



Tabor College

School of Adult and Graduate Studies

GRADUATE ACADEMIC CATALOG

**For the Academic Year
2018-2019**

The electronic version is the official version of the College catalog.
Where differences exist among versions, the electronic version takes precedence.

<http://tabor.edu/online/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



Welcome to Tabor College!

Tabor is a vital higher learning center designed to help adult students fulfill their dreams of degree attainment in order to further develop their minds, nurture their souls, propel their careers, and to be more effective in service to others.

Since it's opening in 1993, the campus has helped educate thousands of students in completing their associates, undergraduate and graduate degrees. In fact, 2018 marks the celebration of twenty-five years at the Wichita location. We're grateful for this history and those who have served and studied here through the years.

As great as our history has been, we're energized by our mission and the vision of expanding programs and partnerships to further advance the College. Additionally, we've moved the significant portion of our educational offerings online to a highly intuitive and robust learning management system which delivers an excellent menu of features that benefit student learning.

Our faculty are made up of full-time educators and credentialed adjuncts who are rooted in careers related to their area of teaching. They deliver the curriculum with skill and offer a great deal of presence in their online teaching.

We're pleased you are considering joining Tabor's School of Adult and Graduate Studies. Our team is ready to serve you in the next phase of your higher education.

Sincerely,

A handwritten signature in black ink that reads "Tom Shaw". The signature is written in a cursive, flowing style.

Tom Shaw
Vice President of Strategic Initiatives, Dean of Adult and Graduate Studies

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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 (AGS). 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 AGS is available at: <http://tabor.edu/adult/student-resources/>.

Chapters: The catalog is divided into clearly labeled chapters. The Table of Contents lists the beginning page of each chapter along with location of topics within that 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.

Degree Requirements: The chapter entitled "Graduate Academic Program" includes a listing of the required courses for each graduate degree offered at AGS.

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 at: My Tabor/My Info-Wichita/My Academic Info.

Please contact a Tabor Education Consultant if you wish to visit or learn more about Tabor College in Wichita or Online.

Learning to know the people, faculty, and students, will help you decide if AGS is where you belong.

2018-2019 Graduate Academic Catalog

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

Tabor College in Wichita and Online
School of Adult and Graduate Studies
7348 West 21st St., Suite 117
Wichita, Kansas 67205
Ph: (316) 729-6333
Toll-free: (800) 546-8616
E-mail: learn@tabor.edu
Web Site: www.tabor.edu



ACCREDITATION

Tabor College is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, 1-800-621-7440). Tabor College programs are approved by the Kansas State Approving Agency for veteran educational benefits under the federal program.

The college holds membership in the Kansas Collegiate Athletic Conference, the Kansas Independent College Association, the Council of Mennonite Colleges, and the Council for Christian Colleges and Universities. In addition, Tabor College holds private accreditations in Athletic Training, Education, Music, Social Work, and Nursing. The master's degree in nursing at Tabor College is accredited by the Commission on Collegiate Nursing Education. <http://www.aacn.nche.edu/ccne-accreditation>

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

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

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

GRADUATE ACADEMIC CATALOG

For the Academic Year
2018-2019

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, adaptability to change, and ecological sanity and harmony, as evidenced through a chosen career or profession.

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

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

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

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

TABOR'S HISTORY AND THE MENNONITE BRETHREN CHURCH

The Mennonite Brethren denomination is 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. AGS offers Certificate Programs, Associate of Arts, Associate of Science, 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-4>

GRADUATE ADMISSION INFORMATION

Admission to Tabor College Adult and Graduate Studies (AGS) 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.

The degree programs offered through the AGS are designed for working adults who may have acquired learning through college or university courses, through career experiences, through professional or military schools, or through in-service training. The curriculum is designed and delivered to enable graduates to deal effectively with an increasingly complex work environment. The programs stress development of the leadership skills necessary to be successful in the professional world.

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.

MASTER OF BUSINESS ADMINISTRATION ADMISSION CRITERIA

Applicants must meet the following requirements in order to be admitted to the Master of Business Administration Program:

1. An official transcript showing a conferred bachelor's degree from a regionally accredited college or university.
2. Any other official transcripts needed to verify undergraduate prerequisite courses or graduate transfer credit. Students may transfer up to 6 semester hours of graduate coursework toward an MBA degree, provided that the courses are approved by the Dean of AGS.
3. An overall grade point average of 2.7, or a GPA of at least 3.0 in the last 60 semester hours of undergraduate study. Probationary admission is possible for GPAs between 2.50 – 2.69.
4. International students are also required to take the Test of English as a Foreign Language (TOEFL) before being considered for admission. The minimum TOEFL score is 560.
5. A professional resume with relevant work experience noted.
6. Three letters of recommendation from persons who can attest to an applicant's readiness for graduate-level study.

ADMISSIONS DECISION

Each applicant to the Master of Business Administration program will be evaluated on the basis of the admissions materials submitted. A student may be fully admitted, probationary admitted, or denied. Applicants admitted into the program are expected to enroll in the program within 12 months of admission.

MASTER OF ARTS IN MINISTRY ENTREPRENEURSHIP AND INNOVATION ADMISSION CRITERIA

Applicants must meet the following requirements in order to be admitted to the Master of Arts in Ministry Entrepreneurship and Innovation (MEI) Program:

1. An official transcript showing a conferred bachelor's degree from a regionally accredited college or university.

- a. In special circumstances, a student may be admitted without a completed bachelor's degree. In such instances, the following requirements would be required for admission:
 - i. A transcript showing a minimum of 2 years (60 semester credit hours) of college.
 - ii. A resume documenting substantial experience in a ministry.
 - iii. 2 years with increasing experience in teaching, coaching, representing, leadership development
 - iv. Evidence of life experience and maturity which demonstrates readiness for graduate theological education.
2. An overall grade point average of 2.7, or a GPA of at least 3.0 in the last 60 semester hours of undergraduate study.
3. Any other official transcripts needed to verify undergraduate prerequisite courses or graduate transfer credit. Students may transfer up to 6 semester hours of graduate coursework toward an MEI degree, provided that the courses are conducive to the program are approved by the Program Chair and the Dean of AGS.
4. International students are also required to take the Test of English as a Foreign Language (TOEFL) before being considered for admission. The minimum TOEFL score is 560.
5. All students wishing to enroll in the MEI program will submit a Personal Goals Essay that clearly articulates applicant's reasons for seeking admission to Tabor (500 words maximum).
6. A professional resume with relevant work/ministry experience noted.
7. Submission of all application materials.
8. Three letters of recommendation from persons who can attest to an applicant's readiness for graduate-level study. These may be from such references as Pastors, church leaders, or an employer.

ADMISSION DECISION

Each applicant to the Ministry Entrepreneurship and Innovation program will be evaluated on the basis of the admissions materials submitted. A student may be fully admitted, probationary admitted, or denied. Applicants admitted into the program are expected to enroll in the program within 12 months of admission.

MASTER OF SCIENCE IN NURSING ADMISSION CRITERIA

Applicants must meet the following requirements in order to be admitted to the Master of Science in Nursing Program:

1. An official transcript showing a conferred bachelor's degree from a nationally accredited nursing program.
2. An overall cumulative grade point average of 3.0 in the last 60 semester hours of undergraduate coursework.
3. International students are also required to take the Test of English as a Foreign Language (TOEFL) before being considered for admission. The minimum TOEFL score is 560.
4. All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, or work supervisors who can evaluate your potential for success in a graduate program.
5. All applicants must submit an online application for admission, reference letters, a goal statement and admission fee. The Goal Statement is your opportunity to tell faculty what you are planning to do with your career after you finish your master's degree. Before writing your

goal statement, please carefully review information about the specialty on our website so that you clearly indicate to the faculty that you are a fit with the specialty.

6. All students must be able to efficiently use Microsoft Office or a comparable program, check and maintain email and have internet access.
7. RN applicants must be eligible to practice in the state where they will be completing their program practicum.
8. A criminal background check is required to enter into the program.

ADMISSION DECISION

Each applicant to the Master of Science in Nursing program will be evaluated on the basis of the admissions materials submitted. A student may be fully admitted, provisionally admitted, probationary admitted, or denied. Applicants admitted into the program are expected to enroll in the program within 12 months of admission.

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.

International applications for admissions will be considered once all required documents have been received including:

- proof of financial support
- current copies of the I-94
- passport
- Visa
- 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, AGS 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 the specific graduate program 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 each term.

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

ADMISSION ON ACADEMIC PROBATION

Students who do not meet the admissions criteria may petition to be admitted on academic probation. Graduate students may be admitted on a probationary basis for a total of 6 credit hours or other level based on the admissions review committee decision. At the time, students must have a cumulative GPA of 3.00 or higher in order to be removed from probation and allowed to continue in the program.

ACCEPTANCE OF TRANSFER CREDITS

Transfer courses from regionally accredited institutions completed with a grade of C- or better, with a maximum of 6 credit hours (with approval of the appropriate Program Chair and the Dean of AGS) may be made in individual cases, but only when the transfer course content is equivalent to a major sequence course. After acceptance into the graduate program, students may not transfer any credits into the sequence of major courses.

READMISSION TO THE COLLEGE

Students returning to AGS after an absence of more than 6 months need to apply for readmission to AGS 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 graduate students through 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 to determine eligibility for a Federal Direct Unsubsidized Loan. Graduate students must be enrolled at least half time (4.5 credit hours) per term to qualify for Federal Aid programs.

The FAFSA results determine a student's eligibility for the various sources of federal student aid. If eligible, graduate students may receive Federal Direct Unsubsidized Loans. Due to the varying starting dates of classes, students may need to complete more than one FAFSA for two successive years. The Office of Financial Aid will inform students as to which year's FAFSA will be needed. Students enrolled in most AGS programs are considered to be "half time", in compliance with federal financial aid regulations.

AWARD NOTICES

The Financial Aid Office will act on all admitted students who have completed a FAFSA. Notification of financial assistance will be made to students who are accepted for admission to Tabor College. 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 Financial Aid Office.

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 AGS students.

