows: The course primarily teaches a person how to do something, i.e., its purpose is to allow students to learn a specific skill such as machinery or equipment, EMT, aviation, 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.

A 40-semester hour cap for technical credit that was earned as part of a degree or vocational certificate, which includes credit earned through transfer, through ACE/PONSI-approved courses that are recommended for lower-division credit, and/or through portfolio assessment.

READMISSION TO THE COLLEGE

Students returning to TCAGS after an absence of more than 6 months need to apply for readmission to TCAGS by filling out a new application. Students returning to the college after an absence of more than 12 months will be subject to the requirements of the current *College Catalog*. Students must be in good academic and financial standing with the College to be considered for readmission. A readmit fee of \$125 will be assessed after an absence of more than 6 months.

FINANCIAL AID

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

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

All applicants for aid are encouraged to file the Free Application for Federal Student Aid (FAFSA) online at www.FAFSA.gov. Paper forms are available from this same website. Tabor College's federal school code is 001946.

The FAFSA is the application for the Pell Grant and eligibility for Direct Loan (Subsidized or Unsubsidized). Students must be enrolled at least part time (6 credit hours) to qualify for most Federal Aid programs.

The FAFSA results determine a student's eligibility for the various sources of federal student aid. Included are the Pell Grant and Federal Direct Subsidized and Unsubsidized 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 Financial Aid will inform students as to which year's forms will be needed. Students enrolled in most TCAGS programs are considered to be "half time", in compliance with federal financial aid regulations.

AWARD NOTICES

The Office of Financial Aid will act on all scholarship applications and FAFSA results. Notification of financial assistance will be made to students who are accepted for admission to TCAGS. The student is asked to accept or decline the financial aid awarded within 10 days of receiving their financial aid award package. All students have the right to appeal for an extension of time to accept the financial aid award package. If a student would like to have the aid package reviewed again, they should contact the Office of Financial Aid.

SCHOLARSHIPS

Tabor College encourages all students to apply for other sources of aid outside of Tabor College. The majority of scholarships are independently sought and awarded external to TCAGS students.

CHURCH SCHOLARSHIPS AND CHURCH MATCHING GRANTS

Students are encouraged to seek financial assistance from their church congregations. If the church sends these scholarships to TCAGS, the College will match a church scholarship up to \$250 a term with a maximum of \$500 per academic year. This scholarship and matching award will be included as financial assistance. Church treasurers should inquire with the Office of Financial Aid regarding details of this program.

GOVERNMENT AND ELIGIBILITY-BASED AID

To apply for all federal eligibility-based aid students are encouraged to complete a FAFSA at www.FAFSA.gov. The resulting eligibility analysis determines a student's eligibility for the following programs:

Federal Pell Grant: The Pell Grant is designed to provide financial assistance to those with financial eligibility who desire to attend post-high school educational institutions. Grants range from (Academic Year 2014-15: \$605 to \$5,730). Application for the Pell Grant is made by completing the FAFSA.

Federal Direct Student Loan Program: This program provides for a federal guarantee of a student loan from the federal government. A student must be enrolled at least half time to be eligible for a Direct Loan. Direct loans may be Subsidized or Unsubsidized. Interest accrues on Unsubsidized loans upon disbursement. Subsidized loan interest begins upon graduation. If a student's grace period has not already been used, repayment begins six months after the student ceases to be enrolled at least half-time. Students may be required to complete an Entrance Counseling or Financial Awareness Counseling. For more information please visit www.studentloans.gov.

To disburse loan funds to students accounts, an active Entrance Counseling questionnaire and Master Promissory Note MUST be on file. These items can be found at www.studentloans.gov. Students may be required to complete an Entrance Counseling or Financial Awareness Counseling if it has been two years since an Entrance Counseling was completed.

Note: Tabor College will determine eligibility on a preliminary basis. Final acceptance and granting of aid is done by the various government agencies for state and federal awards. Tabor College does not guarantee these awards and will not replace awards denied by these agencies.

Note: In some situations students may qualify for deferment of current student loan payments through a process called in-school deferment. To qualify for deferment students must be enrolled as a half-time student. To complete a deferment form go to <http://ifap.ed.gov/dpclatters/attachments/GEN1214SCH.pdf>, print off the form, read and complete Sections 1, 2 and 3, and return it to the Office of Financial Aid

VERIFICATION

Some students completing the FAFSA will be selected for verification by the Department of Education or by Tabor College. Students selected will be notified on their Student Aid Report or by communication from Tabor College. The verification process will require the student to import their IRS tax information to the FAFSA application using the IRS data retrieval tool or provide an IRS Tax Return Transcript. Per Federal Regulations Tabor College must obtain an IRS processed Tax Return Transcript and are not able to accept unprocessed tax returns. Tax Return Transcripts are available free of charge at <http://www.irs.gov/Individuals/Order-a-Transcript>. In addition, a Verification Worksheet will need to be completed. This form will be sent to the student and is also available at the Office of Financial Aid. Once completed and signed, send all necessary documents to the Office of Financial Aid. For questions regarding the verification process, contact the Office of Financial Aid.

PLEASE NOTE: All documentation, including tax transcript(s), tax information imported to the FAFSA and the Verification Worksheet must be provided by the student before any Title IV financial aid will be applied to the student's account. If a student does not respond with documentation and required tax information, their account will only be credited with Tabor institutional aid which is non-need based. The Business Office will charge a delinquent account fee each month for unpaid balances. No exception or waiver of this fee will be granted while state or federal aid applications and awards are pending or in transit. This is explained in supplemental information found under My Tabor Wichita, Terms of Financial Settlement, My Financial Information (AGS).

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Federal regulations require Tabor College to establish Satisfactory Academic Progress (SAP) standards for student financial aid recipients. Tabor College's standards of SAP measure a student's

academic performance both qualitatively and quantitatively by reviewing the following three areas of performance:

1. Completion rate for coursework enrolled
2. Total cumulative grade point average (Cum GPA) earned
3. Maximum time frame to complete a degree

The Office of Financial Aid is responsible for ensuring that all students receiving federal financial aid are meeting these minimal standards. The standards of SAP apply for all federal financial assistance programs including Federal Pell Grant, Federal Perkins Loan, Federal Work-Study, Federal Supplemental Educational Opportunity Grant and Federal Direct Loans (Stafford and PLUS).

Items to consider:

- Financial aid SAP is similar to but not exactly the same as academic progress required for graduation.
- Being declared ineligible for financial aid does not mean a student has been academically dismissed from TCAGS. It means that students may not receive government financial aid. They may still be eligible for TCAGS aid.
- Any appeal of ineligibility is good for only one term. Approval of an appeal places the student on "financial aid warning" only for the term the appeal was approved.
- No federal aid may be paid to a student's account for a subsequent term until after grades for the probationary period have been reviewed and the student's status determined to be satisfactory.
- Failure to meet the minimum SAP standards after an appeal was approved will place a student in ineligible status once again.
- Many scholarship recipients are required to maintain a higher credit hour level or grade point average than outlined in this policy. Guidelines on the minimum acceptable credits/grade point average for scholarship recipients are outlined by donors or in acceptance notices signed by the recipient.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

A student must be in an admitted/enrolled status as a regular student in a degree program and making satisfactory academic progress toward a degree, in order to be considered for participation in federal financial aid programs administered by the Office of Financial Aid. Making satisfactory academic progress, for these purposes includes three factors:

1. A minimum prescribed cumulative grade point average (CUM GPA) defined by TCAGS
2. A prescribed completion rate of courses enrolled
3. Proceeding through the program at a pace leading to completion in a time frame of 150% of the average length of a program. This includes all attempted and earned credit hours whether the student receives Title IV aid or not.

The specific expectations include the following:

1. Maintain a minimum cumulative grade point average (CUM GPA) from coursework taken at TCAGS: The minimum CUM GPA for undergraduates is 2.0 for all grade levels. Grade changes after the term has been completed will be reviewed on a case by case basis.
 - a) Repeated courses – last recorded grade will be computed in the GPA.
2. Each student must earn at least 67% of all attempted hours each term. Attempted hours include: transferred hours, and all TCAGS hours including, incompletes, withdrawals, repeated, pass/fail, and all earned hours.
3. Students are expected to complete degree requirements within 150% of the average length of their program of study, i.e. 186 credit hours.
 - a) Maximum time frame will include all accepted and transferred credit hours.

- b) Change in majors or pursuit of a second degree, attempted hours will include all transferred and TCAGS credit hours.

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

FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS

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

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

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

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

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

FINANCIAL AID APPEAL PROCEDURE

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

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

Students must also submit an academic completion plan with their appeal for consideration if it will take longer than one payment period to regain good standing of academic progress. Prior to submission of the academic plan, the student must work with the Academic Support Coordinator to ensure the ability to complete their degree within the described time frames.

FINANCIAL AID SUSPENSION AND RE-ESTABLISHING ELIGIBILITY

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

CONSUMER INFORMATION

Tabor College does not discriminate on the basis of age, 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.

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

In addition to this outline of consumer information, you are urged to familiarize yourself with your rights and responsibilities. If you have a question, please contact an administrator or other appropriate college representative.

Confidentiality and the Release of Information

The Family Educational Rights and Privacy Act (FERPA) and the Gramm-Leach-Bliley Act afford students certain rights with respect to their education records.

- 1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Vice President of Academic Affairs, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tabor College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202-4605.

The Federal Trade Commission (FTC) requires institutions of higher education to establish policies and procedures for safeguarding customer financial information by complying with the Gramm-Leach-Bliley Act (GLB Act). The FTC has ruled that being in compliance with the Family Educational Rights and Privacy Act (FERPA) satisfies the privacy requirement of GLB Act. Tabor College has undertaken additional measures in order to satisfy the safeguarding provisions of the GLB Act.

The objectives of the Tabor College Financial Information Security Plan are to:

- Ensure the security and confidentiality of student/customer covered data.
- Protect against any anticipated threats or hazards to the security or integrity of such covered data.
- Protect against the unauthorized access to, or use of, such covered data in ways that could result in substantial harm or inconvenience to students/customers.

Covered data means all information required to be protected under the GLB Act. Covered data also refers to financial information that the College, as a matter of policy, has included within the scope of its Information Security Plan. Covered data includes information obtained from a student in the course of offering a financial product or service, or such information provided to the College from another institution. Offering a financial product or service includes offering student loans, receiving income tax information from a current or prospective student's parents as a part of a financial aid application, offering credit or interest bearing loans, and other miscellaneous financial services as defined in 12 CFR§ 225.28. Examples of student financial information relating to such products or services are addresses, phone numbers, bank and credit card account numbers, income and credit histories and social security numbers. Covered data consists of both paper and electronic records that are handled by the College or its affiliates.

The Information Security Plan Officer (Officer) will be responsible for implementing the Financial Information Security Plan. The Officer is presently the Vice President for Business & Finance under the guidance of the Tabor College Technology Committee. Questions or concerns regarding the security of student/customer financial information should be addressed to the Information Security Plan Officer in the College Business Office.

FERPA

The Registrar's office requests each student to complete a FERPA Release form at the beginning of each academic year that shows what the students will allow to be released, and to whom. The FERPA Release form is updateable throughout the year if a student chooses to change it. Copies of the completed forms are kept on hand, as well as a copy that is given to the registrar's office, business office, and financial aid office.

STUDENT RIGHT-TO-KNOW

All post-secondary institutions which receive federal financial aid are required by the Department of Education to disclose the graduation rate for their students based on a cohort class of full-time freshmen who complete their degree within a six-year time period. This information is available in the Office of Enrollment Management and the Registrar's Office.

STUDENT ACCOUNT SERVICES

TUITION AND FEE SCHEDULE

Total costs vary by program. This information may be obtained from the Education Consultants. Students are required to complete payment arrangements with the Director of Business Services upon enrollment.

TUITION AND FEE SCHEDULE* TCAGS UNDERGRADUATE PROGRAMS 2014-2015

Per Credit Hour Fees

Bachelor of Science in Business Administration	\$360
Bachelor of Science in Christian Ministry	\$310
Bachelor of Science in Nursing RN-BSN	\$360
STEPS.....	\$250
Books and Resources	\$69
MB Courses	\$400
Learning Resource / Assessment (only book opt out)	\$15
Audit (only if auditing a course)	\$60

Per term Fees

Technology	\$150
E-Learning (Tabor Online LMS)	\$75

One time Fees

Application fee	\$20
Deposit (credited after completion of first term class)	\$100
Registration Fee	\$125
Graduation Fee	\$125
Background check/Nursing Malpractice Ins fee (Nursing students only)...	\$165

Other Fees

Course Drop Fee	\$100
Program Withdraw Fee.....	\$100
Re-entry Fee	\$125
Summer Online (STEPS) Non-refundable Fee.....	\$300
Transcript Fee (first request is free).....	\$10
DANTES test (\$100 per test) + shipping and handling (\$20).....	\$120
Compass Placement test	\$20
LLP/PST (per credit hour)	\$50 (additional \$25 if reading is needed)
Proctor Fee (per test, depending on requirements)	\$0 - \$50

* Prices subject to change

LOCKED-IN TUITION

Tuition charges are frozen at the time of enrollment for the balance of core classes required for the program/major selected as long as the student remains enrolled in their original cohort. Exceptions to this policy would be any elective or general education hours not taken as part of the cohort core. These elective or general education hours, often referred to as gap hours, are charged at the current published tuition rate.

PROGRAM DEPOSIT

For students in a cohort-based program of study, a \$100 deposit is to be paid upon acceptance into a degree program. 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 student account.

PAYMENT OPTIONS

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.
2. Provide evidence that aid/assistance will be available in the immediate future.
3. Have contacted the Director of Business Services regarding payment arrangements/plan, which must be signed and approved before the first day of class (before the start of a term).

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.

EMPLOYER ASSISTANCE

To be eligible for employer assistance, a student must fill out an "Employer Assistance Information" form prior to 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 Director of Business Services 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 or using the monthly payment plan.

ACTIVE DUTY MILITARY / VETERANS BENEFITS

Tabor College is proud to support Veterans and their families looking to start or continue their education at TCAGS. Some of the benefits we provide for our military students are listed below. This is not an exhaustive list; please contact the Office of Business Services for more information.

The Post-9/11 GI Bill

The Post-9/11 GI Bill is for individuals with at least 90 day of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill became effective for training after August 1, 2009.

