



UNDERGRADUATE 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 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, reading "Jules Glanzer".

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 fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

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

TABLE OF CONTENTS

INVITATION TO TABOR COLLEGE	ii
TABLE OF CONTENTS.....	iii
READER'S GUIDE TO THE COLLEGE CATALOG	vi
COLLEGE'S RIGHT TO ALTER POLICIES.....	vii
POLICY AGAINST DISCRIMINATION	vii
ABOUT THE COLLEGE	1
MISSION	1
VISION STATEMENT	1
CORE VALUES.....	1
COMMITMENTS	1
TABOR'S HISTORY AND THE MENNONITE BRETHERN CHURCH.....	3
DOCTRINE.....	3
UNDERGRADUATE ADMISSIONS INFORMATION	4
UNDERGRADUATE ADMISSION CRITERIA	4
ASSOCIATE DEGREE POLICY	4
RN-BSN PROGRAM ADDITIONAL ADMISSION CRITERIA	5
INTERNATIONAL STUDENT ADMISSION CRITERIA	5
UNDOCUMENTED STUDENT ADMISSION CRITERIA.....	5
ADMISSION ON ACADEMIC PROBATION	6
ACCEPTANCE OF TRANSFER CREDITS.....	7
CAP ON TECHNICAL CREDIT	8
READMISSION TO THE COLLEGE	8
FINANCIAL AID	9
FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)	9
AWARD NOTICES.....	9
SCHOLARSHIPS.....	9
GOVERNMENT AND ELIGIBILITY-BASED AID	9
VERIFICATION.....	10
STATEMENT OF SATISFACTORY ACADEMIC PROGRESS (SAP)	11
SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY	11
FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS	12
FINANCIAL AID APPEAL PROCEDURE	12
FINANCIAL AID SUSPENSION AND RE-ESTABLISHING ELIGIBILITY	13
STUDENT ACCOUNT - BUSINESS SERVICES	14
TUITION AND FEE SCHEDULE	14
TUITION RATE	15
PROGRAM DEPOSIT	15
PAYMENT OPTIONS	15
EMPLOYER ASSISTANCE	15
ACTIVE DUTY MILITARY / VETERANS BENEFITS	15
PERSONAL FUNDS	16
DROP/ WITHDRAW & REFUND POLICY	16
CHARGE AND REFUND POLICY.....	16
DROP/WITHDRAW FROM COURSE & REFUND	16
PROGRAM WITHDRAW & REFUND	17
BOOK FEES	18
STUDENT RESPONSIBILITIES.....	18
STUDENT RIGHTS	19
RELEASE OF TRANSCRIPTS AND REGISTRATION	19
CREDIT ON ACCOUNT	19

2018-2019 Undergraduate Academic Catalog

STUDENT RESOURCES & POLICY INFORMATION	20
STUDENT LIFE	20
TABOR COLLEGE POLICY STATEMENT ON SUBSTANCE USAGE	20
STUDENT CONDUCT AND DISCIPLINE	20
EXPECTATIONS AND VALUES	21
DISCIPLINARY RESPONSES	22
DISCIPLINARY PROCESS	22
NEW STUDENT ORIENTATION	23
TABOR COLLEGE LIBRARY	24
ATTIRE EXPECTATIONS	23
CONSUMER INFORMATION	23
COMPLAINT/GRIEVANCE PROCEDURES	24
ACADEMIC INFORMATION	26
ACADEMIC ADVISING	26
ACADEMIC CALENDAR	26
ACADEMIC DISMISSAL	26
ACADEMIC GRIEVANCE PROCESS	26
ACADEMIC HONORS	26
ACADEMIC INTEGRITY	26
PROCEDURAL GUIDE FOR DEALING WITH VIOLATIONS OF ACADEMIC INTEGRITY	27
ACADEMIC INTEGRITY APPEALS	27
ACADEMIC PROBATION AND SUSPENSION	28
ADMINISTRATIVE WITHDRAWAL	28
ALTERNATIVE COLLEGE CREDIT	28
ALTERNATIVE CREDIT PROCESS & TIMETABLES	28
ARTICULATION AGREEMENTS	29
AUDITING COURSES	30
CLASSIFICATION	30
COHORT CHANGE	30
COURSE CANCELATION	30
COURSE NUMBERS	30
COURSE REPEATS	30
DETERMINING ATTENDANCE ONLINE	30
DIRECTORY INFORMATION PUBLIC NOTICE	31
DROPS AND WITHDRAWALS	31
EDUCATIONAL RESOURCES	31
EFFECT ON WITHDRAW ON GPA	31
E-MAIL	31
ENROLLMENT CONFIRMATION	31
ENROLLMENT STATUS CHANGES	32
EXTERNAL EXAMINATIONS	32
ADVANCED PLACEMENT PROGRAM (AP)	32
INTERNATIONAL BACCALAUREATE (IB)	32
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)	32
DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES)	32
GRADING POLICY	33
INCOMPLETES	33
INDEPENDENT STUDY POLICY	33
LEARNING PHILOSOPHY	33
ONLINE ATTENDANCE POLICY	33
PREREQUISITES	34
PRIOR EXPERIENTIAL LEARNING	34
PROFESSIONAL, TECHNICAL, AND MILITARY CREDIT	34
REGISTRATION	34
SERVICES FOR STUDENTS WITH DISABILITIES	34
STUDENTS IN THE MILITARY, NATIONAL GUARD OR RESERVES	35
AGS GPA	35
TERM CONFIRMATION	35