CHURCH SCHOLARSHIPS AND CHURCH MATCHING GRANTS

Students are encouraged to seek financial assistance from their church congregations. If the church sends scholarships to AGS, 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: Graduate Students are not eligible to receive Pell Grant funds.

Federal Direct Student Loan Program: This program provides for a guarantee of a student loan from the federal government. A graduate student must be enrolled at least half time per term to be eligible for a Direct Stafford Unsubsidized Loan. Interest starts to accrue on unsubsidized loans upon disbursement. 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. For more information please visit studentaid.ed.gov.

To disburse loan funds to students accounts, an active Entrance Counseling questionnaire and Master Promissory Note MUST be on file with the Federal Government. 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.

Grad PLUS for Students To receive a Direct PLUS Loan, you must be a graduate or professional student enrolled at least half-time at an eligible school in a program leading to a graduate or professional degree or certificate; not have an adverse credit history; and meet the general eligibility requirements for federal student aid.

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.

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 (if not already done) 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. All required documents must be faxed or mailed to Tabor College.

Tax Return Transcripts are available free of charge at <http://www.irs.gov/Individuals/Get-Transcript>. In addition, a Verification Worksheet will need to be completed. This form will be sent to the student and is also available at online at <http://tabor.edu/online/financial-aid/financial-aid-forms/>. 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 return 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 Enrollment Term Confirmation – AGS/Online at <http://tabor.edu/adult/student-resources/>.

FINANCIAL AID FORMS DEADLINE

It is imperative that students return information to the Financial Aid Office in a timely manner. **All documents requested are expected to be returned within 10 business days of the notification of the student.** Students are to check their Tabor College email for communication from the Financial Aid Office. If these deadlines are not met, Federal Financial Aid will not be posted to the student's account, which could result in processing delays, loss of aid, or late fees.

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 AGS. It means that students may not receive government financial aid. They may still be eligible for AGS 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 (SUSPENSION) 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 AGS
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. For graduate students, maintain a minimum cumulative grade point average (CUM GPA) from coursework taken at AGS of 3.0.
2. Each student must earn at least 67% of all attempted hours each term. Attempted hours include: transferred hours, and all AGS 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. 54 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 AGS credit hours.

SAP is measured and reviewed after every term has 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 graduate students. Students not meeting the GPA and/or the completion percentage requirements at that time will be automatically placed on "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 they became suspended in has ended. Appeal submission requires they provide the Office of Financial Aid with a signed SAP Appeal Form explaining why their financial aid should not be suspended. The SAP Appeal Form is available 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 term to regain good standing of academic progress. Prior to submission of the academic plan, the student must work with their academic advisor 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 satisfactorily. 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.

STUDENT ACCOUNT - BUSINESS SERVICES

TUITION AND FEE SCHEDULE

Total costs vary by program. This information may be obtained from the Educational Consultants. Students are required to complete full financial settlement with the Director of Business & Student Financial Services upon enrollment.

TUITION AND FEE SCHEDULE* AGS GRADUATE PROGRAMS 2018-2019

Per Credit Hour Fees

Master of Business Administration	\$547
Master of Arts Ministry Entrepreneurship and Innovation	\$425
Master of Science in Nursing.....	\$477
Master of Business with Accounting Emphasis	see TC Hillsboro Catalog
Books and Resources	\$90
Learning Resource / Assessment (only book opt out)	\$15
Audit (only if auditing a course)	\$60

Per term Fees

Technology	\$175
E-Learning (Tabor Online LMS)	\$115

One time Fees

Application fee	\$30
Deposit (credited after completion of first term).....	\$100
Registration Fee.....	\$125
Graduation Fee	\$125
Background Check/Malpractice Insurance fee (Nursing only).....	\$195

Other Fees

Course Drop Fee	\$100
Program Withdraw Fee.....	\$100
Re-entry Fee	\$125
Transcript Fee (first request is free).....	\$10
Proctor Fee (per test, depending on requirements)	\$0 - \$50
Lab Fees.....	Varies by Program

* Prices subject to change

TUTION RATE

Students can expect their tuition and fees to remain fairly level from one year to the next. Modest increases do occur. Students are made aware of the increases in advance by way of e-mail communication, website, and new versions of the catalog.

PROGRAM DEPOSIT

For students in a cohort-based program of study, a \$100 deposit is to be paid to process enrollment into a degree program. The deposit is non-refundable after it is processed up through the end of Term 1. Once the student successfully completes Term 1, the \$100 is applied as a credit to their student account in Term 2.

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 federal financial aid.
2. Provide evidence that aid/assistance will be available in the immediate future.
3. Have contacted the Director of Business & Student Financial 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 (EA), a student must complete their Term Confirmation of Charges & Billing prior to beginning class. This form is for any student whose employer will make payments to the College or to the student personally. The student must select they will receive employer assistance; however, EA is not a method of deferment of waived payment.

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 & Student Financial 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 will not be waived from full financial settlement 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 AGS. 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 & Student Financial Services for more information.

The Post-9/11 GI Bill

The Post-9/11 GI Bill is for individuals with at least 90 days 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 indicated 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 & Student Financial 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 & Student Financial 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 Advisor/Assistant Registrar, 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 Advisor/Assistant Registrar 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 and/or books have already been shipped to the student. 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 course drop/add form to the Academic Advisor/Assistant Registrar (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 seventh calendar day.

- The student will receive a 'W' on their transcript for withdrawing from a course up to the seventh class day.
- A WP, WF, or earned grade will be reported after the seventh calendar day and the student will be charged in full for tuition and all fees.

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. Book fee will be charged if books have been shipped and/or student has received them.
 - 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 and Student Services 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, Direct loans (unsubsidized). 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, discounts 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 full financial settlement and/or making payment arrangements with the Director of Business & Student Financial Services within 30 days of the student's official withdraw.

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 shipment of 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.

Monthly 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 & Student Financial 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.

STUDENT RESOURCES & POLICY INFORMATION

STUDENT LIFE

While enrolled in an AGS Graduate 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 AGS. 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.

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, drug paraphernalia, or look-alike (simulated) drugs on its campus or part of any activity associated with the College.

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.

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 AGS 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 AGS standards
4. Respect for the diverse backgrounds, personalities, convictions and spiritual traditions of students, staff and faculty who comprise the AGS community
5. Respect for local, state and federal laws and ordinances
6. Respect for discipline, policy, procedures and authority established by AGS 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 AGS 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 during class, study group, and learning team setting.

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

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

DISCIPLINARY RESPONSES

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

Summary Disciplinary Response

Suspensions and dismissals may be imposed without the disciplinary process outlined in this section by the VP of AGS, in consultation with the President. Other disciplinary responses, listed under additional requirements and conditions, may also be imposed on a summary basis at the discretion of the VP of AGS, in consultation with the President. The AGS Leadership Team will meet as soon as practically possible to review any suspensions or dismissals which are imposed on a summary basis by the VP of AGS.

Decisions of Disciplinary Responses

Authority for determining and imposing disciplinary responses, requirements or conditions ultimately rests with the VP of AGS. In many cases an AGS staff or faculty will make these decisions. Primary consideration will be given to the seriousness of the offense, intent and the prior disciplinary record of the student when deciding on appropriate disciplinary responses. Whereas the prior disciplinary record is not considered in determining accountability for the incident in question, patterns of behavior will influence actions necessary for correcting a student's conduct and protecting the integrity of college policies and procedures. Other considerations will always include a student's attitude during the disciplinary process, a student's cooperation during the incident being reviewed, and recommendations by college officials.

DISCIPLINARY PROCESS

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 VP of AGS or his/her designee.

Disciplinary Suspension

An official response that prohibits the student from attending the college, 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 VP of AGS or his/her designee. For academic year or semester suspensions, written request to return to the college must be submitted to the VP of AGS 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. 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 and Student Services 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 Advisor/Assistant Registrar. Students who wish to return to school after the dismissal period has ended, must submit written notification to the VP of AGS, 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.

NEW STUDENT ORIENTATION

AGS begins each term with a new student online orientation for all graduate programs. This required orientation helps graduate students learn and understand how to navigate their Tabor graduate program from a policy, process, and technology perspective. It is a time for students to learn about AGS 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. In addition, the library recently added over 100,000 online electronic library books which are available for use by library patrons via their laptops, tablets, and smartphones from almost anywhere in the world.

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, online-book access 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 by e-mailing by calling 620-947-3121, ext. 1202. General reference assistance is available on a daily basis by contacting the library staff via email at library@tabor.edu.

ATTIRE EXPECTATION

Students are expected to dress in a manner conducive to a collegiate learning environment while on campus, or while online in synchronous class sessions.

CONSUMER INFORMATION

In addition to this outline of consumer information, students are urged to familiarize themselves with their rights and responsibilities. If you have questions, please contact an administrator or other appropriate college representative.

Tabor College's Consumer Information Disclosure policies are located at <http://tabor.edu/consumer-information-disclosure/>.

This listing includes topics such as:

- Accreditation
- Academic Programs and Institutional Information
- Clery Report: Crime Statistics, Campus Security Policies, Crime Log, and Fire Log; Drug/Alcohol Policy; and Missing Student Policy and Notification Procedures
- College Navigator

- Complaint/Grievance Procedures (see below)
- Confidentiality of Student Records (FERPA)

AGS 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.

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.

- Contact Information
- Copyright Infringement, Peer-to-Peer File-Sharing Policies and Sanctions and Acceptable Use Policies
- Disbursement for Books and Supplies
- Federal Student Financial Aid Penalties for Drug Law Violations
- Financial Aid
- Graduation and Retention Rates (Student Right-to-Know Act)

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.

- Private Lending
- Services for Students with Disabilities
- Shopping Sheet
- College Nondiscrimination Statement

In fulfilling its mission, vision, and values, Tabor College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The commitment to non-discrimination is in accordance with, but not limited to the following laws:

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Age Discrimination Act of 1975

All forms of sexual harassment and violence are included in the Tabor College commitment to non-discrimination.