The Yellow Ribbon Program

The "Yellow Ribbon Program" is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008 (also known as the Post 9/11 GI Bill). This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with

Veterans Administration to fund **tuition expenses** that exceed the annual maximum paid through the Post-9/11 GI Bill. The institution can waive up to 50% of those expenses and VA will match the same amount as the institution.

Please provide the Office of Business Services with the following documents:

Certificate of Eligibility: Can be requested online or by calling 1-888-442-4551. You will need to mail the form to the address indicate on the form and then provide Tabor College with a copy of the *Official Certificate of Eligibility* you receive back.

DD214-Member 4 Copy (Veteran): You may request the form online.

Official Copy of Military Transcript (Veteran):

VA Form 22-1995 or 22-5495 Change of Program or Place of Training (if used VA benefits elsewhere): Can be found online – please type in the form number (either 2201995 or 2205495) at the bottom of the page in the “search” space.

We will need all forms turned in to the Office of Business Services before we are able to certify your credits using your VA Benefits. Individuals eligible for these benefits must comply with all Terms of Financial Settlement (found at My Tabor Wichita under My Financial Information (AGS)).

PERSONAL FUNDS

Students may pay for their program with personal funds by using the monthly payment plan (See the Director of Business Services for payment plan information). Financing fees apply for students selecting the payment plan.

DROP/WITHDRAWAL & REFUND POLICY

Students who wish to withdraw from Tabor should inform: the Academic Support Coordinator, and the Office of Financial Aid. A withdrawal form will be provided and must be completed. No refunds will be issued without a completed form on file. **ANY STUDENT WHO HAS COMPLETED ANY STEPS OF REGISTRATION AND WISHES TO WITHDRAW MUST COMPLETE THE WITHDRAWAL PROCESS AND FORM.** The withdrawal date for prorating charges and refunds will be specified on the official withdrawal form acknowledged and signed by the business office.

CHARGE AND REFUND POLICY

All charge and refund policies are subject to change based on federal regulations. Current information is available in the Financial Aid Office and Business Office.

DROP/WITHDRAWAL FROM A COURSE & REFUND:

1) Course Drop/Refund:

- Follow appropriate guidelines for dropping a course (see Academic Policy).
- Student must notify Academic Support Coordinator prior to the first day of class to drop a course.
- Once the correct drop procedures are followed and signed documentation is on file, the student will receive 100% refund on tuition and fees prior to the first day of class. Exceptions made if the student has received books. All book fees are non-refundable.

2) Course Withdrawal/Refund:

- Follow appropriate guidelines for withdrawing from a course (see Academic Policy).
- For onsite courses, a student may withdraw from a course until 11:59 pm CST of the second class meeting- for online courses, by 11:59 pm CST through the 7th day.

Withdraws are completed by submitting a Student Status Form to the Academic Support Coordinator (see Academic section).

- Once the correct withdrawal procedures are followed and signed documentation is on file, the student will receive 100% refund on tuition, assessed a withdrawal fee, and is responsible for all other fees, including books. All book fees are non-refundable. For all online students, after the seventh day for online, second class meeting for onsite, the student will be charged in full for tuition and fees and will earn a grade. For onsite students, students will be charged in full for tuition and fees and will earn a grade after the tenth calendar day.
- The student will receive a 'W', 'WP' or 'WF' on their transcript for withdrawing from a course up to the seventh day.

PROGRAM WITHDRAWAL & REFUND

Follow appropriate guidelines for withdrawing from a program (see Academic Policy).

- Students who withdraw prior to the first day of regularly scheduled classes for the fall, spring, or summer term will be charged a service fee of \$100 in lieu of charges for tuition, fees, and students activity fees.
 - No forms of financial aid, loans or other financial assistance administered by the college will be extended to the individual under these circumstances including Title IV federal aid programs and institutional aid programs.
- Students who withdraw during a term will be responsible for following the same procedures as stated above for a course withdrawal, and will be subject to the course withdrawal fee/refund policy.

For students who voluntarily withdraw from a program, all documentation must be signed and turned in by the student to the Academic Support Coordinator (see Academic Policy for program withdrawal procedures). Title IV financial aid, Tabor College institutional scholarships and grant aid will be prorated. Book fees, other school-related fees, fines and personal costs are not prorated and are non-refundable.

Students receiving Title IV federal funding, who withdraw, drop out, fail modules, or take a leave of absence may be required to return all or a portion of their financial assistance awards. Title IV funding refers to federal aid such as Pell grants, Direct loans (both subsidized and unsubsidized), and PLUS loans. Federal regulations require that students who withdraw from Tabor College or stop attending classes return the unearned portions of their Title IV aid to the federal government. The amount of aid that must be returned is based on the percent of the term a student has completed. By attending class, students "earn" a portion of the financial assistance that has been disbursed to their student accounts. At the time a student withdraws or ceases to attend Tabor College, a return to Title IV refund calculation will be done in order to determine the amount of financial assistance a student has earned and, if necessary, what amount must be returned to the federal government.

If a student plans to withdraw from a module based program/course, Tabor College determines with the student whether it is a complete withdrawal or a withdrawal from one module class. Title IV eligibility will be reviewed and adjusted as needed.

Tuition and fees for students that are suspended or dismissed under disciplinary measures on or after the first day of regularly scheduled classes during a term will be assessed tuition and fees in full for the current course they are in. Title IV aid, Tabor College institutional scholarships and grant aid will be prorated. Book fees, other school-related fees, fines and personal costs are not prorated and are non-refundable. There will be no refund given for tuition and fees under any circumstance of withdrawal, suspension or dismissal after the seventh business day of a course start date.

The student will be notified by mail that a Title IV refund calculation was performed. A copy of any adjustments on the student's account will accompany the notification. If there is any outstanding

balance on the student's account, the student is responsible for making payment arrangements with the Director of Business Services.

Note: 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

BOOK FEES

All book fees are non-refundable. If a student drops a course before the course start date and prior to receiving books, then a student will not be assessed a book fee. No other exceptions will apply.

STUDENT RESPONSIBILITIES

AS A PART OF THE EDUCATIONAL PROCESS, ALL ACCOUNTS ARE CONSIDERED TO BE THE PRIMARY RESPONSIBILITY OF THE STUDENT. FAILURE TO MEET ANY TERMS OF THE FINANCIAL AGREEMENT MAY RESULT IN THE CANCELLATION OF THE STUDENT'S CAMPUS PRIVILEGES OR ENROLLMENT UNTIL PAYMENT HAS BEEN MADE.

All statements of account are sent directly to the student. Forwarding of statements to other parties such as parents, guardians, or relatives, for example, is the responsibility of the students.

1. You are responsible for formalizing financial settlement arrangements prior to the first day of classes. This includes applications for financial aid grants and loans or arranging for full payment or monthly payments to be made according to a schedule approved by the Business Office.
2. You must complete all application forms accurately and submit them on time to the right Departments.
3. You must provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the US Criminal Code.
4. You must return all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
5. You are responsible for reading and understanding all forms that you are asked to sign and for keeping copies of them.
6. You must accept responsibility for all agreements that you sign.
7. You must be aware of and comply with the deadlines for application or reapplication for aid.
8. You should be aware of your school's refund procedures.
9. All schools must provide information to prospective students about the school's programs and performance. You should consider the information carefully before deciding to attend a school.

STUDENT RIGHTS

As a recipient of federal student aid, you have certain rights you should exercise, and certain responsibilities you must meet. Knowing what they are will put you in a better position to make decisions about your educational goals and how you can best achieve them.

1. You have the right to know what financial aid programs are available at your school.
2. You have the right to know the deadlines for submitting applications for each of the financial aid programs available.
3. You have the right to know how financial aid will be distributed, how decisions on the distribution are made, and the basis for these decisions.
4. You have the right to know how your financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget.

5. You have the right to know what resources (such as parental contribution, other financial aid, your assets, etc.) were considered in the calculation of your need.
6. You have the right to know how much of your financial need as determined by the institution has been met.
7. You have the right to request an explanation of the various programs in your student aid package.
8. You have the right to know your school's refund policy.
9. You have the right to know what portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when repayment is to begin.
10. You have the right to know how the school determines whether you are making satisfactory progress, and what happens if you are not.

RELEASE OF TRANSCRIPTS AND REGISTRATION

No transcripts will be released or subsequent registration allowed until an individual's account is paid in full. All accounts and obligations, including Federal Loans, due to the College must be paid in full or satisfactorily brought up to date before a transcript will be released.

CREDIT ON ACCOUNT

After all charges have been determined and entered on a student account and all credits for grants, loans, scholarships, and payments have been entered on the account, a credit balance may exist. When a credit balance exists, the remaining funds will be released to the student up to 14 days from the first day the credit appears on the account after verification of charges, credits, and/or request is received. If the student chooses to leave the credit balance on their student account, a written request must be signed and returned to the Director of Business Services.

STUDENT RESOURCES & POLICY INFORMATION

STUDENT LIFE

While enrolled in a TCAGS 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 at TCAGS. 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, during College events, or when representing the College formally as a student or alumni.

NEW STUDENT ORIENTATION

TCAGS begins each term with a new student orientation for all degree programs. This required orientation helps new students learn and understand how to navigate their Tabor degree program from a policy, process, and technology perspective. It is a time for students to learn about TCAGS and sets the foundation for a successful educational experience.

TABOR COLLEGE LIBRARY

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

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

Tabor College Library's online information system, which is currently available via modern technology resources for both on- and off-campus users, not only connects library users to a listing of in-house print resources and full-text journal and magazine databases, but it also provides access to more than 300 million records from over 72,000 libraries written in more than 470 languages. Items not held by Tabor College Library are provided to students, faculty and staff via a resource sharing program known as Interlibrary Loan. Generally speaking, most Interlibrary Loan items are available at no charge to the requesting patron. Any student in need of individual research instruction or any other library assistance may contact the Library's Reference Librarian. General reference assistance is available on a daily basis by contacting the library staff via email.

TABOR COLLEGE POLICY STATEMENT ON SUBSTANCE USAGE

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

Applicability

This policy applies to all Tabor College students.

Prohibitions

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

Likewise, the college does not condone the use of tobacco. Students are expected to refrain from smoking or chewing tobacco products in all Tabor classrooms. Smoking or chewing tobacco products is not permitted on Tabor premises, including remote classroom locations or any building or parts of buildings owned or operated by Tabor College. The possession of firearms is strictly prohibited in any Tabor owned or operated facility.

Fitness for Examination and Testing

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

Legal Sanctions

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

DRESS CODE

Students are expected to dress in a manner conducive to a collegiate learning environment while on campus and at all College-sponsored activities off campus.

STUDENT CONDUCT AND DISCIPLINE

Within the context of Tabor College's mission and its determination to be Christ-centered, students are expected to develop and maintain a high standard of personal and behavioral values. These expectations include, but are not limited to, the following:

1. Respect for the personal worth, dignity and rights of others.
2. Respect for the right and necessity of TCAGS to develop and maintain a Christian atmosphere conducive to academic study and personal growth.
3. Respect for Tabor's longstanding tradition of honesty, moral and ethical integrity, freedom of expression and open inquiry within the bounds of TCAGS standards.
4. Respect for the diverse backgrounds, personalities, convictions and spiritual traditions of students, staff and faculty who comprise the TCAGS community.
5. Respect for local, state and federal laws and ordinances.
6. Respect for discipline, policy, procedures and authority established by TCAGS for the systematic management of college activities, the well-being of the members of the college community, and the integrity of the institution.
7. Willingness to offer service, support, guidance, and friendship to others.
8. Regard for the nature of a moral community by embracing the need for students, staff, faculty, and administrators to lovingly confront and hold accountable members of the TCAGS community whose conduct falls outside the boundaries of Christian behavior, college policy, and state and federal laws.

EXPECTATIONS AND VALUES

Orderly and open participation by the students should be encouraged for the best possible learning environment. Students should also be encouraged to maintain confidentiality of opinions shared in the classroom, study group, and learning team setting.

Students are expected to conduct themselves in a professional manner while in the classroom. Remarks which are sexist, racist or otherwise personally offensive to others are inappropriate and out of keeping with the values of TCAGS. Such remarks may result in the student being dismissed by the instructor and marked absent from class.

Anyone coming to class seeming to be under the influence of drugs or alcohol or otherwise behaving in an inappropriate way may be dismissed from class by the instructor and regarded as absent. If such an event were to take place, the instructor must file an incident report with the Dean of TCAGS within 24 hours. Behavior which is not in conformity with the values of TCAGS may result in dismissal from the College.

DISCIPLINARY RESPONSES

Responses for misconduct include any of the following, singly or in combination:

Disciplinary Warning

An official response given verbally and/or in writing, notifying the student of his or her misconduct and warning that subsequent infractions must not occur.

Disciplinary Probation

An official status that places the student in a position that any subsequent misconduct during the period of probation, will result in additional discipline, including, but not limited to, suspension or dismissal from the college. The term of the probation is determined by the Executive Vice President of TCAGS or his/her designee.

Disciplinary Suspension

An official response that prohibits the student from attending the college, entering into college owned or operated property, participating in any college activities or academic organizations, typically to include at least one calendar week or the rest of the academic semester in which the offense occurred. Length of suspension will be determined by the Executive Vice President TCAGS or his/her designee. For academic year or semester suspensions, written request to return to the college must be submitted to the Executive Vice President of TCAGS at least one month prior to the semester in which the student wishes to re-enroll.

For suspensions, a student must complete an exit and re-entry interview with the appropriate college official before returning to campus. Any classes missed due to a suspension will be unexcused and subject to the policies and procedures of the faculty. Notification of suspension will be sent to the appropriate college offices, including their Program Director and Academic Support Coordinator.

Disciplinary Dismissal

An official determination canceling the student's registration at the college which usually lasts for at least the remainder of the academic semester in which the offense occurred and additional semesters as the sanction warrants. If the dismissal occurs within the withdrawal timeframe, a W will result in their courses. If the instance of dismissal occurs following the withdrawal timeframe, the student will receive a WP or WF (Withdrawal Passing or Fail) in their classes, depending upon the students standing in the class at the time of dismissal. Monetary reimbursements will not be made for tuition, books, or any other college fee. Notification of expulsion will be sent to the appropriate college offices, including their Program Director and

Academic Support Coordinator. Students who wish to return to school after the dismissal period has ended, must submit written notification to the Executive Vice President TCAGS, or his/her designee, at least one month prior to registering for the semester in which they intend to re-enroll. This written request should include a discussion of action steps completed to comply with specific requirements of the dismissal and a statement of intent to comply with the attitudes and behaviors expected of Tabor students. Three letters of reference should also accompany this request. Usually a professor; a minister, pastor, elder or church leader; a counselor/therapist; or a personal friend writes these letters. These letters should indicate the relationship with the student and an assessment of the student's progress toward change and completion of re-enrollment requirements. Failure to submit a written request may result in delayed admission for the subsequent semester.