2018-2019 Undergraduate Academic Catalog

UPPER-LEVEL COURSE CRITERIA	35
WITHDRAWAL	35
WITHDRAWAL FROM THE COLLEGE	35
GRADUATION REQUIREMENTS	36
APPLYING TO GRADUATE	36
ELIGIBILITY TO PARTICIPATE IN COMMENCEMENT EXERCISES	36
BOARD OF DIRECTORS APPROVAL POLICY.....	36
DEADLINES FOR GRADUATING STUDENTS.....	37
GRADUATION REQUIREMENTS FOR AN ASSOCIATE DEGREE	37
GRADUATION REQUIREMENTS FOR A BACHELOR DEGREE	37
MEETING REQUIREMENTS FOR A SECOND BACHELOR DEGREE	38
DIPLOMAS	38
DEGREE CONFERRAL DATES	38
GRADUATION HONORS	38
UNDERGRADUATE ACADEMIC PROGRAMS	40
CORE CURRICULUM PROGRAM	41
CORE CURRICULUM CONCEPTUAL FRAMEWORK	41
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	42
BACHELOR OF SCIENCE IN CRIMINOLOGY	43
BACHELOR OF SCIENCE IN CHRISTIAN MINISTRY.....	44
BACHELOR OF SCIENCE IN NURSING.....	45
ASSOCIATE OF ARTS IN URBAN MINISTRY	47
ASSOCIATE OF ARTS IN CHRISTIAN STUDIES.....	48
ASSOCIATE OF SCIENCE IN BUSINESS.....	48
COURSE DESCRIPTIONS	50
PERSONNEL	67
BOARD OF DIRECTORS	66
OFFICERS OF ADMINISTRATION	67
AGS ADMINSTRATIVE PERSONNEL	68
FACULTY	69
MAPS	76
TABOR COLLEGE IN WICHITA AND ONLINE	76
TABOR COLLEGE HILLSBORO.....	77
INDEX	78

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/online/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.

Major Requirements: The chapter entitled "Undergraduate Academic Programs" includes a listing of the required courses for each major, minor or emphasis 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 and Online.

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

2018-2019 Undergraduate Academic Catalog

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

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/online



HIGHER
LEARNING
COMMISSION



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 <http://tabor.edu/consumer-information-disclosure/>.

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

UNDERGRADUATE 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>

UNDERGRADUATE ADMISSIONS 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. Due to the unique design of the non-traditional programs, students who are enrolled in a traditional program at Tabor College are not eligible for admission to AGS programs, but are welcome to take select courses

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

UNDERGRADUATE ADMISSION CRITERIA

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

A. Those entering with no prior college credit must have either:

1. An official high school transcript, showing graduation date, AND must meet 2 out of 3 criteria:
 - a. High School GPA of 2.0 or higher
 - b. SAT/ACT scores of 860/18 or higher
 - c. Ranked in the upper half of graduating class

Note: If cumulative HS GPA is 3.0 or higher, SAT/ACT scores and class rank criteria may be waived
2. An official GED credential.
Admission is subject to acceptable GED scores.

B. Those entering from another college or university:

1. With fewer than 24 college credits, official college transcripts and a. or b.
 - a. Official high school transcript, showing graduation date, AND must meet 2 out of 3 criteria:
 - 1) High School GPA of 2.0 or higher
 - 2) SAT/ACT scores of 860/18 or higher
 - 3) Ranked in the upper half of graduating class

Note: If cumulative HS GPA is 3.0 or higher, SAT/ACT scores and class rank criteria may be waived
 - b. With an official GED credential.
Admission is subject to acceptable GED scores.
2. With 24 or more college credits, must have a college GPA of 2.0 or higher and official college transcripts.