COMPLAINT/GRIEVANCE PROCEDURES

Student Complaint and Grievance Procedure

Students should be aware that, should they have complaints about their academic program or their financial aid, Tabor College has a complaint procedure to assist them. To the extent possible, students should seek a resolution of such matters through the institution's complaint procedure before involving others.

State of Kansas Complaint Procedures

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

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (e.g., State Boards of Health, State Board of Education, and so on) within the Kansas State Government and shall be reviewed and handled by that licensing board (<http://www.kansas.gov/agencies/> and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Consumer Protection Division in the office of the Kansas Attorney General and shall be reviewed and handled by that Unit (<http://ag.ks.gov/consumer-protection>).

Higher Learning Commission (HLC)

Allegations regarding noncompliance with accreditation standards, policies and procedures may be made to HLC, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. (The Commission's complaint policy, procedure and the complaint form may be found on their website: <https://www.ncahlc.org/HLC-Institutions/complaints.html?highlight=WyJjb21wbGFpbnQiXQ>).

OFF CAMPUS AUTHORITIES

- Complaints relating to quality of education or accreditation requirements shall be referred to the Higher Learning Commission (HLC), (<https://www.ncahlc.org/HLC-Institutions/complaints.html?highlight=WyJjb21wbGFpbnQiXQ>);
- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Kansas State Government and shall be reviewed and handled by that licensing board (www.kansas.gov/agencies/ and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Consumer Protection Division in the office of the Kansas Attorney General and shall be reviewed and handled by that Unit (<http://ag.ks.gov/consumer-protection>).

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 AGS. Currently, AGS offers Master degree programs in Business Administration, Nursing and Ministry which are available online. Degree programs offered by AGS 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.

ACADEMIC ADVISING

AGS 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.

ACADEMIC CALENDAR

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

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.

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 of the course.
2. If there is no satisfactory resolution with the instructor, the review appeal must be made in writing to the Dean of AGS who will 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. 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 grievance process.

ACADEMIC HONORS

Graduation honors are contingent upon certification by the Registrar after all grades have been posted on the student's transcript. There are two possible distinctions for Masters graduates:

Honors:	Cumulative grade point average of 3.80 – 3.99
High Honors:	Cumulative grade point average of 4.00

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 AGS Dean.
 - b. The AGS Dean shall:
 - Keep a record of reported infractions and sanctions.
 - Place the student on academic probation effective immediately. This shall be understood as a full 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 and Student Services 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 day 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 (VPAA). This is the final appeal. 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 Academic Integrity Appeals process.

ACADEMIC PROBATION AND SUSPENSION

All AGS graduate students must maintain a minimum cumulative GPA of 3.0 to remain in good academic standing. Students whose GPAs fall below this minimum will be placed on academic probation. Only one term of probation is permitted. Courses in which students received a D or F may be repeated to raise the cumulative GPA. A student who receives an "I" grade must complete all work and receive a letter grade in the course before beginning a subsequent term.

After being placed on academic probation, AGS graduate students must achieve a cumulative GPA of 3.0 by the completion of the next term at AGS. Students who fail to do so will be suspended. Additionally, students who receive two concurrent or consecutive grades of F or WF will be suspended.

A student who has been suspended may apply for readmission after one term of non-attendance. The application process must include a written request to the program chair and the Dean of AGS. A personal interview may be required. A student readmitted after academic suspension must achieve a 3.0 cumulative GPA by the end of the first term after re-admittance. Students who fail to meet this standard will be suspended and are not guaranteed re-admittance to the College.

Should the subsequent term begin before it is feasible for the College to inform a student of his/her suspension, the student will be administratively dropped immediately when the College determines that the student must be suspended. In such a situation, the attempted course(s) will not be reflected in the student's academic record.

SATISFACTORY ACADEMIC PROGRESS SUSPENSION APPEALS

A SAP suspension may be appealed in the following manner:

1. The student may initiate an appeal by writing to the Dean of AGS, providing specific details and all appropriate information. Appeals must be made within five calendar days of receiving the suspension notification.
2. Within three calendar days of the deadline for appeals, the Dean of AGS, EVPAC, and AGS program directors will review the appeal and render an opinion by majority vote. The judgment of the committee is final. Copies of the committee decision will be given to the student and kept in the student's permanent file.

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.

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 and Student Services Coordinator's office. Students taking the course for credit will receive priority over an audit student. 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 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 7th class day of an online course from the class start. In both cases, the proper forms must be completed and sent to the Academic and Student Services Coordinator's Office.

COHORT CHANGE

If a student wants to initiate a cohort change this must be done 3 business days prior to the first day of the course with in the new cohort in which the student will be enrolling. Students must complete and submit a Student Status form to the Academic and Student Services Coordinator 3 business days prior to the first day of class.

COURSE CANCELLATION

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

COURSE NUMBERS

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

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

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.

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.

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.

DROPS AND WITHDRAWALS

- A student may drop a course by logging into My Tabor and submitting the Course drop/add form to the Academic and Student Services 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.
- A student may withdraw from an online course until 11:59 pm CST through the 7th day. Withdraws are completed by submitting a Course drop/add form to the Academic and Student Services 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 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.

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 AGS at 316-729-6333 to make arrangements for delivery or pick up of textbooks and course materials.

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 the Financial Aid Director for specific input prior to withdrawal.

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

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 AGS. Payments and other financial arrangements are to be made with 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 the Financial Aid Office and Business Services Office for payment of all bills in order to secure honorable dismissal.

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.

GRADING POLICY

Students have access to their grades through the 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 6 weeks after the end 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 an Incomplete form. If a grade for the incomplete course is not submitted to the Academic and Student Services 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 AGS before the completion date.

INDEPENDENT STUDY POLICY

AGS directed studies provide individualized educational experiences for students under the supervision of AGS 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 AGS 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 AGS.

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. AGS Independent Study forms may be secured from the Academic and Student Services Coordinator's Office. The Academic Advisor/Assistant Registrar'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.

LEARNING PHILOSOPHY

The AGS 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.

MASTER PROGRAMS

The degree programs offered through the AGS are designed for working adults who may have acquired learning through college or university courses, through career experiences, through professional or military schools, or through in-service training. The curriculum is designed and delivered to enable graduates to deal effectively with an increasingly complex work environment. The programs stress development of the leadership skills necessary to be successful in the professional world.

ONLINE ATTENDANCE POLICY

- All class session begins Monday at 12:00 am CST and ends Sunday night at 11:59 pm CST. 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 Advisor/Assistant Registrar.
- 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.

REGISTRATION

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

SERVICES FOR STUDENTS WITH DISABILITIES

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

STUDENTS IN THE MILITARY, NATIONAL GUARD OR RESERVES

Students must submit a request to the Director of Business & Student Financial 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.

AGS 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.

TERM CONFIRMATION

Students are required to complete an online Term Confirmation for each term. This officially registers the student for that term. It is the student's responsibility to complete the online term confirmation to AGS. If the student fails to complete the term confirmation they will not be enrolled for the future term.

WITHDRAWAL

Students wishing to withdraw from classes must notify the Academic and Student Services Coordinator by completing an official Course drop/add 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) after withdrawing from classes. Withdrawal from a class or classes may affect the amount of 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.

WITHDRAWAL FROM THE COLLEGE

Students wishing to withdraw from classes must notify the Academic and Student Services Coordinator by completing a Course drop/add form for approval. The Academic Advisor/Assistant Registrar will assist students in completing the withdrawal form.

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.

Students in the graduate program must have all degree requirement completed on or before the end of the summer term following May Commencement in order to participate in the Commencement ceremony.

BOARD OF DIRECTORS APPROVAL POLICY

- Students can be approved by the Board in **October** if they will complete all requirements by the end of December.
- 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 will complete all requirements by the end of August.

GRADUATION REQUIREMENTS FOR A MASTER OF BUSINESS ADMINISTRATION DEGREE

To earn a Master of Business Administration degree, students must satisfactorily complete the following graduation requirements:

1. Complete required curriculum with a minimum GPA of 3.0.
2. A minimum of at least 24 semester hours completed at AGS.
3. All graduation requirements must be completed in no more than 5 years after the date of the first course taken at AGS.
4. Payment of tuition and fees.
5. Approval of the faculty and the Board of Directors.

GRADUATION REQUIREMENTS FOR A MASTER OF ARTS IN ENTREPRENEURIAL MINISTRY LEADERSHIP DEGREE

To earn a Master of Ministry Entrepreneurship and Innovation degree, students must satisfactorily complete the following graduation requirements:

1. Complete required curriculum with a minimum GPA of 3.0.
2. A minimum of at least 33 semester hours completed at AGS.
3. All graduation requirements must be completed in no more than 5 years after the date of the first course taken at AGS.
4. Payment of tuition and fees.
5. Approval of the faculty and the Board of Directors.

GRADUATION REQUIREMENTS FOR A MASTER OF SCIENCE IN NURSING DEGREE

To earn a Master of Science in Nursing degree, students must satisfactorily complete the following graduation requirements:

1. Complete required curriculum with a minimum GPA of 3.0.
2. A minimum of at least 33 semester hours completed at AGS.
3. All graduation requirements must be completed in no more than 5 years after the date of the first course taken at AGS.
4. Payment of tuition and fees.
5. Approval of the faculty and the Board of Directors.

DIPLOMAS

Diploma covers will be given to everyone participating in Commencement, but the signed diploma will be mailed to students after Commencement. Diplomas will be withheld for students who have any deficiencies or a balance on their account. When the deficiency is met or the balance is paid, then the diploma will be released.

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

Graduation honors are contingent upon certification by the Registrar after all grades have been posted on the student's transcript. There are two possible distinctions for Masters graduates:

Honors:	Cumulative grade point average of 3.80 – 3.99
High Honors:	Cumulative grade point average of 4.00

Graduate students graduating with a 4.00 grade point average will be granted "high honors" with an appropriate notation appearing on their transcripts. Graduate students graduating with a grade point average of 3.80 to 3.99 will be granted "honors" with an appropriate notation appearing on their transcripts and diplomas.

All class work and grades must be posted on student transcripts by 5:00 p.m. CST on the Thursday prior to the Commencement ceremony in order for students to qualify to walk with honors.