Disciplinary Expulsion

An official determination that permanently prohibits the student from attending Tabor College.

ACADEMIC INFORMATION

In addition to many of the policies outlined in the Academic Policies section of the College Catalog, the academic policies, philosophy, and practices described in this section apply specifically to students enrolled in programs offered by TCAGS. Degree programs offered by TCAGS have been designed for adult learners who must maintain professional and personal commitments while returning to school. Staff members will assist students in discovering the best options for completing all requirements in a timely fashion.

LEARNING PHILOSOPHY

The TCAGS curricular format is accelerated. Interaction among participants is emphasized, and teamwork plays an important role in the learning process. This approach to learning is founded on the philosophical assumption that adult students have significant skills from which to draw and significant experience from which to share.

ACADEMIC CALENDAR

TCAGS has three terms (Fall, Spring, and Summer) in an academic year.

ACADEMIC ADVISING

TCAGS believes that academic advising should be a 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.

SERVICES FOR STUDENTS WITH DISABILITIES

TCAGS desires to give all students eligible for admission and enrollment the opportunity to succeed. Assistance is usually provided through the Student Success office. All prospective or current students are encouraged to contact and utilize the services provided through the center for their success.

Admissions decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admission.

Students with disabilities are not required to identify themselves. However, those interested in receiving academic accommodations are encouraged to meet with or contact the Student Success Office (620-947-3121, Ext. 1223) as early as possible to allow for the review of documentation and the formulation of an accommodation plan.

E-MAIL

All students are provided a Tabor College e-mail account, which is one of the College's official methods of communicating important and time-sensitive information. ***All students are expected to check the mail sent to this account on a frequent and consistent basis, and to respond to official communications in a timely manner.*** All students are responsible for monitoring this account and for the consequences of missing important and time-sensitive messages.

REGISTRATION

Students enroll in cohort modules according to program schedules. Pricing will vary upon program.

ENROLLMENT CONFIRMATION

Once students have completed the registration process (or have started attending classes), they are considered “confirmed/enrolled” for financial purposes and, thus, are responsible to pay related charges at the beginning of each term or session or make other satisfactory arrangements. This is required for continued enrollment at TCAGS. Payments and other financial arrangements are to be made in the Business Services Office. Students who find it necessary to withdraw from the College before the end of a course or term must follow withdrawal procedures and arrange with Financial Aid Office and Business Services Office for payment of all bills in order to secure honorable dismissal.

TERM CONFIRMATION

Students are required to sign a Term Confirmation for each term. This officially registers the student for that term. It is the student’s responsibility to sign and return the term confirmation to TCAGS. If the student fails to return the term confirmation they will not be enrolled for the future term.

EDUCATIONAL RESOURCES

Unless otherwise designated by the academic program, textbooks and course materials are delivered directly to students enrolled in courses before the beginning of a new course. If a student misses the delivery, it is the student’s responsibility to contact TCAGS at 316-729-6333 to make arrangements for delivery or pick up of textbooks and course materials.

ENROLLMENT STATUS CHANGES

Students can initiate two kinds of enrollment status changes:

Withdrawal: Students should apply for withdrawal when they find it necessary to discontinue their program on either a temporary or permanent basis.

Students are responsible for all financial obligations up to the date of withdrawal. If students are receiving financial aid, changes in enrollment status may change aid eligibility. Therefore, before initiating a change in status, students receiving aid should contact the Financial Aid Office to determine the impact on aid eligibility.

Program Re-Entry: Students should apply for program re-entry when they wish to be readmitted into a program following a withdrawal of 6 months or more.

WITHDRAWAL

Students wishing to withdraw from classes must notify the Academic Support Coordinator by completing an official Student Status Form to withdrawal and submit for advisor approval. All charges continue until the date of the student’s written notification of withdrawal. In addition, the student must notify the Business Services Office and Financial Aid Office (if receiving financial aid) in person or in writing after withdrawing from classes. Withdrawal from a class or classes may affect the amount of the financial aid a student is entitled to receive. Arrangements must be made with the Business Services Office for payment of all remaining charges. If there is a credit balance on the student’s account, the balance will be credited according to the Credit on Account Policy.

ADMINISTRATIVE WITHDRAWAL

Students who cease to attend classes will be administratively withdrawn from class(es) when the student and the Registrar’s Office have been notified of the non-attendance by the professor(s). The withdrawal will be effective as of the day after the last date of attendance. Grades assigned, refunds of charges, and financial aid will be completed according to College policy.

DROPS AND WITHDRAWALS

- A student may drop a course by logging into My Tabor and submitting the Student Status form to the Academic Support Coordinator for approval.
- A student may drop a course until 11:59 pm CST the day before it meets. Once the class begins meeting, the student may withdraw from the course.
- For onsite courses, a student may withdraw from a course until 11:59 pm CST of the second class meeting. For online courses, by 11:59 pm CST through the 7th day. Withdraws are completed by submitting a Student Status Form to the Academic Support Coordinator (fees and tuition apply as outlined in the Financial Information section).
- If a student withdraws after the second class session they will receive a WP if doing passing work, or a WF if doing failing work.
- If a student registers for a course and does not attend *within* the first two class sessions for onsite courses or 7th class day for online courses, the student will be withdrawn from the course with no grade, but the Student's account will be assessed according to the Refund Policy in the Financial Information section.
- In the event of deployment, active duty military personnel may request to be withdrawn from a course and/or program up to 30 days post deployment date with no penalties, and may re-enter their program at any time without penalty.

WITHDRAWAL FROM THE COLLEGE

Students wishing to withdraw from classes must notify the Academic Support Coordinator by completing a Student Status Form for approval. The Academic Support Coordinator will assist students in completing the withdrawal form.

EFFECT OF WITHDRAWAL ON GPA

A WF (withdraw failing) has the same effect on the GPA as an F. Grades of W (withdraw), WP (withdraw passing), and RW (retroactive withdraw) are not computed in the GPA.

Note: A withdrawal can have an impact on Financial Aid. Please consult Financial Aid Director for specific input prior to withdrawal.

STUDENTS IN THE MILITARY, NATIONAL GUARD OR RESERVES

Students must submit a request to Director of Business Services in advance of an absence, providing a copy of their orders, dates they will be gone, and their location. After the request is approved, the student is responsible for contacting their instructors and making arrangements for make-up work. Failure to follow this procedure will result in the student's need to repeat the course.

ONSITE ATTENDANCE POLICY

- Absences will be given if a student arrives more than 30 minutes late or leaves more than 30 minutes early.
- If a course has not yet begun and a student anticipates missing more than one class session, it is the student's responsibility to request a drop/withdraw from the Academic Support Coordinator.
- A student is allowed to miss one class session for each six week course. No absences are allowed for courses less than six weeks. The student is responsible for notifying the instructor prior to the absence and for completing any make-up work that may be assigned. Whether make-up work is complete or not, the absence will be reflected in the participation portion of the final grade. **There are no excused absences.**
- Two absences in a course will result in an **Administrative Withdrawal from the course** and the student will receive a (WF) and be financially responsible for the course.

ONLINE ATTENDANCE POLICY

- All online courses begin Monday at 12:00 am Central Time and end Sunday night at 11:59 pm Central Time. Each student is required to attend class.
- If a course has not yet begun and a student anticipates missing more than one class session, it is the student's responsibility to request a drop/withdraw from the Academic Support Coordinator.
- Two absences in a course will result in an **Administrative Withdrawal from the course** and the student will receive a (WF) and be financially responsible for the course.

DETERMINING ATTENDANCE ONLINE

- A student must log in at least once a week to be counted present.
- If a student does not log in, s/he will be recorded as absent.
- Being present in an online course will not guarantee successful completion of the course.

ACADEMIC INTEGRITY

Academic dishonesty is any act of cheating, fabrication, plagiarism, dissimulation, and any act of aiding and abetting academic dishonesty. The following definitions are used for this policy.

1. **Cheating** is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
2. **Fabrication** is falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.
3. **Plagiarism** is representing the words or ideas of another as one's own in any academic exercise.
4. **Dissimulation** is disguising or altering one's actions so as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested), etc.
5. **Aiding and abetting** academic dishonesty is knowingly facilitating any act defined in 1-4.

PROCEDURAL GUIDE FOR DEALING WITH ACADEMIC DISHONESTY

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

1. If unintentional, the instructor shall deal with the infraction at his/her discretion. The instructor may choose to use the system created for intentional infractions.
2. If intentional, the following procedures will guide the response:
 - a. The instructor shall:
 - Impose the appropriate sanction and inform the TCAGS Dean via the Academic Integrity Incident Report.
 - b. The Dean of AGS shall:
 - Keep a record of reported infractions and sanctions.
 - Place the student on academic probation effective immediately. This shall be understood as a full term's probation.
 - Notify the instructor if the incident reported is not the student's first infraction.
 - Verify that the appropriate sanction has been imposed based on the following schedule:
 - Offense 1: fail the assignment, potential of a one letter grade reduction of course final grade (professor's discretion as posted in syllabus), and

complete academic integrity remediation session(s) with either – or both – the AGS Dean or Program Director.

Offense 2: fail the course.

Offense 3: immediate suspension from the College for the remainder of the term and one additional full term. Suspended students are not guaranteed re-admittance.

Offense 4: dismissal from the College with no right to appeal.

- Notify the course instructor, Academic Support Coordinator, and Program Director of sanction(s) with copy of this letter placed in the student's permanent record.
3. With the exception noted above, students have the right to appeal any charge of academic dishonesty.

ACADEMIC INTEGRITY APPEALS

A charge of academic dishonesty may be appealed in the following manner:

1. The student may initiate an appeal by writing to the Dean of AGS requesting a review of the incident, providing specific details and all appropriate information within 30 days of grade posting.
2. The Dean of AGS will investigate and issue a ruling in writing to the student.
3. If student wishes they may appeal the ruling to the Vice President of Academic Affairs. This is the final appeal. The Vice President of Academic Affairs (VPAA) will seek a resolution or may refer the matter to an ad hoc committee on academic standards. The decision of the VPAA, or the ad hoc committee if so empowered, is the final word in this Academic Integrity Appeal process.

ACADEMIC GRIEVANCE PROCESS

If a student deems it appropriate to appeal a final course grade, the following grievance process must be followed:

1. The student should seek a solution with the concerned instructor within 30 days of the end date of the course.
2. If there is no satisfactory resolution with the instructor, the appeal must be made in writing to the Dean of AGS who will investigate and issue a ruling in writing to the student.
3. If that appeal is not satisfactorily resolved, the final appeal may be pursued with the Office of Academic Affairs (VPAA). The VPAA will seek a resolution or may refer the matter to an ad hoc committee on academic standards. The decision of the VPAA, or the ad hoc committee if so empowered, is the final word in this grievance process.

ACADEMIC PROBATION AND SUSPENSION

All TCAGS students must maintain a minimum GPA to remain in good academic standing. Students in TCAGS undergraduate programs must maintain a cumulative GPA of 2.0. If the GPA falls below these minimums, students will be placed on academic probation.

After being placed on academic probation, TCAGS undergraduate students must raise their cumulative GPA to 2.0 by the completion of their next term at TCAGS. Students who fail to remove themselves from probation will be subject to academic suspension.

Academic suspension results from a failure to meet the terms of academic probation. A student on academic suspension will not be allowed to enroll in a course for a minimum of one academic term and must apply for readmission to the College.

Suspended students who wish to apply for readmission to the College should send a letter of appeal to the Dean of TCAGS, indicating reasons that readmission might lead to academic success. (The

Dean of TCAGS will rule on the appeal after consulting the VPAA and the appropriate Program Chair.)

Students granted readmission will be admitted on academic probation for the next term.

Students who have two grades of "I" (Incomplete), or a combination of one "I" and one "F" will not be allowed to continue in the program until the grades of "I" are satisfactorily removed and/or the course in which grades of "F" were received are successfully retaken. In the case of two consecutive "F" grades, the student will be administratively withdrawn from his/her program.

ACADEMIC DISMISSAL

Dismissal from the College is meant to be permanent. Any student who has demonstrated a deficiency that makes it unreasonable to anticipate eventual completion of degree requirements will be subject to academic dismissal. Any student who has been academically suspended for the second time will be subject to academic dismissal.

GRADING POLICY

Students have access to their grades through My Tabor. Only the instructor of the course can make a grade change. If a student believes that the grade has been improperly given, the instructor should be contacted no later than 30 days after the end date of the course. If the instructor decides that a grade change is warranted, the instructor will submit an appropriate change of grade form to the Registrar.

INCOMPLETES

A grade of I (Incomplete) may be assigned to any student at the discretion of the instructor. Students must have a completed and approved Incomplete form submitted to the faculty no later than the last day of the course.

Incomplete courses shall be completed and the work turned in to the faculty member by date stated on the Incomplete form. If a grade for the incomplete course is not submitted to the Academic Support Coordinator within two weeks after the due date, the grade for the course shall default to the alternate grade submitted by the instructor at the time the Incomplete grade was given. If the failure to submit a grade to the Registrar is the fault of the instructor, he/she must use the existing change of grade mechanism to address the problem. Any request for an extension to the completion date must be made in writing to the Dean of TCAGS before the completion date.

CLASSIFICATION

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

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

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

COURSE NUMBERS

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

000-099	These courses are not applicable to a degree
100-199	Recommended for freshmen
200-299	Recommended for sophomores
300-399	Recommended for juniors
400-499	Recommended for seniors
500-599	Graduate Level, open to undergraduate students by special permission only

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

COURSE CANCELLATION

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

UPPER-LEVEL COURSE CRITERIA

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

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

AUDITING COURSES

Auditing a course gives students the opportunity to explore areas of interest without being subject to the demands of class activities or evaluation and grading. Auditors must receive permission from the instructor and pay the Audit Fee. Audit Petition Forms are available from the Academic Support Coordinator's Office. Students taking the course for credit will receive priority if seating is limited. All auditors will be assessed the Audit Fee per hour regardless of enrollment in other courses for credit, plus the book fee. Auditors who are not taking any other classes need to be admitted through the college as guest students prior to enrolling. There is no requirement of auditors except regular attendance. Added participation, including graded evaluation, is at the discretion of the instructor.