ASSOCIATE DEGREE TRANSFER POLICY

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

1. Students must have earned their associates degree from a college or university that holds accreditation that is recognized by CHEA (Council on Higher Education Accreditation).
2. The courses in the curriculum for an A.A. and A.S. degree plan will be accepted as satisfying the general education for bachelor's degrees offered AGS.
 - a. Provided the student follows the sequence for both the associate degree programs and the baccalaureate degree program, the student will be able to complete the baccalaureate degree program in 124 credit hours.
 - b. All students must complete Tabor Distinctive courses that are part of the AGS Core Curriculum requirements.
 - c. Students may have to complete some Core Curriculum or prerequisite courses in cases where such coursework is required.
 - d. Individual state general education stipulations that apply to our online programs must be met.
3. Students will be able to complete the baccalaureate program in the same number of hours as required for a native student, provided the student follows the sequence of both the associate degree program and the baccalaureate degree program.

C. Non-Degree Seeking and Audit

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

RN-BSN PROGRAM ADDITIONAL ADMISSION CRITERIA

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

1. An unencumbered valid RN license.
 - a. Note: Graduate nurses (GNs) who meet admission criteria but have not taken the NCLEX-RN exam will be given probationary admission to the RN-BSN Program. Such students must present evidence of a valid RN license by the end of their first academic term in the BSN program.
 - b. Note: It is the responsibility of the student to maintain a current RN license and provide evidence that all immunizations/clinical competencies (i.e. CPR) are current. If there are any lapse in current nursing license or evidence of outdated immunizations/clinical competencies, the student will not be allowed to participate in practicum experiences with preceptor.
2. Applicants with a Diploma from a hospital school of Nursing may transfer in 40 credit hours.
3. Criminal Background check is required for full admission to the RN-BSN program. Students may be provisionally admitted until a satisfactory background check is obtained.

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 required documents have been received including:

2018-2019 Undergraduate Academic Catalog

- proof of financial support and
- current copies of the I-94
- current passport
- appropriate 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 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 lack documentation to establish their immigration status. In addition to meeting the appropriate set of criteria listed under Undergraduate Admission Criteria, undocumented students must:

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

Undocumented students are not eligible for federal sources of financial aid. These 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. In those instances, the student application will be reviewed by an admissions review committee for consideration. When admitted on academic probation, undergraduate students must obtain a cumulative GPA of at least a 2.0 at the completion of the first 9 hours taken at AGS, or they will be subject to academic suspension.

UNDERGRADUATE ADMISSION PROCESS

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

1. A completed application with a \$20 application fee.
2. Official transcripts received DIRECTLY from all previous college-level work and/or official high school transcript or GED credential. Failure to provide a complete record of all academic work may result in students not being accepted into the College or being accepted provisionally. Provisional acceptance allows the student 6 weeks to complete or provide all necessary admission documents. If the student fails to provide necessary documents within the 6 weeks, the student may be administratively withdrawn from the College.
3. English as a second language students must have a suitable TOEFL scores (70 internet-based, 195 computer-based, or 525 paper-based).

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

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

ACCEPTANCE OF TRANSFER CREDITS

Students must submit official transcripts from all colleges and universities attended to AGS. Transfer courses from regionally accredited institutions, CHEA- recognized institutions, or institutions with whom AGS has articulation agreements will be accepted at face value. Transfer credits are accepted on a semester hour basis and are subject to AGS approval. Prior learning assessment portfolio credit(s) from another institution are not accepted. Courses completed with a grade of C- or better, must be evaluated for approval as meeting Tabor College Core Curriculum or elective requirements. A maximum of nine hours with a grade of D may be accepted in transfer if the credit earned with less than a C- grade is not being used to meet a prerequisite or to meet the requirements of a major. Tabor's transcript reflects a cumulative grade point average for the transfer student which is calculated only on credit earned at AGS.

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

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

Two Year College:

Credits will be accepted from a two-year college that is a member of a regional or faith-based accrediting organization that is recognized by the Council for Higher Education Accreditation. Two year college credit will be used to meet lower division requirements only.

Four year Colleges:

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

Non-Collegiate Work:

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

Correspondence Courses:

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

Non-Accredited School:

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

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

Non-Traditional Credits

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

CAP ON TECHNICAL CREDIT

The definition of "technical credit" is as follows: The course primarily teaches a person how to do something, i.e., its purpose is to allow students to learn a specific skill such as machinery or equipment, EMT, aviation, computer repair and usage, office studies, drafting, automotive, cosmetology, etc. The course content focuses on the applied aspects of the topic, with minimal attention to theoretical concepts.

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

PREVIOUS STUDENTS APPLYING FOR 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 Tabor College Academic Catalog. Students must be in good academic and financial standing with the college to be considered for readmission. A readmit fee of \$125 will be assessed after an absence of more than 6 months.