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 four times a year: February, May, August, and December. 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.

GRADUATE ACADEMIC PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

The School of Adult and Graduate Studies offers the Master of Business Administration degree. The MBA is a professional degree providing superior graduate-level education. Offered in an accelerated format, the degree is designed for experienced professionals who, upon completion of the degree, will possess the appropriate knowledge, practical skills, and professional abilities necessary to fill executive leadership and administrative positions in industry, government, and nonprofit organizations. An integral part of the Tabor College experience is the integration of biblically-based teaching designed to equip graduates with a foundation for development of ethics, values, and character.

MBA PROGRAM OBJECTIVES

The program learning objectives of the MBA program are consistent with the mission and vision of Tabor College. Specifically, Tabor MBA graduates will do the following:

- The student will identify and apply Strengths-Based concepts and theories to demonstrate an awareness of the ethical considerations in business and management to make moral and ethical decisions to uplift Christ and his Kingdom
- Apply knowledge of the functional areas of business and integrative approaches for the development of solutions to organizational and management challenges from an executive prospective
- Apply a variety of organizing, planning, controlling, team-building and communicating skills necessary to demonstrate effective management and executive leadership of organizations in globally diverse and dynamic environments
- Demonstrate the ability to assess and evaluate the dynamic internal and external elements of the competitive global environment
- Evaluate community responsibilities in organizations and society, and to propose innovative solutions to complex ethical issues faced by organizations
- Work effectively and professionally in teams

MBA DEGREE REQUIREMENTS

Minimum MBA Course Requirements: A grade of a C- (70%) is considered a minimum passing grade for courses at the graduate level. Any grade below this minimum passing standard is considered a failing grade for program progression and for financial aid purposes. Completion of the required curriculum with a minimum cumulative GPA of 3.00; a grade of D+ or lower will not count toward meeting graduation requirements. Following is a table showing the courses required for the MBA.

COURSE REQUIREMENTS

Below are the tables showing the courses required for the MBA.

Master of Business Administration Requirements		30
BUS 511 Ethics in Leadership		3
BUS 520 Organizational Behavior		3
BUS 530 Managerial Accounting & Finance		3
BUS 541 Managerial Economics		3
BUS 551 Human Resource Management		3
BUS 630 Marketing Management		3
BUS 640 Operations & Service Management		3
BUS 665 Leadership Foundations		3
BUS 660 Strategic Management		3
BUS 671 MBA Capstone Seminar		3

Master of Business Administration Leadership Emphasis		6
BUS 666 Leadership Operations		3
BUS 667 Leadership Strategies		3

Master in Business Administration Leadership and Athletic Administration Emphasis

Master in Business Administration students with a Leadership emphasis can add a second emphasis in Athletic Administration through a curriculum that integrates on ground teaching experiences in the following courses: BUS 541 Managerial Economics, BUS 630 Marketing Management, BUS 665 Leadership Foundations, BUS 660 Strategic Management, and BUS 520 Organizational Behavior. The applications of these courses will include the concepts tied specifically to athletic administration through projects coordinated by the Tabor College athletic department.

MASTER OF ARTS IN MINISTRY ENTREPRENEURSHIP AND INNOVATION

The Master of Arts degree in Ministry Entrepreneurship and Innovation (MEI) is a specialized graduate degree in ministry designed to prepare men and women for a life of learning and service. It has been specially designed to equip students with both the theological and practical knowledge and skills to start up or lead ministry organizations at an executive level.

MEI PROGRAM OBJECTIVES

- Evaluate and assess leadership styles and embrace a personal leadership approach that is theologically considered
- Demonstrate an advanced knowledge of contemporary culture and the skills necessary to interpret new and diverse cultures
- Commitment to integrating theology into every aspect of life
- Perform skills in entrepreneurial ministry leadership: starting new ministries, creative thinking, networking
- Demonstrate self-awareness regarding issues of self-care, calling, boundaries, and spiritual formation
- Demonstrate self-directed learning by aligning a focused plan of study with implementation of this plan in a local context

MEI DEGREE REQUIREMENTS

Minimum MEI Course Requirements: A grade of a C- (70%) is considered a minimum passing grade for courses at the graduate level. Any grade below this minimum passing standard is considered a failing grade for program progression and for financial aid purposes. Completion of the required curriculum with a minimum cumulative GPA of 3.00; a grade of D+ or lower will not count toward meeting graduation requirements. Below is a table showing the courses required for the MEI.

ONSITE ATTENDANCE POLICY – APPLICABLE FOR THE INITIAL ADVANCE

- 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 the class session, it is the student's responsibility to contact the Director of Theological Education.
- No absences are allowed for courses less than six weeks.
- 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.

COURSE REQUIREMENTS

Below is a table showing the courses required for the MEI.

Master of Arts in Ministry Entrepreneurship and Innovation		39
BRS 508 International Advance		2
BRS 509 Interpreting Culture		2
BRS 510 Faculty Mentor		2
BRS 511 Reflective Practice (The Guild)		1
BRS 512 Missional Church and Theology		2
BRS 513 The Person and Work of a Leader		2
BRS 514 Ministry Design and Delivery		2
BRS 515 Spiritual Formation		3
BRS 516 Entrepreneurial Leadership/Followership		2
BRS 517 Creativity, Innovation and Change		2
BRS 518 Major Project		2
BRS 519 Ministry-based Conflict and Leadership		2
BRS 555 Ethical Leadership in Dynamic Organizations		2
BRS 520 Future Studies		2
BRS 521 Communication Skills		2
BRS 522 Spiritual Formation Advance		2
BRS 523 Faculty Mentor		2
BRS 524 Faculty Mentor		2
BRS 525 Reflective Practice (The Guild)		1
BRS 526 Reflective Practice (The Guild)		1
BRS 527 Reflective Practice (The Guild)		1

MASTER OF SCIENCE IN NURSING

Tabor College offers a Master of Science in Nursing (MSN) through the School of Adult and Graduate Studies. The MSN degree program is designed for professional nurses who upon completion of the degree will possess the appropriate knowledge, practical skills and professional abilities necessary to fill executive managerial and administrative positions in the healthcare industry. The MSN degree program will have an emphasis in Executive Leadership. An integral part of the Tabor College experience is to provide for students a foundation of Christian values and ethics consistent with the mission of the college and which may be used throughout their personal and professional lives.

ACCREDITATION:

Tabor College is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, 1-800-621-7440). Tabor College programs are approved by the Kansas State Approving Agency for veteran educational benefits under the federal program. The master's degree in nursing at Tabor College is accredited by the Commission on Collegiate Nursing Education. <http://www.aacn.nche.edu/ccne-accreditation>

PROGRAM OBJECTIVES:

The objectives of the MSN degree are consistent with the mission of the Tabor College. The primary goal of the MSN degree program is to provide a superior graduate level education that will prepare nursing graduates for professional careers in nursing, as well as for positions of leadership and increasing responsibility in healthcare and society. Specifically, graduates of the Tabor College MSN degree program will do the following:

- Synthesize knowledge from nursing as well as behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
- Integrate theory and research in evidence-based nursing and teaching practice to improve patient and population health outcomes.
- Model excellence in nursing leadership to improve nursing practice within a complex health care system.
- Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
- Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
- Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
- Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
- Engage in lifelong learning activities that contribute to professional development as well as to the advancement of nursing.

RECOMMENDED PROGRAM PREPARATION:

Although not required, the School of Adult and Graduate Studies recommends that each MSN applicant have completed one year of practice in a healthcare setting relative to their interest in specialization.

DEGREE REQUIREMENTS:

Minimum MSN Course requirements: A grade of a C- is considered a minimum passing grade for courses at the graduate level. Any grade below this minimum passing standard is considered a failing grade for program profession and for financial aid purposes. Completion of the required curriculum with a minimum cumulative GPA of 3.00; a grade of D+ or lower in any course will not count toward meeting graduation requirements.

COURSE REQUIREMENTS

The table below lists the core courses required for the MSN. Additionally, each student will designate a specialization tract and complete all the courses in the specialization to earn the MSN degree.

Master of Science in Nursing	36
MSN Core Curriculum	18
Specialization Tract (Executive Leadership, Nursing Education, and Informatics)	18

MSN Core Courses requirements for degree completion:

MSN Core Curriculum	18
NUR 510 Theoretical Foundations	3
NUR 520 Foundations Health Care Systems and Policy	3
NUR 530 Diverse Populations and Health Care	3
NUR 540 Evidence-Based Nursing Practice: Research and Process Improvement	3
NUR 550 Legal and Ethical Issues in Health Care Management	3
NUR 560 Nursing Leadership and Advanced Role Development	3

Below are the courses required for Executive Leadership specialization track and the Nursing Education track. These are in addition to the core curriculum courses listed above:

MSN Nurse Executive Leadership Emphasis	18
NUR 670 Building Effective Communication and Relationships	3
NUR 671 Professionalism and Executive Career Development	3
NUR 672 Nursing Leadership and Systems Thinking	3
NUR 673 Financial Management and Resource Allocation in Health Care Systems	3
NUR 674 Advanced Practice Nursing Field Experience	3
NUR 675 Evidence-based Advanced Practice Nursing Capstone	3

MSN Nurse Education Specialty	18
NUR 680 Curriculum Design Assessment & Learning Outcomes	3
NUR 681 Teaching to Diverse Learning Styles	3
NUR 682 Key Concepts in Pathophysiology, Pharmacology, and Physical Assessment For Nurse Educators	3
NUR 683 Organizational Dynamics of Higher Education	3
NUR 674 Nurse Executive Practicum Experience	3
NUR 675 Evidence-based Advanced Practice Nursing Capstone	3

MSN Nurse Informatics Specialty		18
NUR 690 Introduction to Healthcare Informatics		3
NUR 691 Database Design for Health Care Application		3
NUR 692 Project management in the Implementation & Evaluation of Healthcare Information Systems		3
NUR 693 Healthcare Data Analysis & Evidence Based Practice		3
NUR 674 Nurse Executive Practicum Experience		3
NUR 675 Evidence-based Advanced Practice Nursing Capstone		3

COURSE DESCRIPTIONS

Course descriptions are alphabetized by course prefix. Courses within the prefix listings are in numerical order. Courses numbered 500-699 are graduate 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.