Auditors with regular attendance receive a final grade of AU on the transcript. No college credit is given for auditing and no requirements are met with an audit course. Supervised studies such as independent studies, internships, and practica must be taken for credit. Auditing may not be appropriate for all courses, such as those designed to develop skills and those that are "hands-on" in nature. Changes from audit to credit may be made up to the 2nd class session of an onsite course or the 7th day of an online course from the class start, with the consent of the instructor, and if the student has done the required class work. Credit to audit changes may be made until the 2nd class session of an onsite course or 7th class day of an online course from the class start as well. In both cases, the proper forms must be completed in the Academic Support Coordinator's Office.

TCAGS GPA

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

PREREQUISITES

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 course.

COURSE REPEATS

Grades earned at Tabor College may be improved only by repeating the same course for credit at Tabor College. Both grades will be recorded on the transcript, but only the last earned grade will be computed in the GPA. Students may repeat Tabor College courses elsewhere and the credit will be transferred, but the Tabor College GPA will not be impacted. A student is awarded credit only once for each course. See the Registrar's Office for details. A course which is repeated must be repeated in its entirety. Exceptions to this are courses with independent laboratory and lecture components; in such cases, either the lab or the lecture component may be repeated, with the final grade being based on the original formula for the course.

INDEPENDENT STUDY POLICY

TCAGS directed studies provide individualized educational experiences for students under the supervision of TCAGS faculty members. Independent studies shall not be approved unless there is strong evidence that delay in taking a course would cause an academic hardship for the student. Due to the nature of some courses, not all courses will be available by Independent study, nor is a professor obligated to teach via this method. Independent studies are only available to TCAGS students who have a cumulative GPA of 3.0 or higher and may be granted only in very rare circumstances. The decisions concerning academic hardship and/or rare circumstances are at the sole discretion of the Dean of TCAGS.

Students taking courses by Independent study will need to complete an Independent study form with the assistance of the professor involved, provide a syllabus and pay tuition and the appropriate Independent study fee. Independent studies must be approved by the Program Chair of the course being offered and by the professor prior to enrolling in the course. TCAGS Independent study forms may be secured in the Academic Support Coordinator's Office. The Academic Support Coordinator's Office approves the assigned dates for any Independent study and enrolls the student. Credit will be awarded only if all course requirements are fulfilled no later than one week past the assigned date on the Independent study form. If course work is not received by this time, the student will receive an F in the course.

ALTERNATIVE COLLEGE CREDIT

Alternative Credit Policies for Baccalaureate Students — TCAGS students may accumulate a total of 30 credit hours toward a baccalaureate degree from the following categories of non-traditional sources:

Category A: Life Learning Paper and Prior Learning Assessment (30 hour max.; general elective credit only)

Category B: Credit by examination, such as CLEP, DANTES, etc. (30 hours max.; general education and/or general elective credit only)

Alternative Credit Policies for Associate Degree Students — TCAGS students may accumulate a total of 27 credit hours toward an associate degree from the following categories of non-traditional sources:

Category A: Life Learning Paper and Prior Learning Assessment (11 hour max.; general elective credit only)

Category B: Credit by examination, such as CLEP, DANTES, etc. (18 hours max.; general education and/or general elective credit only.)

EXTERNAL EXAMINATIONS

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

Registration for External Examinations - Registration information, including the location of testing centers and the cost of examinations for all the external examinations, is available from the Academic Support Coordinator's Office.

ADVANCED PLACEMENT PROGRAM (AP)

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

INTERNATIONAL BACCALAUREATE (IB)

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

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES)

The DANTES Program was designed in 1983 by the Department of Defense to help service members obtain credit for knowledge and skills acquired through non-traditional education experience. Students who do not receive a passing score must wait 180 days before retaking the test. A fee is assessed for each DANTES exam provided.

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.

PRIOR EXPERIENTIAL LEARNING

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

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

6. Credit should not be granted for learning that would duplicate credit already awarded through previous course work.

Complete information includes guidelines for writing the life-learning paper, is available in the Academic Support Coordinator's Office.

*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 hours.

ALTERNATIVE CREDIT PROCESSES & TIMETABLES

Requests for Life Learning Paper (LLP) and/or Prior Learning Assessment (PLA) credit must be submitted to the student's Program Chair on the appropriate forms. Only current licensure, certificates, etc. will be considered for credit. The awarding of credit is limited to those academic and technical areas/subjects currently being taught by TCAGS at the time of the application submission. Requests for academic credit for subjects outside these areas will not be approved. An assessment fee is charged for each credit hour evaluated, awarded and placed on the student's transcript.

Students seeking credit for either Life Learning Paper (LLP) or Prior Learning Assessment (PLA) must follow the timetable below in order to allow ample opportunity to evaluate these applications for credit. Applications submitted *after* timetable deadlines will be evaluated, but final approval cannot be guaranteed before the expected graduation date.

LLP and PLA Timetable:

Spring Graduates:	October 1
Summer Graduates:	December 1
Fall Graduates:	March 1

DANTES and CLEP Timetable:

Spring Graduates:	October 1
Summer Graduates:	December 1
Fall Graduates:	March 1

Students attempting to earn credit toward graduation by taking either DANTES or CLEP examinations should contact Academic Support Coordinator at (316)729-6333 for more information.

ACADEMIC HONORS

To be named to the TCAGS Dean's List, a student must enroll in and complete a minimum of 10 graded hours with no incompletes by the end of the term, and have a Resident GPA of 3.85-4.00.

DIRECTORY INFORMATION PUBLIC NOTICE

At its discretion, the College may provide Directory information in accordance with the provisions of FERPA to include: student name, local and permanent address, e-mail address, telephone number, date and place of birth, major field of study, photograph, dates of attendance, anticipated graduation date, degrees and awards received, most recent previous educational institutions attended by the student, participation in officially recognized activities and sports, weight and height of members of athletic teams, and student classification. STUDENTS MAY WITHHOLD DIRECTORY INFORMATION BY NOTIFYING THE REGISTRAR IN WRITING WITHIN TWO WEEKS AFTER THE FIRST DAY OF CLASS OF THE TERM.

ARTICULATION AGREEMENTS

Tabor College has articulation agreements with a number of institutions including Hesston College, Butler Community College, and Colby Community College. Articulation agreements allow seamless transfer to Tabor College. For more information about the articulation arrangements, see the Academic Support Coordinator.

GRADUATION REQUIREMENTS

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

ELIGIBILITY TO 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 Commencement exercises 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, undergraduate students may participate in the May Commencement if at that time they have obtained a GPA of 2.0 and have no more than twelve hours of deficiency* provided they have filed an APPROVED PLAN to complete all remaining requirements at TCAGS. The plan must be approved by the Academic Support Coordinator and the Registrar. One exception to the 12-hour policy allows students to participate if the only degree requirements they have left to complete are modules of their original cohort's program of study which are scheduled to be completed in the summer term following graduation providing the student has no other deficiencies.

* What is counted in the twelve-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 12-hour limit.)
4. Any credit hours taken following Commencement.

BOARD of DIRECTORS APPROVAL POLICY

- Students can be approved by the Board in **October** if the only remaining requirements are In Progress at Tabor and will be completed during Fall Semester so that degrees can be awarded at the end of Fall Semester.
- Students can be approved by the Board in **February** if they have completed all requirements at that time.
- Students can be approved by the Board in **May** if they have less than 13 hours of coursework needed after Commencement or if they meet the exception as outlined above.

DEADLINES FOR GRADUATING STUDENTS:

1. Life-learning papers, PSTs and Credit by Examination must be submitted by April 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 Thursday noon 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.

GRADUATION REQUIREMENTS FOR AN ASSOCIATE DEGREE

To earn an Associate in Arts degree, students must satisfactorily complete the following graduation requirements:

1. A total of 64 hour credit hours, which is comprised of Core Curriculum courses, major courses, and electives, with a minimum cumulative GPA of 2.0.
2. Residency Requirement – At least 30 credit hours, including the last 10 hours earned towards this degree, must be completed in residence at TCAGS.
3. Have met all Core Curriculum requirements and all major requirements.
4. Students must complete the requirements within six years of the issue date of the catalog.
5. Payment of all tuition and fees.
6. Approval of the faculty and Board of Directors.

GRADUATION REQUIREMENTS FOR A BACHELOR DEGREE

To earn a bachelor degree, students must satisfactorily complete the following graduation requirements:

1. A total of 124 credit hours with a minimum cumulative GPA of 2.0 for all TCAGS majors.
2. Residency Requirement - A minimum of 30 credit hours must be earned in residence (i.e., taken from Tabor College) to qualify for graduation from Tabor College. Students who have completed the Business, Christian Ministry and Nursing major course sequence at TCAGS will have satisfied the residency requirement.
3. The completion of the last 30 semester hours of course work taken at Tabor College with at least 12 hours of the major and 9 hours of the minor completed in residence; any exception requires special permission. Active duty service members may request a waiver of the last 30 semester hour requirement.
4. A total of 40 upper level credit hours.
5. Have met all Core Curriculum requirements and all major requirements.
6. Students must complete the requirements within six years of the issue date of the catalog.
7. Payment of all tuition and fees.
8. Approval of the faculty and Board of Directors.

MEETING REQUIREMENTS FOR A SECOND BACHELOR DEGREE

Persons who have already earned a Bachelor's degree and wish to earn a second degree must meet the following degree requirements:

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

DIPLOMAS

Diplomas will be given at Commencement to undergraduate 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.

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

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 along with a \$25 fee if a diploma is desired. The degree will be posted on the transcript even if a diploma is not requested.

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 Resident GPA hours) **at Tabor**, the system is as follows:

Cum Laude 3.500-3.699

Magna Cum Laude 3.700-3.849

Summa Cum Laude 3.850-4.00

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

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

Associate of Arts Graduates - Associate of Arts graduates with a cumulative GPA of 3.5 or higher will graduate "with distinction."

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. Honor cords are distributed as the student crosses the stage at Commencement.

Commencement honors are not considered official. Official honors will not be recorded for the student until the degree is earned and all requirements for honors are met.

DEGREE CONFERRAL DATES

Tabor College posts degrees three times a year: spring (May), summer (October), and fall (February). Degrees will be posted on student transcripts at the next scheduled posting date, following the successful completion of all course work and application for graduation.

UNDERGRADUATE ACADEMIC PROGRAMS

CORE CURRICULUM PROGRAM

A liberal arts curriculum is composed of three major segments: Core Curriculum courses, major courses, and electives. Our Core Curriculum program is defined as those courses that the faculty of Tabor College considers to be essential for all students to take. It includes the courses that we believe are central to a Christian liberal arts education. Within this package, Tabor College attempts to communicate its primary distinctives and core values. A student who has successfully completed a degree at Tabor, including the Core Curriculum will have been exposed to a number of issues and skills areas that represent important competencies for productive living as a citizen of society and the Kingdom of God. These include the following:

1. Uses effective communication skills in reading, writing, speaking, and authentic interpersonal relationships/dialogue.
2. Solves problems using critical thinking skills individually and in groups/teams.
3. Uses technology competently to gather, synthesize, and present information.
4. Demonstrates a critical understanding of the scientific method, inductive reasoning, and deductive reasoning.
5. Participates in activities and services with an enhanced awareness and respect of intercultural relationships in the global society.
6. Demonstrates an understanding of the nature and role of fine arts in society.
7. Summarizes the impact of historical perspective regarding events, ideologies, and values.
8. Articulates an understanding of the biblical core foundation of Christian faith.
9. Practices ethical behavior in personal, academic, competitive, and professional contexts.

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

Our distinctives find expression in many places, including our Core Curriculum program:

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

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

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

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

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

The Core Curriculum program is further guided by a number of philosophical principles:

1. Our students should be generalists, well acquainted with the major ideas of human intellectual history.

2. Our Core Curriculum program should introduce students to a variety of disciplines, but within the framework of a unified vision and purpose.
3. We recognize the value of secular learning, and strive to learn God's truth wherever it may be found.
4. We believe that there are "ideals" to be pursued in life – namely, the way of Christ. We want our students to be free to become all that God intends them to be.
5. We believe that Christian maturity and citizenship are characterized by the ability to critique our culture, as well as seeking to develop Christian ways of viewing the world.

CORE CURRICULUM CONCEPTUAL FRAMEWORK

The Core Curriculum is based on the Tabor College Mission Statement and Philosophy.

Each graduate of Tabor College will demonstrate competencies as a result of the Core Curriculum.

The Core Curriculum, including courses and experiences, is:

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

Tabor College

Bachelor of Science in Business Administration

Core Curriculum Requirements

For all bachelor's degree programs, the college has set core curriculum requirements. The following table indicates these requirements as they apply to the TCAGS Business Administration majors.

Core Curriculum Requirements	31	
English:	6	
ENG 101 English Composition I	3	
ENG 102 English Composition II	3	
Humanities: 3 Courses from at least two of the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language (2 semesters), History	9	
Humanities:		
Humanities:		
Humanities:		
Social Science: 6 Credit Hours from different disciplines: Example- General Psychology and Sociology	6	
Social Science:		
Social Science:		
Mathematics or Science: 4 Credit Hours Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	4	
Mathematics or Science:		
Mathematics or Science:		
Speech: Public Speaking or Interpersonal Communication	3	
Speech:		
Tabor Distinctive: Bible Journeys*	3	

Major Course Requirements-Business Administration

Business Administration Major Courses	30	
BUS 301 Business Simulation I	3	
BUS 302 Business Simulation II	3	
BUS 313 Personal Assessment	1	
BUS 310 Business Communication	3	
BUS 391 Statistical Methods and Business Applications	3	
BUS 456 Production Operations Management	3	
BUS 520 Management & Organizational Behavior	3	
BUS 510 Ethical Leadership in Dynamic Organizations*	2	
BUS 525 Legal & Ethical Business Environment	3	
BUS 328 Spreadsheets/Database Application	3	
BUS 498 Senior Capstone	3	

*Denotes a Tabor Distinctive

Emphasis Area Requirements (choose one)

Human Resource Management	12	
BUS 416 Human Resource Management	3	
BUS 405 Recruitment & Selection	3	
BUS 419 Managing a Global Workforce	3	
BUS 420 Special Topics in Human Resources	3	

Health Care Administration	12	
BUS 463 Health Care Management	3	
BUS 416 Human Resource Management	3	
NUR 350 Health Care Organizations and Environments	3	
BUS 464 Economics of Health Care	3	

Entrepreneurship	12	
BUS 345 Entrepreneurship	3	
BUS 472 Managerial Finance	3	
BUS 401 Business Plan Creation	3	
BUS 416 Human Resource Management	3	

Operations Management	12	
BUS 416 Human Resource Management	3	
BUS 421 Supply-Chain Management	3	
BUS 327 Project Management	3	
BUS 428 Production Planning and Cost Analysis	3	

Transfer Credit Hours		
Tabor Distinctive: Bible Journeys*	3	
Business Major Credit Hours (from above)	30	
Business Emphasis Credit Hours (from above)	12	
Tabor General Education and Elective Credit Hours		
Total Graduation Bachelor Of Science Requirement	12	
	4	

Tabor College

Bachelor of Science in Christian Ministry

Core Curriculum Requirements

For all bachelor's degree programs, the college has set core curriculum requirements. The following table indicates these requirements as they apply to the TCAGS Christian Ministry majors.