FINANCIAL AID

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

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

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

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

The FAFSA results determine a student's eligibility for the various sources of federal student aid. Included are the Pell Grant and Federal Direct Subsidized and Unsubsidized Loans. Due to the varying starting dates of classes, students 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 AGS. 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: The Pell Grant is designed to provide financial assistance to those with financial eligibility who desire to attend post-high school educational institutions. Grants range from \$652-5095 (Academic Year 2018-2019). Application for the Pell Grant is made by completing the FAFSA.

Federal Direct Student Loan Program: This program provides for a guarantee of a student loan from the federal government. A student must be enrolled at least half time to be eligible for a Direct Loan. Direct loans may be Subsidized or Unsubsidized. Interest starts to accrue on unsubsidized loans upon disbursement. Subsidized loan interest begins upon graduation or when the student leaves school. 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 student's accounts, a student must be at least halftime, and have 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.

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 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 documents requested 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 Tabor College 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/online/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 expected 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, and/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. Maintain a minimum cumulative grade point average (CUM GPA) from coursework taken at AGS: The minimum CUM GPA for undergraduates is 2.0 for all grade levels. Grade changes after the term has been completed will be reviewed on a case by case basis.
 - a) Repeated courses – last recorded grade will be computed in the GPA.
2. Each student must earn at least 67% of all attempted hours each term. Attempted hours include: transferred hours, and all 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. 186 credit hours.

- a) Maximum time frame will include all accepted and transferred credit hours.
- b) With a change in major 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 above requirements will result in warning status or the loss of federal student aid eligibility.

FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS

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

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

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

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

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

FINANCIAL AID APPEAL PROCEDURE

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

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

Students must also submit an academic completion plan with their appeal for consideration if it will take longer than one payment period to regain good standing of academic progress. Prior to submission of the academic plan, the student must work with the Academic Advisor/Assistant Registrar 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 Education Consultants. Students are required to complete full financial settlement with the Director of Business & Student Financial Services upon enrollment.

TUITION AND FEE SCHEDULE* AGS UNDERGRADUATE PROGRAMS 2018-2019

Per Credit Hour Fees

Bachelor of Science in Business Administration	\$425
Bachelor of Science in Christian Ministry	\$365
Bachelor of Science in Criminal Justice.....	\$398
Bachelor of Science in Nursing RN-BSN	\$419
STEPS.....	\$280
Books and Resources	\$75
MB Courses	\$400
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	\$20
Deposit (credited after completion of first term).....	\$100
Registration Fee	\$125
Graduation Fee	\$125
Background check/Malpractice Insurance fee (Nursing students only)	\$195

Other Fees

Course Drop Fee	\$100
Program Withdrawal Fee	\$100
Re-entry Fee	\$125
Guest/Online (STEPS) Non-refundable Fee	\$300
Transcript Fee (first request is free).....	\$10
DANTES test (\$100 per test) + shipping and handling (\$20).....	\$120
Accuplacer Placement test (Math only).....	\$3
LLP/PST (per credit hour)	\$50 (additional \$25 if reading is needed)
Proctor Fee (per test, depending on requirements)	\$0 - \$50

* Prices subject to change

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 that 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 a2201995 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 College should inform: the Academic Advisor/Assistant Registrar, and the Office of Financial Aid. A course drop/add form will be available online 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 COURSE DROP/ADD FORM ONLINE.** The withdrawal date for prorating charges and refunds will be specified on the official course drop/add 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. Withdrawals are completed by submitting a Student Status 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. After the seventh day, online students 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 calendar 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 student activity fees. A book fee will be charged if books have been shipped and/or student has received them.
 - No form 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 such as Pell grants, Direct loans (both subsidized and unsubsidized), and PLUS loans. Federal regulations require that students who withdraw from Tabor College or stop attending classes return the unearned portions of their Title IV aid to the federal government. The amount of aid that must be returned is based on the percent of the term a student has completed. By attending class, students "earn" a portion of the financial assistance that has been disbursed to their student accounts. At the time a student withdraws or ceases to attend Tabor College, a return to Title IV refund calculation will be done in order to determine the amount of financial assistance a student has earned and, if necessary, what amount must be returned to the federal government.

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

Tuition and fees for students that are suspended or dismissed under disciplinary measures on or after the first day of regularly scheduled classes during a term will be assessed tuition and fees in full for the current course they are in. Title IV aid, Tabor College institutional scholarships, 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 department.
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 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 or alcohol, drug paraphernalia, or look-alike (simulated) drugs on its campus or part of any activity associated with the College. Additionally, all AGS classrooms and buildings are tobacco-free buildings.