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

This course will explore the concept of "culture" and students will practice a model for reading and interpreting the signs of culture in church and society.

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 Missional Church and Theology/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 Ministry Design and Delivery/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/Followership/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.

BRS 555 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 with 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 516 Global Leadership Summit/1

Students will attend the Willow Creek Leadership Summit conference offered at Intrust Arena in Wichita, or at 240+ locations worldwide, via live satellite feed from the Willow Creek campus near Chicago. After the conference, students will take a deeper look at the cutting-edge principles of leadership presented at the Global Leadership Summit, analyzing the latest leadership practices and trends, and creating implementation strategies for personal and organizational development.

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. This course will include integration of these concepts tied to specific application projects coordinated with the Tabor College Athletic Department.

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 526 Business Law/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 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. This course will include integration of these concepts tied to specific application projects coordinated with the Tabor College Athletic Department.

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.

BUS 612 Accounting Information Systems/2

A study of the development, implementation, and operation of advanced accounting information systems. Emphasis is placed on current and emerging issues relating to accounting, controls, and information technology.

BUS 613 Accounting Information Systems/3

A study of the development, implementation, and operation of advanced accounting information systems. Emphasis is placed on current and emerging issues relating to accounting, controls, and information technology.

BUS 621 Research Methods/Statistics/2

A study of business statistics, data analysis, and research design and methods. Techniques include analysis of variance, correlation, regression, analysis of covariance, and their application to business problems.

BUS 630 Marketing Management/3

This course discusses methods for optimal marketing of products and services. It emphasizes the role of marketing managers and the facilitation of a marketing orientation throughout the organization. Topics include product planning, promotion, distribution, consumer behavior, market theory and problem solving. This course will include integration of these concepts tied to specific application projects coordinated with the Tabor College Athletic Department.

BUS 640 Operations & Service Management/3

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

BUS 650 Governmental & Non-For-Profit Taxation/3

A study of fund accounting as applied to municipal governmental units. Topics include accounting for bond funds, special revenue funds, sinking funds, working capital funds, utility funds, and trust and agency funds. Additionally, accounting for hospitals, colleges and universities, and other not -for-profit agencies is studied.

BUS 652 Advanced Auditing/2

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

BUS 655 Accounting Theory II/2

An integrative study of detailed interpretation, analysis, and application of AICPA and FASB pronouncements essential in the preparation of required and supplemental financial statements. Contemporary controversial accounting issues—such as ethical, behavioral, and judgmental dilemmas faced by individual accountants and the accounting profession—will be examined through case studies and original student research presentations.

BUS 658 Seminar in International Business/3

Determinants of U.S. competitiveness in international markets; the international environment of business; introduction to multinational enterprises, global competition, international organizations, protection of intellectual property; international trade regulations; strategic trade theory and capitalism in emerging economies. (Course will include interterm trip (21 to 28 day international trip), cost of trip to be included in tuition for the program.

BUS 660 Strategic Management/3

Students will use skills and knowledge acquired in the MBA program to develop strategic plans. Case studies and simulation exercises are used to support decision-making processes. This course will include integration of these concepts tied to specific application projects coordinated with the Tabor College Athletic Department.

BUS 665 Leadership Foundations/3

This course provides critical analysis and intellectual examination and reflection of core foundational concepts in the practice of leadership. Translational work between theory and practice is applied as students examine current leadership theories in complex work environments.

BUS 666 Leadership Operations/3

This course is designed to equip future leaders with the necessary tools to create and lead a world-class team that can affect substantial and measurable business impact. Contemporary leadership development will be analyzed while developing strategies to create high-performance organizations within the context of current workforce dynamics.

BUS 667 Leadership Strategies/3

Students learn the tools and analytical techniques that leaders need to assess and formulate effective strategies for their organizations. Students study the context of dynamic organizations and implications for creating excellence. Topics include leadership, organizational design, structure, diversity, culture, change, evolution, quality, and strategy. This may be a formal study abroad experience.

BUS 671 MBA Capstone Seminar/3

This capstone course considers theoretical and application issues in developing long-range strategies for organizations. A culminating five-week experience where students synthesize and display subject-matter knowledge they have acquired, integrate cross-disciplinary knowledge, and demonstrates a broad mastery of learning across the curriculum for presentation of original research and further career advancement. Prerequisites: BUS 530 Managerial Accounting and Finance, BUS 551 Human Resource Management, BUS 640 Operations and Service Management

NUR 510 Nursing Theoretical Foundations/3

Concentrates on nursing models and theories that support professional nursing practice. Students analyze and synthesize various theoretical frameworks. Explores application of the various theories and covers both clinical nursing practice and nursing research efforts.

NUR 520 Foundations of Health Care Systems and Policy/3

This course is designed to enable the learner to understand the health care delivery system in the United States. Emphasis is placed on the nursing role related to formulating health care policy and political processes that have the greatest impact on health care. The course focuses on the business of health care, including the internal and external environment financing of health care, and resource management and utilization. The legislative and regulatory processes as they are related to changing the health care system are explored.

NUR 530 Diverse Populations and Health Care/3

This course provides an introduction and exploration of concepts and theories relevant to healthcare for diverse populations. Diversity is examined relative to social organizations, roles and expectations, and communication patterns. Values and belief systems underlying health-illness behaviors between western and non-western cultures will be introduced as a key component of the health-wellness continuum.

NUR 540 Evidence-Based Nursing Practice: Research and Process Improvement/3

This course provides students with skills required to systematically research and evaluate current nursing knowledge to promote evidence-based nursing practice. Coursework emphasizes critical analysis of the current literature and proposed research methods, including quantitative and/or qualitative approaches to research, sampling procedures, data collection methods and data analysis planning. Research topics such as ethical and cultural issues, methodological procedures associated with scientific investigation, and potential barriers to evidence-based practice are also course themes. Students are encouraged to critically analyze differing research paradigms as well as current issues surrounding evidence-based research. Student critique current nursing research and develop a research proposal.

NUR 550 Legal and Ethical Issues in Health Care Management/3

This course will introduce students to legal and ethical issues affecting health care and nursing management responsibilities in an ever changing health care industry. The influence of economic and sociopolitical factors on health care laws will be explored from the perspective of health care providers. Also the extent to which health care laws attempt to order relationships between providers, payers and consumers will be examined. Emphasis will be placed on practical legal and ethical problems encountered in professional nursing practice, and the application of legal-ethical principles and theories to resolving ethical dilemmas in health care. Student will be encouraged to develop a process for creating a foundation of personal and professional ethics.

NUR 560 Nursing Leadership and Advanced Role Development/3

The purpose of this course is professional role development related to leadership in advanced nursing practice. Major emphasis of the course will focus on effective communication as a member of an inter-professional team; strategies to promote change in the healthcare system; and leadership skills necessary to deliver high quality and culturally competent health care to positively affect patient outcomes.

NUR 670 Building Effective Communication and Relationships/3

Students learn communication strategies that address organizational issues and conflicts. Coursework emphasizes advanced communication skills related to diversity in the workplace, generational benefits, collaborative decision-making, recruitment and retention, and shared governance, as well as building trust and credible organizational relationships.

NUR 671 Professionalism and Executive Career Development/3

The major focus of this course will be the planning, organizing, and coordinating aspects of management. The role of the nurse executive from the perspective of transformational, quantum, and organizational leadership theories will be explored. The concepts of creating a vision, planning, power, risk-taking, decision-making, reflective practice, emotional intelligence and competence, forces of magnetism, AONE and IOM competencies, and personal and professional responsibility and accountability will be discussed.

NUR 672 Nursing Leadership and Systems Thinking/3

This course emphasizes leadership and managerial skills as well as organizational assessment as the foundation for advanced nursing practices in complex or integrated health care systems. Theoretical content includes theories of leadership, management and motivation; and principles of quality management, continuous quality improvement, risk management, and patient and employee safety. Frameworks for organizational assessment, program planning, and program evaluation are explored. Students acquire leadership and managerial skills that will be applied in subsequent practicum courses to enhance advanced practice in nursing administration. Learning experiences derived from this course serve as the basis for organizational assessment, and development of interventions to promote the functions of the organization.

NUR 673 Financial Management and Resource Allocation in Health Care Systems/3

Exploration of the financial, marketing and economic concepts and techniques of managing a health care agency or organization in a variety of settings. Focuses on financial knowledge and information as applied to health care agencies/integrated health care delivery systems, including budget concepts, financial analysis, the integration of strategic goals and objectives with financial planning and relation negotiation skills. Current issues related to the economics of health care, including the political ethical issues involved in containing health care costs are explored.

NUR 674 Advanced Practice Nursing Practicum/3

The student will participate in an immersion experience specifically related to their advanced nursing role specialization emphasis in designated health care setting. The student will be preceptored – mentored by an experienced advanced practice nurse leader in the area of specialization emphasis. The experience will foster leadership and role acquisition with emphasis on quality improvement, inter-professional team care, patient-centered care, evidence-based practice and utilization of informatics and technology.

NUR 675 Advanced Practice Nursing Capstone Project/3

This capstone course provides an intensive experience in critical analysis, designed to broaden students' perspectives and provide an opportunity for the integration of knowledge gained throughout the curriculum. Students must complete a scholarly project, which synthesizes advanced knowledge and skills, the address an area of relevance to advanced practice nursing.

NUR 680 Curriculum Design Assessment and Learning Outcomes /3

This course introduces the student to traditional and contemporary considerations for curriculum planning and design as applied to nursing education. Emphasis is placed on philosophy, theory, objectives, curriculum designs, and total program evaluation. This course is also designed to provide students with the knowledge and skills necessary to plan and implement formative and summative assessments including assessment of individual progress toward course outcomes as well as assessment of academic programs.