Core Curriculum Requirements	31	
English:	6	
ENG 101 English Composition I	3	
ENG 102 English Composition II	3	
Humanities: 3 Courses from at least two of the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language (2 semesters), History	9	
Humanities:		
Humanities:		
Humanities:		
Social Science: 6 Credit Hours from different disciplines: Example- General Psychology and Sociology	6	
Social Science:		
Social Science:		
Science: 4 Credit Hours Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	4	
Mathematics or Science:		
Mathematics: MTH 105 College Algebra	3	
Speech: Public Speaking or Interpersonal Communication	3	
Speech:		

Major Course Requirements-Christian Ministry

Christian Ministry Major Courses	40	
BRS 101 Biblical Interpretation and Teaching	3	
BRS 207 Practical Ministry	3	
BRS 302 Life and Teaching of Jesus	3	
BRS 304 Technology for Ministry	2	
BRS 314 Personal Assessment and Ministry	1	
BRS 343 Discipleship and Evangelism	3	
BRS 354 Leadership and Community	3	
BRS 360 Ministry to Youth and Family or BRS 450 Topical Religious Seminars	2	
BRS 362 Church and the Mission of God	3	
BRS 367 Old Testament Survey	4	
BRS 368 New Testament Survey	3	
BRS 410 Elements of Christian Faith*	4	
BRS 441 Practicum	1	
BRS 442 Practicum	1	
BRS 443 Practicum	1	
BRS 444 Practicum	1	
BRS 460 Formation of Ministry	2	

*Denotes a Tabor Distinctive

Transfer Credit Hours		
Christian Ministry Major Credit Hours	40	
Tabor General Education and Elective Credit Hours		
Total Graduation Bachelor Of Science Requirement	124	

Tabor College

Minor in Practical Ministry

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.

Practical Ministry	15	
Required:		
BRS 101 Biblical Interpretation and Teaching	3	
Choose four courses from the following:		
BRS 207 Practical Ministry	3	
BRS 302 Life and Teaching of Jesus	3	
BRS 343 Discipleship and Evangelism	3	
BRS 354 Leadership and Community	3	
BRS 362 Church and the Mission of God	3	

Tabor College
Bachelor of Science in Nursing

Core Curriculum Requirements

For all bachelor's degree programs, the college has set core curriculum requirements. The following table indicates these requirements as they apply to the TCAGS Nursing major.

Core Curriculum Requirements	31	
English:	6	
ENG 101 English Composition I		
ENG 102 English Composition II		
Humanities: 3 Courses from at least two of the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language (2 semesters), History	9	
Humanities:		
Humanities:		
Humanities:		
Social Science: 6 Credit Hours from different disciplines: Example- General Psychology and Sociology	6	
Social Science:		
Social Science:		
Mathematics or Science: 4 Credit Hours Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	4	
Mathematics or Science:		
Mathematics or Science:		
Speech: Public Speaking or Interpersonal Communication	3	
Speech:		
Tabor Distinctive: Bible Journeys*	3	

Major Course Requirements-Nursing

Nursing Major Courses	33	
NUR 302 Transition to Professional Nursing Practice	3	
NUR 320 Health Assessment	3	
MTH 340 Applied Statistics	3	
NUR 350 Healthcare Organizations and Environments	3	
NUR 400 Ethics and Values in Nursing*	3	
NUR 403 Introduction to Professional Nursing Capstone Experience	1	
NUR 410 Evidence Based Nursing Practice	3	
NUR 420 Nursing in the Community	3	
NUR 430 Professional Nursing Issues and Trends	3	
NUR 440 Pathophysiology	3	
NUR 450 Nursing Leadership and Management	3	
NUR 460 Professional Nursing Capstone Experience	2	

Transfer Credit Hours		
Tabor Distinctive: Bible Journeys*	3	
Nursing Major Credit Hours (from above)	33	
Tabor General Education and Elective Credit Hours Needed		
Total Graduation Bachelor Of Science Requirement	124	

*Denotes a Tabor Distinctive

Tabor College

Associate of Arts in Urban Ministry

Core Curriculum Requirements

For all bachelor's degree programs, the college has set general education requirements. The following table indicates these requirements as they apply to the AGS Christian Ministry majors.

Core Curriculum Requirements		28
English:	6	
ENG 101 English Composition I		
ENG 102 English Composition II		
Humanities: 1 Courses from the following areas: Literature, Fine Arts, Foreign Language (2 semesters), History	3	
Humanities:		
Social Science: 6 Credit Hours from different disciplines: Example- General Psychology and Sociology	6	
Social Science:		
Social Science:		
Science: 4 Credit Hours Natural Science with a lab	4	
Science:		
Mathematics: MTH 105 College Algebra	3	
Speech: Public Speaking or Interpersonal Communication	3	
Speech:		
Tabor Distinctive: History of Christianity	3	

*Denotes a Tabor Distinctive

Urban Ministry		24
TUMI Courses	24	
Elective Hours	12	

Transfer Credit Hours	24	
Tabor Distinctive: History of Christianity*	3	
Tabor Core Curriculum and Elective Credit Hours		
Total Graduation Bachelor Of Science Requirement	64	

**At least 15 Hours must be completed in residence at TCAGS

COURSE DESCRIPTIONS

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.

BIO 101 Principles of Biology/4

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

BRS 101 Biblical Interpretation and Teaching/3

An examination of how to accurately interpret the Bible and communicate it appropriately in practical ministry settings. An exegetical Bible study method will be taught and applied.

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 foundational skills for successful ministry in a variety of areas. Students will create a philosophy of ministry statement as well as a practical ministry project.

BRS 250/450 Topical Religious Seminars/1-4

Topics offered may include ethical issues in the medical professions, women in religion and society, post-biblical Judaism, spiritual warfare, Christian leadership, evangelical preaching in today's society.

BRS/HIS 290 History of Christianity/3

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

BRS 301 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 classic and current Christian teachers, students will examine how Christ prayed and taught his followers to pray. Students will practice applying these insights to their own prayer lives.

BRS 302 Life and Teaching of Jesus/3

A study of the life and teachings of Jesus from the perspectives of Matthew, Mark, and Luke. This course will review and 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. Students will analyze the impact that Jesus has on society today.

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 304 Technology for Ministry/2

This course considers the theoretical & Scriptural foundations for the use of technology in ministry settings, surveys the essential technologies that most pastors and ministry leaders are likely to encounter in the scope of their ministry, and explores relevant technological issues and trends in relationship to the ministry context.

BRS 305 Church Planting/1

This course will include an overview of church planting in the United States and around the World with an emphasis on the "why" and the "how to" of church planting in an ever-changing cultural context.

BRS 311 Spirit Guided Care/3

This course will explore practices related to providing spirit-guided care in a cross cultural environment. This short-term immersion experience provides students with the opportunity to practice a variety of ministries for the whole person (physical, emotional, and spiritual), in and unfamiliar culture.

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 314 Person Assessment and Ministry/1

This course is designed to assist in personal assessment of character, temperament, talents, abilities and gifts, ministry and relational skills. Based on these assessments, students will develop a personal plan to accomplish their goals through class activities and an integrative paper.

BRS/HIS 318 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/4

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

This course will consider a biblical theology of discipleship and evangelism. The course will discuss the development of a church-based plan to encourage others to serve, grow in their own faith, share their salvation story, 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 354 Leadership and Community/3

The emphasis of this course is on servant leadership and the applied skills needed within the ministry context. It will discuss the nature and importance of Christian community and explore interpersonal and communication skills which encourage a positive community experience.

BRS 360 Ministry to Youth and Families/2

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 Church and the Mission of God /3

This course will explore the beginning and rise of the church in the New Testament. It will also include a focus on the work and mission of the church today including, preaching, teaching, worship, service, and fellowship.

BRS 367 Old Testament Survey/4

A survey of the entire Old Testament in its historical and cultural context in order to understand the general content of the Old Testament, the place of each book in God's revelation, and how to apply practical principles for contemporary Christian living.

BRS 368 New Testament Survey/3

A survey of the entire New Testament in its historical and cultural context, including the intertestamental period, in order to gain knowledge of the life of Christ, the beginnings of the church, and the teachings concerning the believer's faith and practice

BRS 401 The Sermon on the Mount/4

An in-depth study of the Sermon on the Mount which explores the primary themes and specific ethical and discipleship challenges found in the Matthew 5-7 text. Particular attention will be paid to understanding the historical, cultural, geographic, linguistic, and socio-rhetorical context of the text and its place in the larger narrative in order to discern the counter-cultural significance of what it means to live out Jesus' expectations in today's world

BRS 410 Elements of Christian Faith/4

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 441 Practicum I /1

Students will be involved in a supervised ministry experience throughout their course of study. The practicum further develops practical theological concepts which must be applied and tested by the student in the ministry context.

BRS 442 Practicum II /1

Students will be involved in a supervised ministry experience throughout their course of study.

The practicum further develops practical theological concepts which must be applied and tested by the student in the ministry context. Prerequisite: BRS 441

BRS 443 Practicum III /1

Students will be involved in a supervised ministry experience throughout their course of study. The practicum further develops practical theological concepts which must be applied and tested by the student in the ministry context. Prerequisite: BRS 441 and BRS442

BRS 444 Practicum IV/1

Students will be involved in a supervised ministry experience throughout their course of study. The practicum further develops practical theological concepts which must be applied and tested by the student in the ministry context. Prerequisite: BRS 441, BRS 442, and BRS 443

BRS 460 Formation of Ministry/2

Once a semester 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.

BRS 500 Evangelical Anabaptist Story/3

An examination of the emergence of the Mennonite Brethren Church in the mid-19th century and its development down to the present day. Crucial events, people and circumstances will be considered.

BRS 501 Evangelical Anabaptist Confessions/3

An exploration of the core beliefs and values of the Mennonite Brethren Church. While some attention will be given to those convictions shared with the wider Christian community, primary emphasis will be placed on those views more distinctive to the Mennonite Brethren (ecclesiology, peace and non-violence, piety, etc.).

BRS 502 Church and God's Mission/3

Biblical theme of God's reign announced by Jesus in his person and work with an understanding of the mission of the Triune God in all of creation as carried out through the church in the power of the spirit.

BRS 503 Discipleship and Ethics/3

Biblical and theological basis and practical application of Christian ethics for a church community as an alternative culture.

BRS 504 Biblical Theology I/3

An exploration of the central message of the OT and God's missional design to create the cosmos, deliver humanity from the powers of evil, call a covenant people to know God and to experience abundant life as a result of God's blessing. Students will be challenged to develop hermeneutical skills in interpreting the various sections of the Old Testament (Pentateuch, Historical Books, Wisdom Literature and Prophetic Books) in order to enable the contemporary church to appropriate the Old Testament in its life and ministry.

BRS 505 Biblical Theology II/3

An overview of the various sections of the New Testament (Gospels, Acts, Epistles, Revelation) and the central theological ideas expressed in them (i.e., ministry of Jesus, sin, salvation, etc.). Particular attention will be given to various ways in which the New Testament might shape and guide the Church in the contemporary world.

BRS 506 Evangelical Anabaptist Mission and Evangelism/3

Biblical basis for mission and evangelism from and evangelical Anabaptist perspective with the MB denomination.

BRS 507 Cultural Hermeneutics and Contextualization/3

Exploration and engagement of cultural context from an evangelical Anabaptist perspective.

BRS 508 International Advance/2

This class will involve a 10-14 day experience in a location TBA. Students will spend time in another culture and by so doing will also better understand their own culture. This course will include pre and post reading and assignments in addition to the time on retreat. Students will also set personal and learning goals for the coming year.

BRS 509 Interpreting Culture/2

The course will help Christian leaders to:

- Identify the different ways "culture" has been understood by Christians throughout the history of the church.
- Clarify the distinctions and relationships between gospel, culture, kingdom of God, and church.
- Assess different approaches to culture in light of Scripture and their effectiveness in helping the church fulfill its mission.
- Discern those aspects of culture that build communities characterized by shalom, and those that represent idolatries and expressions of worldliness
- Become more culturally aware, and more sensitive and critical interpreters of culture.
- Develop skills in contextualizing the gospel

BRS 510 Faculty Mentor/2

Students will work with a faculty mentor to design their own course of study dependent on the students' individual learning goals and outcomes. The faculty mentor will assign and evaluate coursework for this class each term.

BRS 511 Reflective Practice (The Guild)/1

Students will work together throughout the semester to share learning and insights with the rest of the cohort. Using reflective practice and case-study, personal and professional insights will be shared.

BRS 512 The Church and Mission/2

This course explores the biblical theme of God's reign as the key message announced by Jesus in his person and work. It also integrates the theme of God's reign in Jesus with an understanding of the mission of the Triune God in all of creation as carried out through the church in the power of the Spirit. A general framework for understanding a missiological ecclesiology will be developed and then applied to a specific cultural setting, North America.

BRS 513 The Person and Work of a Leader/2

Leadership is being resulting in doing. Students will explore who they are as a leader and what kind of leadership activities are required to be effective leaders. Included in this is an understanding of their personal strengths, the practice of emotional intelligence, and the various internal and external forces and experiences that shape ones character.