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

Fitness for Examination and Testing

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

Legal Sanctions

Illegal use or possession of drugs, alcohol, and/or firearms on Tabor College property or event(s) will be reported to the appropriate legal authorities. 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, support, guidance, and friendship to others
8. Regard for the nature of a moral community by embracing the needs for students, staff, faculty, and administration 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

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 or any other college related media.

Students are expected to conduct themselves in a professional manner. 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 an event described in this section were to take place, the instructor/staff member 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 participating in courses, 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 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 before returning to campus. Any classes missed due to a suspension will be unexcused and subject to the policies and procedures of the faculty. Notification of suspension will be sent to the appropriate college offices, including their Program Director and Academic Advisor/Assistant Registrar.

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 and Student Services Coordinator.

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 degree programs. This required orientation helps new students learn and understand how to navigate their Tabor degree program from a policy, process, and technology perspective. It is a time for students to learn about 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 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 <https://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.hlcommission.org/HLC-Institutions/complaints.html>
- 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. 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. Any student half time of study or more must declare a program of study.

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

ACADEMIC HONORS

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

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 VIOLATIONS OF ACADEMIC INTEGRITY

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 Dean of AGS shall:
 - Keep a record of reported infractions and sanctions.
 - Place the student on academic probation effective immediately. This shall be understood as a full term's probation.
 - Notify the instructor if the incident reported is not the student's first infraction.
 - Verify that the appropriate sanction has been imposed based on the following schedule:
 - Offense 1: fail the assignment, potential of a one letter grade reduction of course final grade (professor's discretion as posted in syllabus), and complete academic integrity remediation session(s) with either the AGS Dean or Program Director or with both.
 - 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.
 - Notify the course instructor, Academic and Student Services Coordinator, and Program Director of sanctions(s) with copy of notification placed in the student's permanent record.
3. With the exception noted above, students have the right to appeal any charge relating to matters of academic integrity.

ACADEMIC INTEGRITY APPEALS

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

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

ACADEMIC PROBATION AND SUSPENSION

All AGS undergraduate students must maintain a minimum cumulative GPA of 2.0 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 undergraduate students must achieve a cumulative GPA of 2.0 by the completion of the next term at AGS. Undergraduate students admitted on probation must achieve a cumulative GPA of 2.0 by the end of the first 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 reapply for admission after one term of non-attendance. To reapply, a student must make a case for re-admittance by sending a letter of appeal to the Dean of AGS. The Dean of AGS will rule on the appeal in consultation with the EVP of Academics and Compliance and the appropriate program chair. A student readmitted after academic suspension must meet the 2.0 cumulative GPA requirement 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.

ALTERNATIVE COLLEGE CREDIT

Alternative Credit Policies for Baccalaureate Students — AGS students may accumulate a total of 40 credit hours toward a baccalaureate degree from the following categories of non-traditional sources:

Category A: Life Learning Paper and Prior Learning Assessment (40 hour max.; general elective credit only)

Category B: Credit by examination, such as CLEP, DANTES, etc. (40 hours max.; general education and/or general elective credit only)

Alternative Credit Policies for Associate Degree Students — AGS students may accumulate a total of 15 credit hours toward an associate degree from the following categories of non-traditional sources:

Category A: Life Learning Paper and Prior Learning Assessment (general elective credit only)

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

ALTERNATIVE CREDIT PROCESSES & TIMETABLES

Requests for Life Learning Paper (LLP) and/or Prior Learning Assessment (PLA) credit must be submitted to the student's Program Chair on the appropriate forms. Only current licensure, certificates, etc. will be considered for credit. The awarding of credit is limited to those academic and technical areas/subjects currently being taught by AGS at the time of the application submission. Requests for academic credit for subjects outside these areas will not be approved. An assessment fee is charged for each credit hour evaluated, awarded and placed on the student's transcript. Students seeking credit for either Life Learning Paper (LLP) or Prior Learning Assessment (PLA) must follow the timetable below in order to allow ample opportunity to evaluate these applications for credit. Applications submitted *after* timetable deadlines will be evaluated, but final approval cannot be guaranteed before the expected graduation date.

LLP and PLA Timetable:

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

DANTES and CLEP Timetable:

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

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

ARTICULATION AGREEMENTS

Tabor College has articulation agreements with a number of institutions including:

- Barton Community College (pending)
- Butler County Community College
- Cloud County Community College
- Colby Community College
- Hesston College
- Hutchinson Community College
- Seward County Community College
- Southwest Baptist University
- Wichita Area Technical College
- Reverse Transfer agreement with Kansas Community Colleges

Articulation agreements allow seamless transfer to Tabor College. For more information about the articulation arrangements, see the Academic and Student Services Coordinator.