NUR 681 Teaching to Diverse Learning Styles /3

In this course, students will be introduced to the theories of learning styles, multiple intelligences, learning types and environmental effects on learning. Instructor-learners will identify their own learning attitudes, environment preferences, learning styles and intelligences and begin to identify the learning profiles of their students. This course will facilitate instructors to create learning environments that are most conducive to optimal learning and to implement teaching/learning strategies that engage a variety of learning styles for instructional success.

NUR 682 Key Concepts in Pathophysiology, Pharmacology, and Physical Assessment For Nurse Educators (3)

The focus of this graduate course is to provide an exploration and synthesis of key concepts in human pathophysiology, physical assessment, and pharmacotherapy, with consideration of varied populations, health-promotion practices, and evidenced-based practice. Students synthesize knowledge and practice from cognitive, affective and psychomotor domains of learning in order to facilitate learning of those key concepts by nursing students and professional nurses.

NUR 683 Organizational Dynamics of Higher Education/3

This course focuses on the organization of higher education institutions and the regulations and accreditation standards that guide the work of academic leadership. This course will introduce students to the standards of accreditation for baccalaureate and graduate nursing programs.

NUR 690 Introduction to Health Care Informatics /3

This course is the foundation of informatics study. It provides the theoretical framework for information management within various healthcare settings. Topics will include an overview of healthcare information systems and applications and national healthcare information management initiatives.

NUR 691 Database Design for Health Care Applications /3

The purpose of this course is to teach how to create online database applications in the health care field. While it is not the goal of this course to train the participants how to create full-fledged hospital management systems and electronic medical record systems, students will develop an understanding of the basic concepts underlying these systems by creating simple database applications on the Web. Database concepts including user interface design, table design, normalization, password protection, and date queries are basically the same regardless of the purpose of the application.

NUR 692 Project Management in the Implementation & Evaluation of Healthcare Information Systems /3

This course examines the knowledge sets, skills, tools and techniques of managing projects with an emphasis on how project management contributes to the strategic goals of the organization. Topics include strategic management process, project management structures, project team and partner management issues. Also explored will be some of the most common change management challenges a Project Manager must face, as well as an overview of change management best practices.

NUR 693 Healthcare Data Analysis & Evidence Based Practice /3

This course presents the concepts related to complex data analysis within the healthcare environment and will focus on healthcare practice outcomes for quality improvement. Principles of data collection, organization, statistical analysis and interpretation will be presented. Students will use data analysis as a tool for problem identification and data mining.

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Director of Learning Management Technologies
David Swisher, D.Min

Student and Academic Services Coordinator
Gina Willems, B.A.

FACULTY

LILLIAN L. ARTHUR, M.S.A., Assistant Professor of Business Administration; B.A., Tabor College, 1996; M.S.A., Ibid., 2005; Staff Accountant, Claassen Financial Services, 1996-01; Staff Accountant, Adams, Brown, Beran & Ball, 2002-17; Adjunct Business Professor, Central Christian College, 2015; Adjunct Business Professor/Yearbook Advisor, Tabor College, 2005-17; Present position, 2017-

J. BRADLEY BAKER, D.M.A., Assistant Professor of Music, B.Mus., North Dakota State University, 2006; M.M., Cleveland Institute of Music, 2008; D.M.A., University of Alabama, 2014; Vocal Coach/Staff Pianist, Druid City Opera Workshop (AL), 2011; Collaborative Pianist, North American Viola Institute, QC, Canada, 2012-2013; Orchestral Keyboardist, Tuscaloosa Symphony Orchestra (AL), 2012-present; Adjunct Lecturer in Piano, University of Texas at Tyler, 2014; Assistant Professor of Music, Stillman College (AL), 2014-2015; Director of Chamber Music, Hot Springs Music Festival (AR), 2014-2015; Staff Pianist, Mid-South Flute Festival, University of Alabama, 2015; Vocal Coach/Staff Pianist, Natchez Festival of Music (MS), 2015; Head Vocal Coach, Wichita Grand Opera, 2015-2016; Director of Music Preparatory School, Tabor College, 2015-present; Executive Director/Vocal Coach, Music On Site, Inc., 2016-present; Orchestral Keyboardist, Wichita Symphony Orchestra, 2016-present; Director of Music Preparatory School, Collaborative Pianist and Vocal Coach, 2016-2018; Present position, 2018-

RICK BARTLETT, D.Min., Director of Theological Education, Assistant Professor of Ministry; B.A., Fresno Pacific College, 1985; M.Div., Mennonite Brethren Biblical Seminary, 1992; D.Min., George Fox University, 2006; Adjunct Instructor, Fresno Pacific University, Regents College – UK, Centre International de Missiologie – Kinshasa, Congo; Leadership Development Director, YFC Pacific Northwest Region, 2000-03; Ministry Quest Director, Mennonite Brethren Biblical Seminary, 2003-06; Dean of Students/Director of Constituency Relations/Instructor, Ibid., 2005-09; Lead Pastor, Bethany Church, 2009-12; Present position, 2013-

GINGER BECKER, M.S., Assistant Professor of Education; Assistant Professor of Education; B.A., Tabor College, 1988; M.S., Kansas State University, 2003; Elementary School Teacher, USD 408 Marion/Florence, 1990-2017; Present position, 2017-

SHIN-HEE CHIN, M.F.A., 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-

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; English Teacher, Lancaster Mennonite High School, 1998-99; Instructor of English, Tabor College, 1999-02; Assistant Professor of English, Ibid., 2002-11; Present position 2011-

DAVID S. FABER, Ph.D., Professor of Philosophy/Religious Studies; B.A., Calvin College, 1979; Ph.D., University of Massachusetts, 1989; Teaching Assistant, University of Massachusetts, 1980-83; Teaching Associate, Ibid., 1981-84; Instructor, St. Hyacinth's College/Seminary, 1982-83; Instructor in Philosophy/Religious Studies, Tabor College, 1984-86; Assistant Professor of Philosophy/Religious Studies, Ibid., 1986-95; Associate Professor of Philosophy/Religious Studies, Chair of the Division of Humanities, Ibid., 1986-98; Sabbatical, Calvin College, 1991; Associate Professor of Philosophy/Religious Studies, Ibid., 1998-02; Professor of Philosophy/Religious Studies, Ibid., 2002-; Carson Center Director, 2009-2015, Present Position, 2009-

TIMOTHY FRYE, Ph.D., Associate Professor of Mathematics and Chair of the Mathematics Department; BA., University of Oklahoma, 2002; MA, University of Oklahoma, 2005; Ph.D. University of Oklahoma, 2008; Teaching Assistant and Lecturer, Ibid., 2002-2008; Present Position, 2008-

MARY GILL, Ph.D. Cand., Assistant Professor of Social Work; B.S., Kansas State University, 1982; M.S.W., Fordham University, 1986; Social Worker, Ameri-Tech Kidney Center, 1998-14; Social Worker, Ace Home Health Care, 2001-14; Social Worker, Community Hospice of Texas, 2008-14; Present position, 2014-

DEL GRAY, Ph.D., 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-

BRENNNA HAINES, Ed.D., Assistant Professor of Education, Program Review Coordinator; B.S., University of Connecticut, 1998; M.S., University of Delaware, 2000; Ed.D., The George Washington University, 2014; Mathematics Teacher/Department Chair, School Without Walls Senior High School, 2003-07; Mathematics Teacher/Department Chair, Wakefield School, 2007-2010; Adjunct Faculty/University Supervisor, The George Washington University, 2011-12; Adjunct Faculty, Kansas State University, 2012; Adjunct Faculty, McPherson College, 2013; Learning Services Consultant, Greenbush: Southeast Kansas Education Service Center, 2012-14; Assistant Professor of Mathematics Education/Program Chair, Secondary Mathematics Education Program, Wichita State University, 2014-17; State Assessment Item Development Consultant, Kansas State Department of Education, 2015-18; Mathematics Teacher, Newton High School, 2017-18; Adjunct Faculty, Tabor College, 2018; Present position, 2018-

DEREK HAMM, M.F.A. 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-

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-

BAKER JAWABRAH AL-HOURANI, Ph.D., Associate Professor of Chemistry; B.S., Jordan University, 1993; M.S., Mu'tah University, 1999; Ph.D., TU Chemnitz, 2005; Postdoctoral Fellow, Department of Chemistry and National Institute for Nanotechnology, University of Alberta, 2007-09; Postdoctoral Fellow, Department of Oncology and Cross Cancer Institute, Ibid., 2009-11; Assistant Professor, American University of Madaba, 2011-15; Associate Professor, Ibid., 2015-18; Present position, 2018-

STACI JANZEN, M.S., Assistant Professor of Business Administration; B.A., Kansas State University, 2007; M.S., Ibid., 2009; Graduate Assistant for School of Journalism and Mass Communications, Ibid., 2007-09; Land Assistant, Slawson Exploration Company, 2009-11; Executive Administrative Assistant to the President, Tabor College, 2014-2017; Present position, 2017-

JESSICA KLANDERUD, Ph.D., Assistant Professor of History; B.A., Western Michigan University, 2001; M.A., Carnegie Mellon University, 2005; Ph.D., Carnegie Mellon University, 2013; Social Studies Teacher, Sammamish High School, 2001-04; Oral History Researcher, Center for African American Urban Studies and the Economy, 2008-09; Adjunct Instructor, Saint Vincent College, 2011; RAP Oral History Project Assistant, Center for African American Urban Studies and the Economy, 2013-14; Visiting Instructor, Carnegie Mellon University, 2014; Present position, 2014-

SHAWN KNOPP, M.M., Assistant Professor of Music, Director of Instrumental Music; B.A., Kansas State University, 2002; M.M., Ibid., 2009; Director of Bands, Solomon Public Schools, 2003-2005; Director of Bands, Smoky Valley Public Schools, 2005-2016; Present position, 2016-