BRS 514 Project Management/2

In this practical course, students will learn the steps necessary to see a project through from idea to completion to evaluation. Students will practice these steps in their local context.

BRS 515 Spiritual Formation/3

This course will use the resources of contemporary and historical spiritual practices to grow in

understanding and faith. It will involve personal retreat days as well as guided assignments from a Spiritual Director.

BRS 516 Entrepreneurial Leadership/Fellowship/2

This course will explore issues of leadership and followership around the theme of entrepreneurial Christian ministry.

BRS 517 Creativity, Innovation and Change/2

Students will explore what it means to be creative and innovative in the context of a ministry setting.

BRS 518 Major Project/2

Students will design, create, implement, and evaluate an entrepreneurial ministry project in their local context.

BRS 519 Ministry-based Conflict and Leadership/2

This course will focus on the special complexity of conflict in churches and the options for responding constructively. Special attention will be given to the role of structures and leadership in managing and resolving conflict. Primary attention will be directed to comparing and contrasting options with biblical material.

BRS 520 Future Studies/2

This course will focus on how leaders understand and prepare for the future. Another component of the course will be future trends and how to effectively discern the good from the bad.

BRS 521 Communication Skills/2

Students will learn skills necessary for a leader in order to communicate effectively, both verbally and in writing. Maintaining and evaluating an online presence will also be covered.

BRS 522 Spiritual Formation Advance/2

Students will gather for 7-10 days in a location TBD. The primary focus will be personal development, spiritual growth, and setting personal and learning goals for the coming year.

BRS 523 Faculty Mentor/2

Students will work with a faculty mentor to design their own course of study dependent on the students' individual learning goals and outcomes. The faculty mentor will assign and evaluate coursework for this class each term.

BRS 524 Faculty Mentor/2

Students will work with a faculty mentor to design their own course of study dependent on the students' individual learning goals and outcomes. The faculty mentor will assign and evaluate coursework for this class each term.

BRS 525 Reflective Practice The Guild/1

Students will work together throughout the semester to share learning and insights with the rest of the cohort. Using reflective practice and case-study, personal and professional insights will be shared.

BRS 526 Reflective Practice The Guild/1

Students will work together throughout the semester to share learning and insights with the rest of the cohort. Using reflective practice and case-study, personal and professional insights will be shared.

BRS 527 Reflective Practice The Guild/1

Students will work together throughout the semester to share learning and insights with the rest of the cohort. Using reflective practice and case-study, personal and professional insights will be shared.

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 211 Integrative Learning Session I/1

This course is designed as an introductory level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during first term of cohort.

BUS 212 Integrative Learning Session II/1

This course is designed as an introductory level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during second term of cohort.

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 221 Financial Accounting/3

A study of accounting as a means of communicating financial information about the activities of the business enterprise. Emphasis is placed on concepts and principles underlying the measurement of income and financial position and how this information may be used to evaluate the progress of a firm.

BUS 222 Managerial Accounting/3

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

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 232 Accounting for Operations, Finance and Investing/3

Studies accounting as a means of communicating financial information about the activities of the business enterprise and in terms of management's information requirements. 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. Areas studied include 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.

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 246 Fundamentals of Economics/3

Introduction to microeconomics and macroeconomic principles. Includes resource allocation, economy of the United States, the role of government, forms of competition, economics of business and production, supply and demand, price, banking and money, and international trade.

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 261 Professional Development Project I/1

This experience will focus on professional development opportunities in business and community with an emphasis on exploring and committing to outside of classroom engagement. Credit is offered in first half of cohort experience.

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 301 & 302 Business Simulation/3

The Business Simulation introduces the students to United States and international business practice and theory. It includes researching foreign business cultures and importing and exporting products. The simulation emphasizes participation in all business decisions related to running a simulated company. The simulation covers designing new products, developing marketing plans, and evaluating financial success. The simulated company will operate within a network of other student run "simulated companies".

BUS 303 Enhancing PowerPoint with Multimedia and Interactivity/1

This course will explore proven way to increase the communicative and learning potential of

Microsoft PowerPoint through the effective integration of multimedia and interaction tool such as audio, video, animations, progressive builds, polling, and other lesser-known but highly-effective communications capabilities.

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 311 Spirit Guided Care/3

This course will explore practices related to providing spirit-guided care in a cross cultural environment. This short-term immersion experience provides students with the opportunity to practice a variety of ministries for the whole person (physical, emotional, and spiritual), in and unfamiliar culture.

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 313 Personal Assessment/1

Use of various assessment instruments to evaluate and analyze one's own personality, strengths, conflict style, learning style, and applying self-evaluation for personal reflection and leadership application.

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: BUS 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 326 Cost Accounting/3

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

BUS 327 Project Management/3

This course concentrates on the general methodology of managing a project from concept to operational use, with emphasis on the functions, roles, and responsibilities of the project manager. Topics include career aspects of project management; business factors affecting the project and the manager; project organization, planning, execution, and communications; the project life cycle; risk analysis; interface management; design review; design control assessment; reporting; and reaction to critical problems. Students are formed into groups, presented with a scenario that simulates the development and are assigned to make decisions required of the project manager in the execution of the project.

BUS 328 Spreadsheets/Database Application/3

Using computer hardware and software as business productivity tools is the focus of this course. Training includes a hands-on introduction to microcomputer applications vital in today's business and industry. This course introduces the operating system as well as e-mail, Internet,

word processing, spreadsheet, database, and presentation software applications.

BUS 345 Entrepreneurship/3

A study of the problems and opportunities encountered and special knowledge needed for the successful operation of the small business enterprise. A variety of teaching and learning methods will cover the formation and financing of the business, marketing, management, and governmental relations.

BUS 351 Integrative Learning Session III/1

This course is designed as a mid-level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during third term of cohort.

BUS 352 Integrative Learning Session IV/1

This course is designed as a mid-level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during fourth term of cohort.

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/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 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 of survey and action research in business. Prerequisite: BUS 391.

BUS 401 Business Plan Creation/3

Starting a new venture is risky and often ends in failure. An effective tool for entrepreneurs who want to reduce risks and better ensure success is a convincing business plan. A business plan serves two purposes. It acts as a roadmap for managers and helps to secure financing.

This course focuses on the critical components of a business plan. The major course assignment is to prepare a business plan for a business opportunity chosen by the student.

BUS 405 Recruitment & Selection/3

In a highly competitive business world, an organization's staff can determine whether a company profits or perishes. This course presents recruitment and selection as an essential component in recruitment planning. The role of recruitment and selection is examined in relation to an organization's overall profitability or viability. Through a blend of theory and application, the course introduces students to a wide range of issues, principles, practices and trends in recruitment and selection.

BUS 415 Business Law/3

Basic concepts of law as applied to contracts, negotiable instruments, principle and agent, and insurance. Exploration of the legal aspects of partnerships, corporations, and real property is also undertaken.

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 419 Managing a Global Workforce/3

Beginning with understanding the dimensions and consequences of globalization, this course will offer students the opportunity to enhance their understanding of global organizations, and through project and assignment based assessment, allow them to develop critical skills in applying concepts from HRM in a global business context.

BUS 420 Special Topics in Human Resources/3

This course provides an opportunity to apply knowledge of Human Resource Management concepts in a variety of contexts to solve organizational challenges. The focus is on discussing solutions of core HRM concepts including strategy and current trends in workplace human resources.

BUS 421 Supply-Chain Management/3

This course teaches the student to view the supply chain from the point of view of a general manager. Major topics of study include logistics as well as supply chain design, management, and decision-making. The student will understand how logistical decisions impact the performance of the firm as well as the entire supply chain.

BUS 425 Business Law I/2

Basic concepts of law as applied to contracts, negotiable instruments, principle and agent, and insurance.

BUS 428 Production Planning and Cost Analysis/3

Surveys the design, development, implementation and management of production planning systems, including master production scheduling, aggregate planning, material requirements planning, capacity and inventory planning and production activity control. Students will be exposed to contemporary approaches such as just-in-time, theory of constraints and the

relationship of enterprise-level planning and control systems to the overall materials flow.

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 445 International Business and the Global Economy/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. 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.

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 462 Professional Development Project II/1

This experience will focus on professional development opportunities in business and community with an emphasis on exploring and committing to outside of classroom

engagement. Credit is offered in second half of cohort experience.

BUS 463 Health Care Management/3

Overview of key issues in the management and administration of comprehensive health care facilities. Focuses on the administrator's relationship to the medical and nursing professions and assesses the attributes of the various types of health service organizations

BUS 464 Economics of Health Care/3

This course builds the student's skill in analyzing the economic forces that factor into the cost and affordability of health care. Covers public perceptions, attitudes, and political pressures as they affect demand for health services; reimbursement policies shaping service delivery; competition and alternative delivery systems; managed care and other government and private payer attempts to control costs; and overview of the medical cost containment crisis.

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 481 Integrative Learning Session V/1

This course is designed as a senior-level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during fifth term of cohort.

BUS 482 Integrative Learning Session VI/1

This course is designed as a senior-level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during sixth term of cohort.

BUS 491 Business Practicum I/3

The study of business planning, leading, organizing, and controlling in structural systems of organizations is essential for successful business operations. The business practicum is an individualized practicum experience provided to facilitate attainment of student goals. Emphasis is consistent with content of BUS 380. A focus is placed on a practicum experience in the student's current place of employment or in a volunteer capacity in an established organization.

BUS 492 Business Practicum II/3

This is the second of two business practicums designed as an individualized practicum experience provided to facilitate attainment of student goals. Emphasis is consistent with content of BUS 380 and intended to explore an area of study external to the student's current employment or volunteer focus.

BUS 498 Senior Capstone Course/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. Prerequisites: BUS 302 Business Simulation, BUS 310 Business Communication, BUS 456 Production Operations Management

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.

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, ethics in business, accountability in government, respect for human rights, communication, relationship building, and a responsible lifestyle in our contemporary world. 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 formulate a philosophy of life and explore personal values to become effective organizational leaders.

BUS 511 Ethics in Leadership/3

This course provides the graduate student a firm understanding of the complex issues surrounding ethical decision-making during the leadership of self, other and organizations. Emphasis is given to ethics in a Christian context. Students explore a scriptural model for ethical decision making and apply to practical situations.

BUS 520 Organizational Behaviors/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 525 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 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 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 is a study of regulations pertaining to installment and deferred payment sales, assessments, collections, and refund of income tax.

BUS 541 Managerial Economics/3

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

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 551 Human Resource Management/3

This course challenges students to examine and manipulate the major activities and subject areas necessary for the successful management of an organization's human resources at the executive level. Topic areas include strategic human resource planning, labor law, recruitment and selection, development, talent management, compensation and benefits.

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.

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.

ECO/PSC 240/HIS 245 Political and Economic Ideologies/4

A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism, democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state.

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 212 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 303 Creative Writing/3

Emphasis on poetry, drama, and/or fiction. Prerequisite: ENG 101

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.

GEO160 World Geography/3

A study will be made of the major regions of the world. In addition to learning basic geography locations, focus will be on the major cultural, environmental, political, and historical features of each region of the planet.

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.

HIS121 U.S. History/3

A survey of United States history to the Reconstruction Era. Emphasis is on the major social, economic, and political movements.

HIS 122 U.S. History II/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/3

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 Wellness Concepts/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 100 Introduction to Fine Arts/3

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

HUM 200 Humanistic Traditions/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.

HUM 201 Humanistic Tradition: Ancient World to Medieval Times /3

This course provides an introduction to the different sources of art from ancient days to medieval times. Changes in society from this time period will be explored as students are exposed to the variety of humanities. Students will also identify the philosophies of the individual, nature and religion while discovering how these impacted each era.

HUM 202 Humanistic Tradition: Renaissance to Present/3

Students will establish connections between the arts and history as they learn 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 also identify the philosophies of the individual, nature and religion and discover how they impacted each era.

MTH 103: Basic Mathematics/3

Subject matter includes elementary algebra and flow charts. The student acquires some technical competence in computer use to aid in solving elementary practical problems. This course will meet the Tabor College School of Adult and Graduate Studies math competency requirement if the grade earned is a B- or higher. This course is an elective credit course only if the student has not demonstrated math competency.

MTH 104 Intermediate Algebra/3

A study of concepts of linear equations, inequalities, and absolute value, slope, functional notation and systems of lines. Attention is given to polynomial arithmetic, many modes of factoring, and factoring applied to rational expressions and equations. Also included is a study of radical expressions and equations including imaginary and complex numbers. Prepares students to take MTH 105, MTH 221-G, and MTH 340. This course does not meet the Core Curriculum deductive reasoning requirement.

MTH 105 College Algebra/3

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

MTH 340 Applied Statistics/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. Prerequisite: One of the following: Mathematics ACT score of 19, Mathematics SAT score of 460, a score of 43 on the Numerical Skill portion of the ASSET test, MTH 104, or consent of instructor.

MUS 200 Music Appreciation/2

A survey of the art music of western culture from the Middle Ages to the present.

NUR 300 Chronic Wound Assessment and Current Wound Healing Modalities/1

This course focuses on an understanding of chronic wounds, their assessment, classification systems, and basic treatment as well as updates on current trends in available modalities that aid in healing.

NUR 301 Patient Advocacy as the Key to Quality Healthcare/1

This course focuses on an understanding Patient Advocacy in its many manifestations and forms as a key to improving the quality of healthcare in the current climate of highly technical and specialized but fractured healthcare systems. The learners will examine how key aspects of patient advocacy fits into the constantly shifting implementation of healthcare reform as it continues to develop and progress.

NUR 302 Transition to Professional Nursing Practice/3

This course is designed as a transition course for registered nurses returning to school in pursuit of a baccalaureate degree in nursing. Success strategies are developed to assist the learner in time management, scholarly writing, use of technology, basic research, nursing theory, and the complexity of health care. Learners will evaluate personal preferred learning styles, personality types, and personal strengths in order to establish successful modalities in professional nursing roles, while delivering care with a Christian perspective.

NUR 310 Exploring Professional Nursing Opportunities/3

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 311 Spirit Guided Care/3

This course will explore practices related to providing spirit-guided care in a cross cultural environment. This short-term immersion experience provides students with the opportunity to practice a variety of ministries for the whole person (physical, emotional, and spiritual), in and unfamiliar culture.