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 if seating is limited. All auditors will be assessed the Audit Fee per hour regardless of enrollment in other courses for credit, plus the book fee. Auditors who are not taking any other classes need to be admitted through the college as guest students prior to enrolling. There is no requirement of auditors except regular attendance. Added participation, including graded evaluation, is at the discretion of the instructor.

Auditors with regular attendance receive a final grade of AU on the transcript. No college credit is given for auditing and no requirements are met with an audit course. Supervised studies such as independent studies, internships, and practica must be taken for credit. Auditing may not be appropriate for all courses, such as those designed to develop skills and those that are "hands-on" in nature. Changes from audit to credit may be made up to the 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 as well. In both cases, the proper forms must be completed and sent to the Academic Advisor/Assistant Registrar's Office.

CLASSIFICATION

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

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

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

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.

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

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

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 Student Status 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.
- For online courses, by 11:59 pm CST through the 7th day. Withdraws are completed by submitting a Student Status 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.

EXTERNAL EXAMINATIONS

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

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

ADVANCED PLACEMENT PROGRAM (AP)

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

INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate program is a comprehensive and rigorous two-year curriculum leading to examinations for students between the ages of sixteen and nineteen. Generally, credit

will be awarded for higher level exams in which a grade of 5 or better has been earned. Subsidiary level subjects will be evaluated on an individual basis.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES)

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

GRADING POLICY

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

INCOMPLETES

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

Incomplete courses shall be completed and the work turned in to the faculty member by the date stated on the 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 no alternate grade was submitted, the grade will default to F.

If the failure to submit a grade to the Registrar is the fault of the instructor, he/she must use the existing change of grade mechanism to address the problem. Any request for an extension to the completion date stated on the Incomplete form must be made in writing to the Dean of AGS before the stated 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 and Student Services Coordinator's Office approves the assigned dates for any independent study and enrolls the student. Credit will be awarded only if all course requirements are fulfilled no later than one week past the assigned date on the Independent Study form. If course work is not received by this time, the student will receive an F in the course.

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.

ONLINE ATTENDANCE POLICY

- All online courses begin Monday at 12:00 am Central Time and end Sunday night at 11:59 pm Central Time. Each student is required to attend class.
- Two absences in a course will result in an **Administrative Withdrawal from the course** and the student will receive a (WF) and be financially responsible for the course.
- Determining attendance online:
 - A student must log in and participate significantly in the weekly discussions and complete the required coursework to be counted as present.
 - If a student does not log in, he/she will be recorded as absent.
 - Being present in an online course will not guarantee successful completion of the course.

PREREQUISITES

A student must obtain a C- or better for any course that is listed as a prerequisite before being allowed to enroll in the subsequent course.

PRIOR EXPERIENTIAL LEARNING

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

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

Complete information including guidelines for writing the life-learning paper, is available from the Academic Advisor/Assistant Registrar's Office.

*A maximum of 40 hours may be earned from credit by examination.

**A maximum of 40 hours may be earned for Life Learning Papers (LLPs) and Professional School Trainings (PSTs).

Note: The combination of credit by examination and life experience credits (LLPs and PSTs) cannot exceed 40 hours.

PROFESSIONAL, TECHNICAL, AND MILITARY CREDIT

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

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 the 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 and 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.

UPPER-LEVEL COURSE CRITERIA

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

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

WITHDRAWAL

Students wishing to withdraw from classes must notify the Academic and Student Services Coordinator by completing an official Student Status Form to withdraw 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 Student Status Form for approval. The Academic and Student Services Coordinator will assist students in completing the course drop/add form. Failure to comply will result in F grades being recorded for subjects in which the student is enrolled.

GRADUATION REQUIREMENTS

APPLYING TO GRADUATE

An Application for Degree form must be submitted to the Registrar's Office at least one term 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 undergraduate program must have all degree requirements completed on or before the end of the summer term following May Commencement in order to participate in the Commencement ceremony. In addition, undergraduate students may participate in the May Commencement if at that time they have obtained a GPA of 2.0 and have no more than twelve hours of deficiency* provided they have filed an APPROVED DEGREE COMPLETION PLAN (for STEPS courses) to complete all remaining requirements at AGS. The plan must be approved by the Academic and Student Services Coordinator and the Registrar. One exception to the 12-hour policy allows students to participate if the only degree requirements they have left to complete are modules of their original cohort's program of study which are scheduled to be completed in the summer term following graduation providing the student has no other deficiencies.

* What is counted in the twelve-hour deficiency limit?