ETHAN KOERNER, M.A., Assistant Professor of Theater, Technical Director; B.A., Dordt College, 2005; M.A., Bowling Green State University, 2008; Assistant Professor of Theatre, Northwestern College, 2008-2009; Technical Director and Scenic Technician, Ibid., 2008-2009; Technical Director, Austin College, 2012-2013; Adjunct Instructor of Theater, Tabor College, 2013-2017; Adjunct Instructor of Communication Arts, Bethel College, 2013-2017; Scenic Designer and Technical Director, Ibid., 2013-2017; Scenic Designer and Technical Director, Tabor College, 2013-2017; Present position, 2017-

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

SHEILA LITKE, D.M.A., Professor of Music, Director of Keyboard Studies, Director of Music Preparatory School; B.Mus., Houghton College, 1990; Goethe Institute, Rothenburg, o.d.T., W. Germany, 1988; Guildhall School of Music and Drama, London, England, 1988; M.Mus., University of Colorado, 1992; D.M.A., University of Kansas, 2000; Adjunct Professor of Piano, Ottawa University, 1999-00; Assistant Professor of Piano and Piano Pedagogy, Tabor College, 2000-06; Director of Music Preparatory School, Ibid., 2002-present; Associate Professor of Piano and Piano Pedagogy, Ibid., 2006-12; Present position, 2012-

JOANNE LOEWEN, M.A., Assistant Professor of Education; B.A., Tabor College, 1976; M.A., Reading Specialist, Southwestern Oklahoma State University, 1986; Public School Teacher, Goessel Elementary, Goessel, Kansas, 1976-80, 1988-91, 1992-94; Public School Teacher, Washita Heights Elementary, Colony/Corn, Oklahoma, 1982-88, Adjunct Instructor, Tabor College, 1998-99; Instructor of Education, Ibid., 1999-04; Present position, 2004-

WENDELL LOEWEN, D.Min., Professor of Youth, Church and Culture, Director of Faith Front; B.A., Fresno Pacific University, 1987; M.Div., M.B. Biblical Seminary, 1992; D.Min., Fuller Theological Seminary, 2005; Youth Pastor, Madera Avenue M.B. Church, 1987-89; Youth Pastor, Bethany M.B. Church, 1990-92; Youth Pastor, Fairview M.B. Church, 1992-97; Assistant Professor of Biblical and Religious Studies, Youth Mission International Staff, 1997-99; Assistant Professor of Biblical and Religious Studies, Southern District Youth Minister, 1999-06; Associate Professor of Youth, Church and Culture, Southern District Youth Minister, 2007-09; Associate Professor of Youth, Church and Culture, Dean of Spiritual Formation and Campus Pastor, 2009-11; Associate Professor of Youth, Church and Culture, Director of Ministry Quest, 2011-14; Professor of Youth, Church and Culture, Director of Ministry Quest, 2014-16; Present position, 2016-

JOSH McLOUD, Ph.D. Cand., Assistant Professor of Biology; A.A., Tulsa Community College, 2009; B.S., Oklahoma State University, 2012; M.S., Ibid., 2014; Research Fellow, LSAMP – Bridge to the Doctorate, Ibid., 2012-14; Research Fellow, NSF – GRFP, The University of Tulsa, 2014-17; Instructor and Teaching Assistant, Ibid., 2017-18; Research Fellow, Bellwether – TU Graduate College, Ibid., 2018; Present position, 2018-

DOUGLAS B. MILLER, Ph.D., Professor of Biblical and Religious Studies, Chair of Bible, Religion, and Philosophy Department; B.A., Oral Roberts University, 1977; M.Div., Associated Mennonite Biblical Seminary, 1988; Ph.D., Princeton Theological Seminary, 1996; Teaching Assistant, 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, Ed.D. Cand., ATC, C.S.C.S., Associate Professor of Health and Physical Education, Athletic Training Education Program Director, Athletics Health Care; B.S., Pillsbury Baptist Bible College, 1983; M.S., United States Sports Academy, 1998; Physical Education and Science Instructor, Athletic Director, Coach, Calvary Baptist Christian School, 1983-02; Assistant Professor of Physical Education, Athletic Trainer Program, Athletic Director and Assistant Athletic Trainer, 2002-15; Assistant Professor of Health and Physical Education, Athletic Training Education Program Director, Assistant Athletic Trainer, Ibid., 2015-16; Present position, 2016-

JENICA MOORE, D.P.T., Assistant Professor of Athletic Training, Athletics Health Care; B.S., Washburn University, 2008; D.P.T., Wichita State University, 2014; Physical Therapist, Green Oaks Physical Therapy, 2014-16; Physical Therapist, PT Associates of Emporia, 2016-18; Present position, 2018-

JIM PAULUS, M.S., Assistant Professor of Psychology; B.A., Tabor College, 1994; M.S., California Baptist University, 2005; M.A., Fuller Theological Seminary, 2012; Admissions Counselor, Tabor College, 1996-98; Resident Director, Ibid., 1998-00; Resident Director, California Baptist University, Riverside, CA, 2000-03; Counselor, Ibid., 2004-11; Director of International Students, Ibid., 2004-07; Director of Disability Services, Ibid., 2004-2011; Vice President of Student Life, Tabor College, 2011-2017; Present position 2017-

RACHEL PEDIGO, Ed.D. Cand., Assistant Professor of Education; B.A., Florida Atlantic University, 2004; M.Ed., Ibid., 2006; Elementary/Middle School Teacher, Leon County School District, 2006-10; College Preparatory English Adjunct Instructor, Tallahassee Community College, 2010-11; High School English Teacher, George Washington Academy, 2011-14; Curriculum Coordinator and High School English Teacher, Bucharest Christian Academy, 2014-16; High School English Teacher and Librarian, Neuse Christian Academy, 2016-18; Present position, 2018-

DEBORAH PENNER, Ph.D., Professor of English, Director of Writing Center, Chair of Humanities

Division; B.A., Tabor College, 1993; M.A., Wichita State University, 1996; Ph.D., Indiana University of Pennsylvania, 2002; Support Staff, Tabor College, 1980-91; Assistant Editor, Christian Leader, 1991-94; Graduate Teaching Assistant, Wichita State University, 1994-95; Adjunct Instructor and Sabbatical Replacement, Tabor College, 1996-97; One-year appointment as Assistant Professor, Ibid., 1997-98; Assistant Professor of English, Director of Writing Center, Chair of English Department, Ibid., 1999-02; Chair of Language and Literature Department, Ibid., 2003-12; Chair of the Humanities Division, 2009- present; Present position, 2003-

KARRIE DAVIDSON RATHBONE, Ph.D., Professor of Biology 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, Language and Literature 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-

AMY RATZLAFF, B.A., Assistant Professor of Health and Physical Education, Assistant Athletic

Director; B.A., Bethel College, 1995; Teacher, Marion Elementary School, 1995-00; Head Volleyball Coach, Tabor College, 1999-07; Head Volleyball Coach and Instructor of Physical Education 2008-11; Head Women's Volleyball Coach, Associate Athletic Director, 2011-2018; Present position, 2018-

JILL SCHELLENBERG, Ph.D. Cand., Assistant Professor of Criminology; B.A., Fresno Pacific University, 2001; M.A., Ibid., 2003; Assistant Professor, Ibid., 2003-15; Present position, 2016-

NORMAN E. SCHMIDT, Ph.D., Professor of Chemistry, Chair of Chemistry Department; 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-

TAMMY STEFEK, D.N.P., R.N., Associate Professor of Nursing, Director of TCW Nursing

Programs; A.D.N., Long Beach City College, 1982; B.S.N., Tabor College Wichita, 2007; M.S.N. (Nursing Education), Walden University, 2010; D.N.P. (Educational Leadership), American Sentinel University, 2016; Neonatal Intensive Care Nurse, Transport Nurse, Clinical Coordinator, Long Beach Memorial Medical Center – Miller Children's Hospital, 1982-87; Nursing Supervisor, NICU, Ibid., 1987-89; Clinical Coordinator, Transport Nurse Specialist, NICU, Ibid., 1989-94; Special Care Nursery Nurse, Charge Nurse, Transport Nurse, Salina Regional Health Center, 1994-98; Public Health Nurse, School Nurse, Ellsworth County Health Department, 1998-00; Office Nurse, Mowery Clinic, 2000-02; Nursing Supervisor, Ellsworth County Medical Center; 2002-03; Infection Control, Occupational Health, Pharmacy Nurse, Ibid., 2003-07; Pharmacy Manager, Nurse Manager, Ibid., 2007-10; Director of Nursing, Pharmacy Director, Ibid., 2010-11; Adjunct Faculty, Tabor College Wichita, 2010-11; Faculty member 2011-2018; Present position, 2018-

JEN STEPHENSON, D.M.A., Assistant Professor of Music, Director of Vocal Studies; B.A., The University of Massachusetts at Amherst, 2004; B.A., Westfield State University, 2007; M.M., The University of South Florida, 2009; D.M.A., The University of Alabama, 2016; Music Instructor, Springfield Conservatory of Music, 2006-07; Music Instructor, Excel Music, 2007-11; Public School Music Teacher, Florida, 2010-11; Public School Music and English Teacher, France, 2011-12; Music Director, Saint Matthias Episcopal Church, 2012-15; Present position, 2015-

LARA VANDERHOOF, D.S.W., L.M.S.W., Assistant Professor of Social Work, Social Work Program Director; B.S.W., Roberts Wesleyan College, 1992; M.S.W., Roberts Wesleyan College, 1997; D.S.W., Capella University, 2015; Sociotherapist, Hillside Children's Center, 1992-1994; Foster Care Social Worker, Catholic Family Center, 1994-1998; Sexual Abuse Treatment On-Going Social Worker, Ibid., 1998-2000; Adjunct Assistant Professor of Social Work, Roberts Wesleyan College, 2001-2006; Preventive Supervisor, Catholic Family Center, 2000-2005; Reintegration Supervisor, St. Francis Academy, 2006-2007; Reintegration Area Director, St. Francis Community Services, 2007-2009; Kinship Specialist, Ibid., 2009-2010; Assistant Professor of Social Work, Social Work Program Director, Tabor College, 2010-2014; Assistant Director for Families and Community Services, McPherson/Marion County Early Childhood Program, 2014-2017; Present position, 2017-

BRADLEY VOGEL, D.M.A., Professor of Music, Director of Choral Activities, Chair of Division of Performing and Visual Arts, Chair of Music Department; B.A., Tabor College, 1985; M.M., University of Northern Colorado, 1988; D.M.A., University of Missouri-Kansas City, 2001; Associate Pastor, Zoar M.B. Church, 1985-87; Public School Music Teacher, Kansas, 1988-97; Assistant Professor of Choral Music, Tabor College, 1997-02; Associate Professor of Choral Music, Ibid, 2002-07; Present position, 2008-

EMERITI PROFESSORS

Frank Brenneman, Ph.D.