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 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 403 Introduction to Professional Nursing Capstone Experience/1

An introductory course to the clinical-focused Capstone project providing students with the expectations and skills needed to complete and develop a project exhibiting clinical and leadership skills. The project provides students with increased exposure to nursing leadership and mentoring opportunities, in practice settings. The BSN student will have the opportunity to partner with leaders in practice settings to enhance their understanding of organizational/environmental behaviors and structures, as taught in the aligned courses. Students will develop time management and decision-making skills by creating a timeline and budget for the completion of the final project.

NUR 410 Evidence-based Nursing Practice/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.

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.

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/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 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.

NUR 455 Topics in Nursing/1-3 (Elective)

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 Pharmacology/4

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

The Capstone experience is a culminating project which allows students to identify an area of interest that would advance their clinical knowledge and learning experience. This capstone experience is integrated throughout the nursing program through coursework, knowledge, skills and experiential learning from across the program of study. The students work with nursing leaders in a practice or advanced setting where they will develop a specific healthcare project with identified objectives and outcomes. The project will be reflective of their learning experience and provide an opportunity to use evidence-based research to support an improvement in health care delivery or process. Through the process of portfolio development, learners review and analyze their own learning as they synthesize learning outcomes of the nursing program. Prerequisite: All nursing program courses including MTH 340 must be satisfactorily completed to enroll in this course.

PHL 170 Introduction to Philosophy/3

This course is designed to be an introduction to philosophy. Students will explore the nature of philosophical thinking and explore the nature of self, questions about reality and theories of truth and knowledge. Important works of several classical and contemporary philosophers will be reviewed.

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 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, 2

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

PSY 111-G General Psychology/3

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

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: PSY111 or SOC 113, 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 311 Marriage & Family Life/3

This course addresses the problems and potential of family living, particularly for those who are married or thinking about marriage. Theoretical information about development, relationships, socio-cultural 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 313 Abnormal Psychology/3

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

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 321 Research Methods/3

An introduction to methods of research in the social and behavioral sciences. Emphasis is on the structure of scientific theory, the logic of explanation and inquiry, experimental design, sources of variation, and internal and external validity and reliability.

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: SOC 113 or SOC 115 or consent of instructor.

SWK 200 Introduction to Social Work/ 3

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

SWK 215 Human Behavior and Social Environment/ 3

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

SWK 325 Child Welfare and Families/3

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

SWK 335 Social Work in Today's World/2

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

SWK 345 Social Work Practice/ 3

This course focuses on the social work practice process and the building of generalist social work theory. The course also emphasis empowerment and strength-based practice with a specific focus on historically vulnerable and oppressed populations. It is also designed to provide students with the theoretical and practical foundation necessary for beginning social work practice in a diverse world. Prerequisite: PY 205.

SWK 350 Social Welfare Policy/ 3

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

SWK 355 Social Work Practice II/3

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

SWK 428 Field Instruction/10

The student will be placed in an agency setting under the supervision of an agency field instructor. The student will be exposed to a variety of professional roles and activities to achieve beginning-level social work practice skill.

SWK 442 Senior Seminar/ 3

The course is a synthesizing experience whereby students bring together the various components of the social work practice generalist model through ethical case studies and presentations. Prerequisite: all social work courses, to be taken concurrently with SWK 428.

PERSONNEL

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- RICK BARTLETT, D.Min, M.Div, B.A., Director of Theological Education, Assistant Professor of Ministry;** Bachelor of Arts double major in Contemporary Christian Ministries and Liberal Arts, Fresno Pacific College, 1985; Master of Divinity, Church and Family Ministries with a Youth Ministries emphasis, Mennonite Brethren Biblical Seminary, 1992; Doctor of Ministry, Leadership in the Emerging Culture, George Fox University, 2006; Lead Pastor Bethany Church 2009-2012; Dean of Students/Director of Constituency Relations/Instructor, MB Biblical Seminary, 2005-2009; Ministry Quest Director, MB Biblical Seminary, 2003-2006; Leadership Development Director, YFC Pacific Northwest Region, 2000-2003; Youth for Christ in Britain, 1997-2000; Adjunct Instructor, Fresno Pacific University, Regents College- UK, Centre International de Missiologie-Kinshasa, Congo; Tabor College, Present position, 2013-
- JANIE BROKENICKY, M.M., Assistant Professor of Choral Music;** B.A., Kansas State University, 2007; M.M., Kansas State University, 2012; High School Choral and Music Theater Director, USD 378 Riley County High School, 2007-12; Present position, 2012-
- SHIN-HEE CHIN, M.F.A., Associate Professor of Art;** B.F.A., Hong-Ik University, 1982; M.F.A., Ibid., 1985; M.A., California State University at Long Beach, 1998; Teaching Assistant, Hong-Ik University, 1985-86; Designer, Tele Ad, 1988-89; Adjunct Instructor, Tabor College, 2004-05; Instructor, Hesston College, 2005; Assistant Professor, Tabor College, 2005-11; Present position, 2011-
- LYNETTE CROSS, M.A., Assistant Professor of Education, Chair of the Education Department;** B.A., Tabor College, 1989; M.A., Wichita State University, 2006; Special Education Teacher, Marion County Special Education Cooperative, 1993-96; Elementary School Teacher, USD 408 Marion Public Schools, 1996-02; Special Education Teacher, USD 373 Harvey County Special Education Cooperative, 2002-05; Counselor/Instructor, USD 373 Newton Alternative High School, 2005-06; Special Education Coordinator/Intervention Specialist, Toledo Academy of Learning, 2006-07; Instructor, Bowling Green State University, 2007; Instructor, Owens Community College, 2010-12; Instructor, Lourdes University, 2010-2012; Career Assessment Specialist, Penta Career Center, 2007-12; Present position, 2012-
- CHRISTOPHER M. DICK, Ph.D., Associate Professor of English;** B.A., Tabor College, 1993; M.A., University of Kansas, 1998; Ph.D., University of Kansas, 2009; High School English Teacher, Pennsylvania, 1998-99; Instructor of English, Tabor College, 1999-02; Assistant Professor of English, Ibid., 2002-11; Present position 2011-
- LARRY EDIGER, B.A., M.A., Assistant Professor of Instrumental Music;** B.A., Tabor College; M.A., Mennonite Brethren Biblical Seminary; Music/Science Teacher, Berean Academy, 1975-79; Music/Bible Teacher, Kansas City Christian School, 1997-78; Pastor/ Music Instructor/Bible Instructor, Berean Bible Church/Berean Christian School, 2004-2009; Music Instructor, Heritage Christian Academy, 2009-2013; Interim Director of Instrumental Music, 2013-14; Present position 2014-
- DAVID S. FABER, Ph.D., Professor of Philosophy/Religious Studies, Carson Center Director;** B.A., Calvin College, 1979; Ph.D., University of Massachusetts, 1989; Teaching Assistant, University of Massachusetts, 1980-83; Teaching Associate, Ibid., 1981-84; Instructor, St. Hyacinth's College/Seminary, 1982-83; Instructor in Philosophy/Religious Studies, Tabor College, 1984-86; Assistant Professor of Philosophy/Religious Studies, Ibid., 1986-95; Associate Professor of Philosophy/Religious Studies, Chair of the Division of Humanities, Ibid., 1986-98; Sabbatical, Calvin College, 1991; Associate Professor of Philosophy/Religious Studies, Ibid., 1998-02; Professor of Philosophy/Religious Studies, Ibid., 2002-; Carson Center Director, 2009, Present Position, 2009-
- TIMOTHY FRYE, Ph.D., Associate Professor of Mathematics and Chair of the Mathematics Department;** BA., University of Oklahoma, 2002; MA, University of Oklahoma, 2005; Ph.D. University of Oklahoma, 2008; Teaching Assistant and Lecturer, Ibid., 2002-2008; Present Position, 2008-
- CARISA FUNK, B.A., M.Ed., Assistant Professor of Education;** B.A., Tabor College, 1997, M.Ed., Ibid, 2002; Present position, 2012-
- DEL GRAY, Ph.D., Associate Professor of Biblical and Religious Studies;** B.A., Bethel College (St. Paul, MN), 1989; M.A., Trinity International University, 1992; Ph.D., Fuller Theological Seminary, 2005;; Assistant Professor of Bible, Baptist Theological College, Philippines, 1994-96; Assistant Professor of Bible, Cebu Graduate School of Theology, Philippines, 1994-96; Adjunct Instructor, Fuller Theological Seminary, 1998-06; Assistant Professor of Biblical and Religious Studies, Tabor College, 2006-12; Present position, 2012-
- DEREK HAMM, B.S., M.F.A. Cand., Assistant Professor of Graphic Design;** B.S., John Brown University, 2009; Designer, Hallmark Cards Inc., 2009-2012; Adjunct Instructor, The University of Kansas, 2011; Present position, 2012-
- BRUCE J. HEYEN, Ph.D., Professor of Chemistry, Chair of Division of Natural, Mathematical and Social Sciences;** 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, 1996-00; Sabbatical, Indiana University, Purdue University, Indianapolis, 2000; Sabbatical,

Research Sites for Educators in Chemistry, Fellow, Wichita State University, 2006; Professor of Chemistry, Chair of Chemistry Department, Tabor College, 2000-09, Present position, 2009-

SARA HILL, M.S., Assistant Professor of English and Communications; B.A., Emporia State University, 1971; M.S. Emporia State University, 1977; Public School Teacher in Kansas, 1972-05; Adjunct English instructor, Butler Community College, Cloud County Community College, Tabor College; Instructor of English, Tabor College, 2005-11; Present position, 2011-

NORMAN HOPE, Ph.D., C.P.A., Professor of Business Administration, Chair of Business

Administration Department; 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; Professor of Business Administration, Director of Master of Business Administration Concentration in Accounting, Ibid., 2003-08; Present position, 2008-

KAROL HUNT, Ph.D., Professor of Physical Education, Chair of the Division of Education and Applied

Arts, Chair of Physical Education Department, Associate Athletic Director; B.S., Pillsbury College, 1974; M.A., Mankato State University, 1978; Ph.D., University of Iowa, 1983; Instructor, Girls' Athletic Director, Coach, 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 Volleyball Coach, Assistant Softball Coach, Head 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, Ibid., 2005; 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, Ibid., 2003-2008; 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, National Athletic Conference Director and Athletic Director, Ibid., 2008-09, Present position, 2009-

CHARLOTTE KENNEDY-TAKAHASHI, M.B.A., Associate Professor of Business Administration; B.A., Tabor College, 1968; M.A., Asian/African history, University of Colorado, 1971; M.B.A., American Graduate School of Global Management, 1976; High school teacher, Stanton County, Ks., 1968-69; Teacher, Escuela Americana, Tegucigalpa, Honduras, 1971-72; Teacher, Seoul Foreign School, Seoul, Korea, 1972-74; Executive Committee/business instructor, Japan-American Education Institute, Tokyo, Japan, 1978-80; President, Oak Associates K.K. (human resources), 1980-12; Managing Director, Oak Associates/Trimedia (Public relations-institutional investors), 1986-89; Chairman, OakBridge, Inc., 2001-current; Senior Advisor, Cedar Hill Group, Tokyo, Japan, 2011-current; Present position, 2012-

LAUREL KOERNER, M.F.A., Assistant Professor of Theater and Director of Theater; B.A., Dordt College, 2006; M.A., Bowling Green State University, 2008; M.F.A., California Institute of the Arts, 2012; Teaching Assistant, Bowling Green State University, 2008; Adjunct Assistant Professor of Theatre Arts, Dordt College, 2008-2009; Teaching Assistant, California Institute of the Arts, 2012; Present position, 2013-

LEWIS E. LEE, M.B.A., M.B.L., Adjunct Business Professor, Chair of the Under Graduate Business Program, Interim Chair of the MBA Program. B.S. Southern Nazarene University, 2002; M.B.A. Southern Nazarene, 2004; B.A. Southwestern College, 2008; M.B.L. Friends University, 2010; Goodyear Tire & Rubber Company, Supply Chain Manager, 1983 -2005; Spirit AeroSystems Inc., Procurement Manager, 2005 -current; Tabor College Wichita, Business Adjunct, 2007-current; Chair of the Business program 2009-

SHEILA LITKE, D.M.A., 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, Tabor College, 2000-06; Associate Professor of Piano and Piano Pedagogy, Ibid., 2006-12; Present position, 2012-

DAVID A. LOEWEN, Ph.D., Assistant Professor of Education, Coordinator of Secondary Education and Licensure Officer; B.A., Tabor College, 1978; M.A., Mennonite Brethren Biblical Seminary, 1982; M. Ed.,

Southwestern Oklahoma State University, 1987; Ph.D., Kansas State University, 2013; High School Girls Dorm Parent, Corn Bible Academy, 1982-85; High School Bible and Social Studies Teacher, Corn Bible Academy, 1982-88; Associate Pastor, Parkview M.B. Church, 1988-91; Assistant High School Boys Basketball Coach, Goessel, 1993-94; Assistant Principal in charge of K-12 Discipline, Elyria Christian School, McPherson, 1994-99; Secondary School Teacher, Elyria Christian School, McPherson, 1994-05; Head High School Boys' Basketball and Jr. High Boys' Soccer Coach, Elyria Christian School, McPherson, 1994-05; Instructor of Education, Tabor College, 2005-06; 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., 1999-04; Present position, 2004-

WENDELL LOEWEN, D.Min., Professor of Youth, Church and Culture, Director of Ministry Quest; 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 Biblical and Religious Studies, Southern District Youth Minister, 1999-06; Associate Professor of Youth, Church and Culture, Southern District Youth Minister, 2007-09; Associate Professor of Youth, Church and Culture, Dean of Spiritual Formation and Campus Pastor, 2009-11; Present position, 2011-

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., 1999-05; Present position, 2005-

JAMES (JIM) MOORE, M.S., A.T.C., C.S.C.S., Assistant Professor of Health and Physical Education, Athletic Training Education Program Director, Assistant Athletic Trainer, Assistant Professor of Physical Education; B.S., Pillsbury Baptist Bible College, 1983; M.S., United States Sports Academy, 1998; Physical Education and Science Instructor, Athletic Director, Coach, Calvary Baptist Christian School, 1983-02; Assistant Professor of Physical Education, Athletic Trainer Program Athletic Director and Assistant Athletic Trainer, 2002-09 Present position, 2009-

DEBORAH PENNER, Ph.D., Professor of English, Director of Writing Center, Chair of Humanities Division and Chair of Language and Literature 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-