1. Any hours not graded or graded Incomplete at the time of Commencement.
2. Life-learning papers and PSTs for which the evaluation is not complete.
3. Any hours not documented as being enrolled or completed either at Tabor or another institution. (If a student has provided a copy of the registration for a course(s) at another institution in a semester which ends prior to Commencement, it will not be counted toward the 12-hour limit.)
4. Any credit hours taken following Commencement.

BOARD OF DIRECTORS APPROVAL POLICY

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

DEADLINES FOR GRADUATING STUDENTS:

1. Life-learning papers, PSTs and Credit by Examination must be submitted by April 1 for students planning to graduate in May.
2. The approved deficiency plan must be submitted to the Academic Advisor/Assistant Registrar's Office by March 15 in order to be approved by the faculty and Board prior to Commencement.
3. Official transcripts for transfer courses taken elsewhere prior to Commencement must be received by Thursday noon prior to Commencement in order to receive a diploma at Commencement. Students should fill out a transcript request form prior to the end of the semester at the college attended.

GENERAL GRADUATION REQUIREMENTS

1. Submit a graduation application by the term prior to anticipated graduation date
2. Comply with the program requirement in effect at the time of their last active enrollment
3. Successful completion of all institution/program requirements

The responsibility for meeting all graduation requirements rest with the student, and additional requirements per degree are listed below.

GRADUATION REQUIREMENTS FOR AN ASSOCIATE DEGREE

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

1. Successful completion of the required courses as described in the degree plan with a minimum of 60 credit hours for an Associate of Arts degree and a minimum of 64 credit hours for an Associate of Science degree, which is comprised of core curriculum courses, major courses, and electives
2. A minimum AGS cumulative GPA of 2.0
3. A minimum of 15 credit hours must be earned at AGS
4. A maximum of 15 credit hours may be earned by prior learning assessment portfolio
5. A maximum of 15 credit hours may be earned by examination (AP, CLEP, DSST, IB)
6. Students must complete the requirements within six years of the issue date of the catalog
7. Payment of all tuition and fees
8. Approval of the faculty and Board of Directors

GRADUATION REQUIREMENTS FOR A BACHELOR DEGREE

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

1. Successful completion of the required courses as described in the degree plan and a minimum of a 124 credit hours for a Bachelor of Science degree, which is comprised of core curriculum courses, major courses, and electives
2. A minimum AGS cumulative GPA of 2.0
3. A minimum of 30 credit hours must be earned from AGS. Active duty service members may request a waiver of the last 30 semester hour requirement
4. A minimum of 40 upper- level (300 and above) courses
5. A maximum of 40 credits can be earned by examination (AP, CLEP, DSST, or IB) and Prior Learning Assessment of which 9 credit hours may be applied toward required major courses
6. A maximum of 40 credits may be earned by technical credit
7. Students must complete the requirements within six years of the issue date of the catalog
8. Payment of all tuition and fees
9. Approval of the faculty and Board of Directors

MEETING REQUIREMENTS FOR A SECOND BACHELOR DEGREE

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

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

DIPLOMAS

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 (e.g., an Incomplete in a course, transfer courses not documented, grade below C- in the major, etc.) and for students whose account is not paid in full.

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

If degree requirements are NOT completed within one year of Commencement and the student later completes requirements, the student will need to submit a Diploma Order Form along with a \$25 fee if a diploma is desired. The degree will be posted on the transcript even if a diploma is not requested.

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.

GRADUATION HONORS

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

Cum Laude 3.500-3.699
Magna Cum Laude 3.700-3.849
Summa Cum Laude 3.850-4.00

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

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

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

2018-2019 Undergraduate Academic Catalog

Students who have a resident GPA at the appropriate level for honors at the time of Commencement will be recognized with honors at Commencement provided they are enrolled in enough hours in the subsequent summer term to reach the 56-hour threshold. Honor cords are distributed as the student crosses the stage at Commencement. Commencement honors are not considered official. Official honors will not be recorded for the student until the degree is earned and all requirements for honors are met.

UNDERGRADUATE ACADEMIC PROGRAMS

CORE CURRICULUM PROGRAM

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

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

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

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

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

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

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

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

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

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

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

CORE CURRICULUM CONCEPTUAL FRAMEWORK

The Core Curriculum is based on the Tabor College Mission Statement and Philosophy. Each graduate of Tabor College will demonstrate competencies as a result of the Core Curriculum. The Core Curriculum, including courses and experiences, is:

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

CORE CURRICULUM OUTCOMES

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

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

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

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

BACCALAUREATE OUTCOMES

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

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

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

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

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

Tabor College
Bachelor of Science
Major: Business Administration

The following are the course requirements for an AGS Business Administration degree.