Mathematics

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

Mathematics/Computer Science

Judy Harder, M.A.C.

Communications and Drama

Donald Isaac, Ph.D.

Business

Richard Kyle, Ph.D.

History and Religion

Gary Myers, M.S.

Physical Education

Delmer Reimer, Ed.D.

Physical Education

Lonn Richards, M.M.E.

Music

Marvin Sellberg, M.B.A.

Business

Max Terman, Ph.D.

Biology

Sharon Zenger, Ph.D.

Education

EMERITI PROFESSORS (Deceased)

A.R. Ebel, A.M.

History and Art

Allen Hiebert, Ph.D.

Chemistry

Clarence Hiebert, Ph.D.

Biblical/Religious Studies and History

A.E. Janzen, M.A.

Economics

William J. Johnson, Ph.D.

Chemistry

Jonah Kliewer, D.M.A.

Music

S.L. Loewen

Music

Malinda Nikkel, M.S.

English

Wes Prieb, M.A.

English

H.C. Richert, M.S.

Music

Richard Wall, Ph.D.

Biology

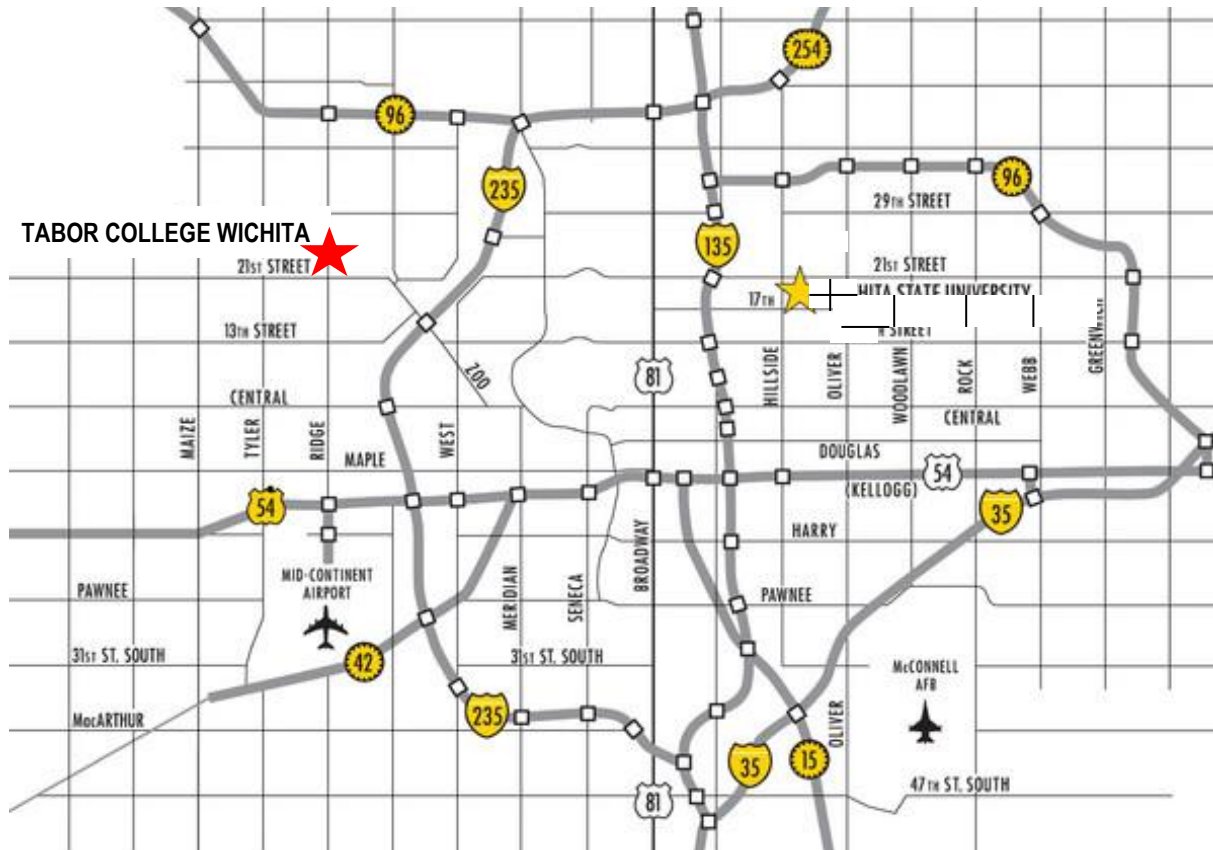
Katie Funk Wiebe, M.A.

English

MAPS

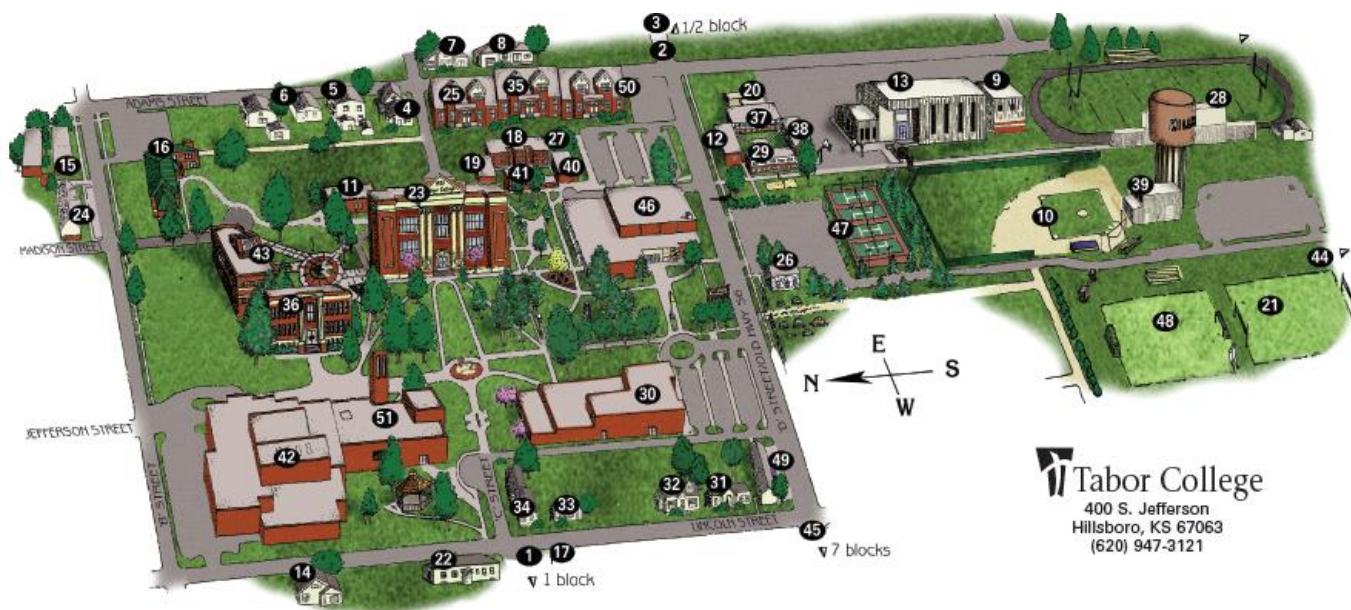
TABOR COLLEGE IN WICHITA AND ONLINE

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316-729-6333



TABOR COLLEGE HILLSBORO

400 South Jefferson
Hillsboro, KS 67063
620-947-3121



Legend

- | | | |
|-------------------------------------|---|--|
| 1. 316W Hall (316S. Washington) | 21. Football Practice Field | 39. Penner Clubhouse |
| 2. 608D Hall (608 East D Street) | 22. Former MB Foundation Offices | 40. Regier Hall |
| 3. 610D Hall (610 East D Street) | 23. H. W. Lohrenz Building (LOHR) | 41. Schlichting Reception Center |
| 4. Adams II Hall (315 South Adams) | 24. Harms Residence Hall | 42. Shari Fleming Center for the Arts (FCFA) |
| 5. Adams III Hall (311 South Adams) | 25. Hiebert Hall | 43. Solomon L. Loewen Natural Science Center (SLL) |
| 6. Adams IV Hall (309 South Adams) | 26. Historic Church | 44. South Practice Field |
| 7. Adams VI Hall (402 South Adams) | 27. Jaywash | 45. Sports Complex – Softball & Tennis |
| 8. Adams VII Hall (408 South Adams) | 28. Joel H. Wiens Stadium Complex
Reimer Field – Football & Soccer;
Track & Field Events Facility | 46. Student Center, Gymnasium & Cafeteria (STCR) |
| 9. Athletic Center & Locker Room | 29. Kansas Hall | 47. Tennis Courts |
| 10. Bluejay Baseball Field | 30. Library (LIBR) | 48. Vernon R. Wiebe Soccer Practice Field |
| 11. Business Studies (BUSN) | 31. Lincoln I Hall (412 South Lincoln) | 49. Welcome Center |
| 12. California Hall | 32. Lincoln II Hall (410 South Lincoln) | 50. Wiebe Hall |
| 13. Campus Recreation Center (CRC) | 33. Lincoln V (406 South Lincoln) | 51. Wohlgemuth Music Education Center (WMEC) |
| 14. Carson Hall (305 South Lincoln) | 34. Lincoln VI Hall (303 East C Street) | |
| 15. Cedar Hall | 35. Loewen Hall | |
| 16. Dakota Hall | 36. Mary J. Regier Building (MJRB) | |
| 17. Duplex (206 East C Street) | 37. Nebraska Hall | |
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