MARLENE PIETROCOLA, D.N.P., M.B.A., R.N., N.E.A.-B.C., Assistant Professor of Nursing, Chair of Nursing Program. B.S.N. Graceland University, 1983; M.S.N. Louisiana State University, 1995; M.B.A. Webster University, 2003; D.N.P. University of Kansas, 2014; Inducted into Sigma Theta Tau International, 1995; United States Air Force Nurse Corp, retired Lieutenant Colonel, 1984-2004; Wesley Medical Center, Director of Nursing Cardiovascular and Critical Care, 2004-2007; Asbury Park, Director of Nursing, 2007-2010; Tabor College Wichita, Nursing Adjunct, 2005; Full Time Assistant Professor, 2010; Chair of Nursing program, 2012-

KARRIE DAVIDSON RATHBONE, Ph.D., 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; Associate Professor of Biology, Chair of Biology Department, Tabor College, 2006-11; Present position, 2011-

ALEEN J. RATZLAFF, Ph.D., Professor of Communications, Chair of Communications Department; B.A., Tabor College, 1974; M.A., Wichita State University, 1994; Ph.D., University of Florida, 2001; Community Outreach, World Impact, 1974-91; Graduate Teaching Assistant, Elliott School of Communications, Wichita State University, 1991-93; Adjunct Instructor, Tabor College, 1992-93; Instructor of Communications, Ibid., 1993-96; Graduate Teaching Assistant, University of Florida, 1996-00; Assistant Professor of Communications, Tabor College, 2000-03; Associate Professor of Communications, 2003-09; Present position, 2009-

- NORMAN E. SCHMIDT, Ph.D., Professor of Chemistry, Chair of Chemistry Department;** B.S. (Chemistry & Physics) Bethel College, North Newton, KS, 1984; Ph.D., University of South Carolina, 1989; Assistant Professor of Chemistry, Georgia Southern University, 1990-96; Associate Professor of Chemistry, Ibid., 1996-03; Professor of Chemistry, Ibid., 2003-11; Present position, 2011-
- JESSE SCHUMACHER, M.B.A., C.P.A., Assistant Professor 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, 1998-01; 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; Instructor of Business Administration, Tabor College, 2005-07; Assistant Professor of Business Administration, Tabor College, 2008-11; Present position, 2012
- ANDREW SENSENIG, Ph.D., Assistant Professor of Biology;** B.A., Millersville University, 2000; M.S., University of Maryland, College Park, 2002; Ph.D., University of Maryland, College Park, 2009; Instructor of Jumpstart High School Animal Behavior and Physiology Program, College Park, MD, 2001-06; Teaching Assistant, University of Maryland, College Park, MD, 2001-06; Post-doctoral research fellowship, University of Akron, 2009-10; Present position, 2010-
- DAN SIGLEY, B.A., ATC, Assistant Professor of Health and Physical Education, ACKK-ATEP Clinical Liaison, Assistant Athletic Trainer;** B.A., Tabor College, 2010; Present position, 2011-
- TAMMY STEFEK, M.S.N., R.N., Assistant Professor of Nursing,** A.D.N., Long Beach City College, 1982; B.S.N., Tabor College Wichita, 2007; M.S.N., Walden University, 2010; Neonatal Intensive Care Nurse, Transport Nurse, Clinical Coordinator, Long Beach Memorial Medical Center – Miller Children’s Hospital, 1982-1987; Nursing Supervisor, NICU, Long Beach Memorial Medical Center – Miller Children’s Hospital, 1987-1989; Clinical Coordinator, Transport Nurse Specialist, NICU, Long Beach Memorial Medical Center – Miller Children’s Hospital, 1989-1994; Special Care Nursery Nurse, Charge Nurse, Transport Nurse, Salina Regional Health Center, 1994-1998; Public Health Nurse, School Nurse, Ellsworth County Health Department, 1998-2000; Office Nurse, Mowery Clinic, 2000-2002; Nursing Supervisor, Ellsworth County Medical Center, 2002-2003; Infection Control, Occupational Health, Pharmacy Nurse, 2003-2007; Pharmacy Manager, Nurse Manager, Ellsworth County Medical Center, 2007-2010; Director of Nursing, Pharmacy Director, Ellsworth County Medical Center, 2010-2011; Adjunct Faculty, Tabor College Wichita, 2010-2011; Present position, 2011-
- BRADLEY VOGEL, D.M.A., Chair of Division of Performing and Visual Arts, Professor of Choral Music and Chair of Music Department;** B.A., Tabor College, 1985; M.M., University of Northern Colorado, 1988; D.M.A., University of Missouri-Kansas City, 2001; Associate Pastor, Zoar M.B. Church, 1985-87; Public School Music Teacher, Kansas, 1988-97; Assistant Professor of Choral Music, Tabor College, 1997-02; Associate Professor of Choral Music, Ibid, 2002-07; Present position, 2008-
- LYNDEL F WALKER, M.S.N., R.N., Assistant Professor of Nursing;** A.D.N., St. Mary of the Plains, 1985; B.S.N., Wichita State University, 1993; M.S.N., Newman University, 2000; Tabor College Wichita, Present position, 2012 -

EMERITI PROFESSORS**Frank Brenneman, Ph.D.**

Mathematics

Glen Diener, M.S., C.N.E.

Mathematics/Computer Science

Judy Harder, M.A.C.

Communications and Drama

Allen Hiebert, Ph.D.

Chemistry

Donald Isaac, Ph.D.

Business

Richard Kyle, Ph.D.

History and Religion

Gary Myers, M.S.

Physical Education

Malinda Nikkel, M.S.

English

Delmer Reimer, Ed.D.

Physical Education

Lonn Richards, M.M.E.

Music

Marvin Sellberg, M.B.A.

Business

Max Terman, Ph.D.

Biology

Katie Funk Wiebe, M.A.

English

Sharon Zenger, Ph.D.

Education

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A.R. Ebel, A.M.

History and Art

Clarence Hiebert, Ph.D.

Biblical/Religious Studies and History

A.E. Janzen, M.A.

Economics

William J. Johnson, Ph.D.

Chemistry

Jonah Kliewer, D.M.A.

Music

S.L. Loewen

Music

Wes Prieb, M.A.

English

H.C. Richert, M.S.

Music

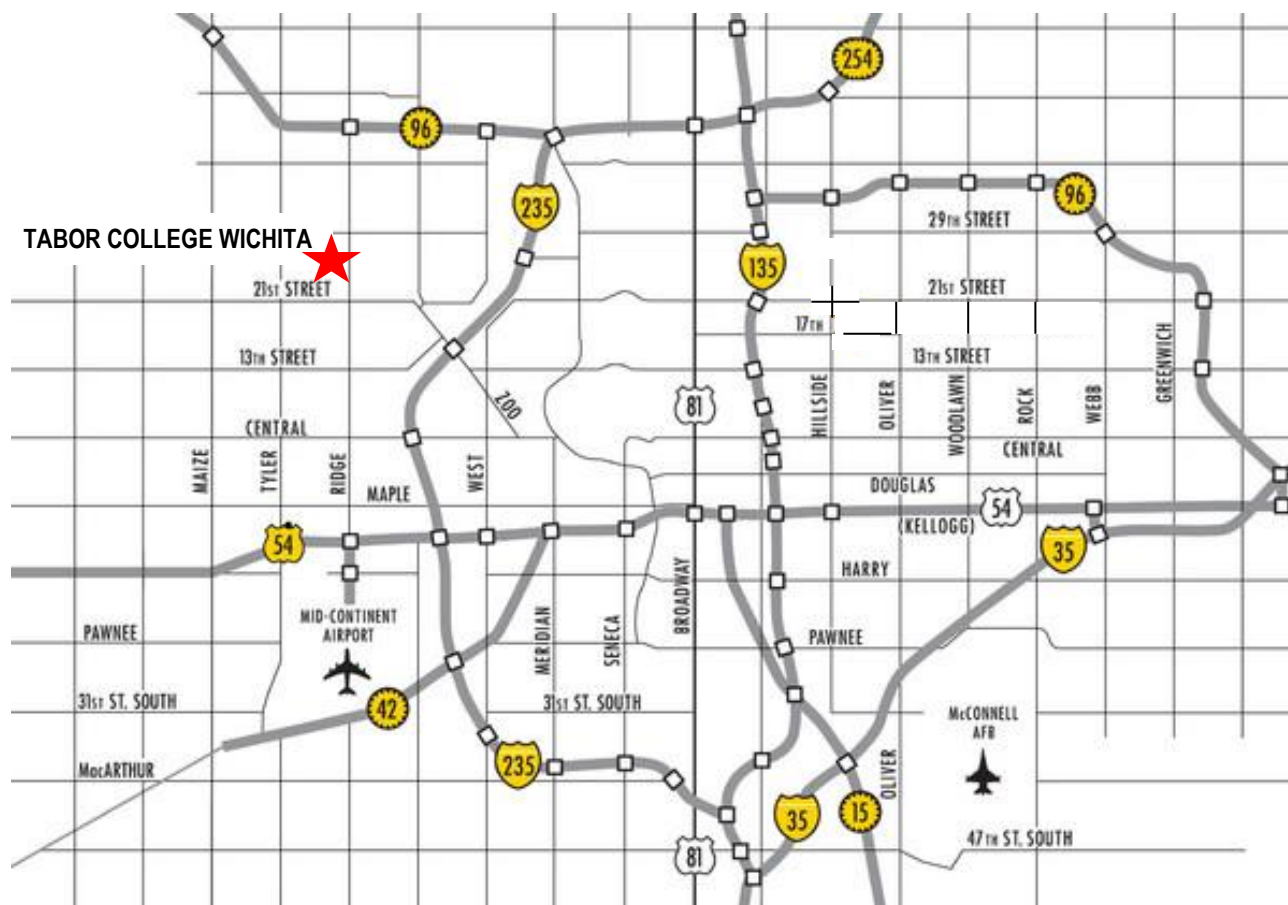
Richard Wall, Ph.D.

Biology

MAPS

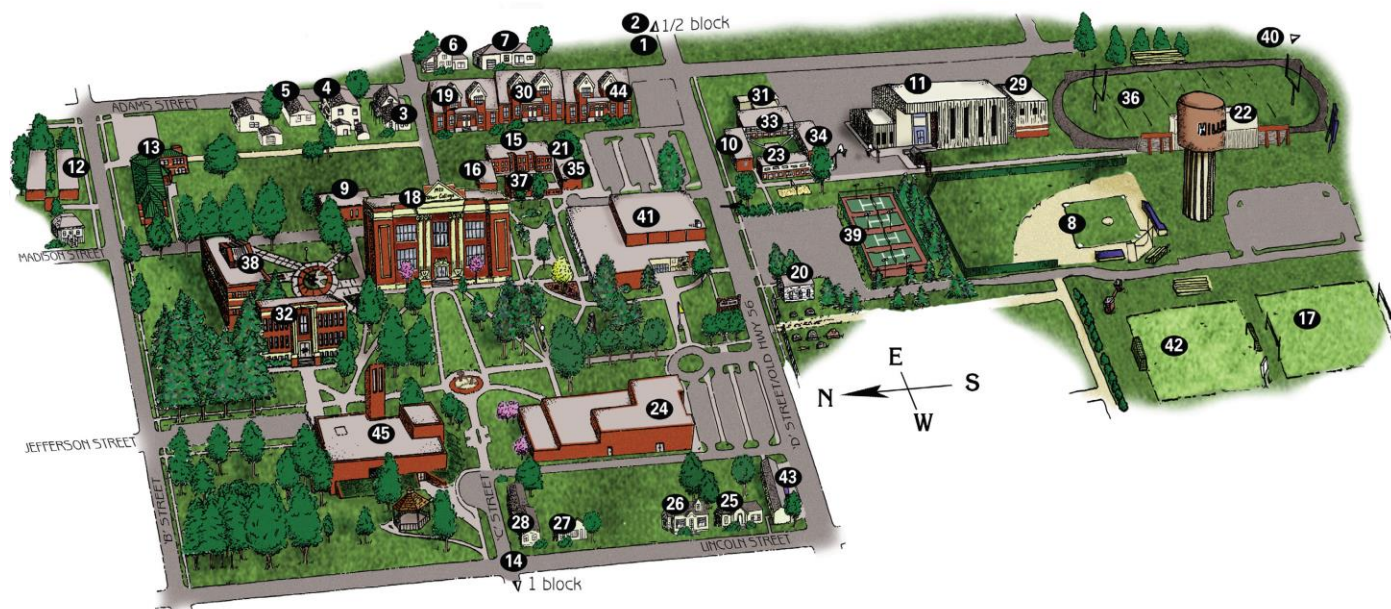
TABOR COLLEGE IN WICHITA AND ONLINE

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TABOR COLLEGE HILLSBORO

400 South Jefferson
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**Legend**

Revised 7/22/11

- | | | |
|------------------------------------|---|--|
| 1. 608D | 18. H. W. Lohrenz Building (LOHR) | 33. Nebraska Hall |
| 2. 610D | 19. Hiebert Hall | 34. Oklahoma Hall |
| 3. Adams II Hall | 20. Historic Church | 35. Regier Hall |
| 4. Adams III Hall | 21. Jaywash | 36. Reimer Field |
| 5. Adams IV Hall | 22. Joel Wiens Stadium and Reimer Field | 37. Schlichting Center |
| 6. Adams VI Hall | 23. Kansas Hall | 38. Solomon L. Loewen Natural Science Center (SLL) |
| 7. Adams VII Hall | 24. Library (LIBR) | 39. Tennis Courts |
| 8. Bluejay Baseball Field | 25. Lincoln I Hall | 40. Track & Field Events |
| 9. Business Studies (BUSN) | 26. Lincoln II Hall | 41. Student Center (STCR) |
| 10. California Hall | 27. Lincoln V | 42. Vernon R. Wiebe Soccer Practice Field |
| 11. Campus Recreation Center (CRC) | 28. Lincoln VI Hall | 43. Visitors Center |
| 12. Cedar Hall | 29. Locker Room | 44. Wiebe Hall |
| 13. Dakota Hall | 30. Loewen Hall | 45. Wohlgemuth Music Education Center (WMEC) |
| 14. Duplex | 31. Maintenance Shops | |
| 15. East Hall | 32. Mary J. Regier Building (MJRB) | |
| 16. Ediger Hall | | |
| 17. Football Practice Field | | |

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