Bachelor Of Science in Business Administration Requirements	
Core Curriculum Requirements (see below)	34
Business Major Credit Hours (see below)	45
General Elective or Transfer Hours	45
Total Required Hours	124

Core Curriculum Requirements

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

Core Curriculum Requirements	34
English: (6 credit hours)	
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Humanities: (9 credit hours)	9
3 courses from at least two of the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language (2 semesters), History	
Social Science: (6 credit hours)	6
2 courses from different disciplines: Example- General Psychology and Sociology	
Science: (4 credit hours)	4
Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	
Mathematics: (3 credit hours)	
MTH 104 Intermediate Algebra or higher	3
Speech: (3 credit hours)	
Public Speaking or Interpersonal Communication	3
Tabor Distinctive: (3 credit hours)	
BRS 325 Bible Journeys	3

Major Course Requirements-Business Administration

Business Administration Major Courses	45
BUS 304 Introduction to Adult Studies	3
BUS 380 Organizations and Management	3
BUS 346 Principles of Economics	3
BUS 321 Business Ethics	3
BUS 319 Business Accounting	3
BUS 310 Business Communication	3
BUS 327 Project Management	3
BUS 428 Production Planning and Cost Analysis	3
BUS 415 Business Law	3
BUS 418 Financial Analysis for Managers	3
BUS 416 Human Resource Management	3
BUS 419 Managing a Global Workforce	3
BUS 471 Marketing Management	3
BUS 456 Production Operations Management	3
BUS 490 Strategic Planning	3

Tabor College
Bachelor of Science
Major: Criminology

The following are the course requirements for an AGS Criminology degree.

Bachelor Of Science in Criminology Requirements	
Core Curriculum Requirements (see below)	34
Criminology Major Credit Hours (see below)	36
General Elective or Transfer Hours	54
Total Required Hours	124

Core Curriculum Requirements

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

Core Curriculum Requirements	34
English: (6 credit hours)	
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Humanities: (9 credit hours)	9
3 courses from at least two of the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language (2 semesters), History	
Social Science: (6 credit hours)	6
2 courses from different disciplines: Example- General Psychology and Sociology	
Science: (4 credit hours)	4
Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	
Mathematics: (3 credit hours)	
MTH 104 Intermediate Algebra or higher	3
Speech: (3 credit hours)	
Public Speaking or Interpersonal Communication	3
Tabor Distinctive: (3 credit hours)	
BRS 325 Bible Journeys	3

Major Course Requirements-Criminology

Criminology Major Courses	36
CRM 203 Criminal Justice in America	3
CRM 304 Theories of Criminology	3
CRM 344 Restorative Justice	3
CRM 394 Criminal Law	3
CRM 374 Ethics in Criminal Justice	3
CRM 384 Victimology	3
CRM 354 Criminal Procedures	3
CRM 334 Diversity of Issues in Criminal Justice	3
CRM 329 Criminology Statistics	3
CRM 352 Conflict Management	3
CRM 404 Crime in the Bible	3
CRM 424 Senior Seminar	3

Tabor College
Bachelor of Science
Major: Christian Ministry

The following are the course requirements for an AGS Christian Ministry degree.

Bachelor Of Science in Christian Ministry Requirements	
Core Curriculum Requirements (see below)	34
Christian Ministry Major Credit Hours (see below)	33
General Elective or Transfer Hours	57
Total Required Hours	124

Core Curriculum Requirements

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

Core Curriculum Requirements	34
English: (6 credit hours)	
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Humanities: (9 credit hours)	9
3 courses from at least two of the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language (2 semesters), History	
Social Science: (6 credit hours)	6
2 courses from different disciplines: Example- General Psychology and Sociology	
Science: (4 credit hours)	4
Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	
Mathematics: (3 credit hours)	
MTH 104 Intermediate Algebra or higher	3
Speech: (3 credit hours)	
Public Speaking or Interpersonal Communication	3
Tabor Distinctive: (3 credit hours)	
BRS 325 Bible Journeys	3

Major Course Requirements-Christian Ministry

Christian Ministry Major Courses	33
BUS 302 Life and Teachings of Jesus	3
BRS 303 Ministry, Relationships, & Communication	3
PSY 425 Adult Development & Life Planning	3
BRS 401 Sermon on the Mount	3
BRS 354 Leadership & Community	3
BRS 410 Elements of Christian Faith	3
BRS 409 Global Christianity	3
SOC 352 Cultural Diversity	3
BRS 403 Living & Serving in the Globalized World	3
BRS 362 Church & Mission of God	3
BRS 407 Spiritual Life Transformation	3

Tabor College
Division of Nursing

MISSION STATEMENT

The mission of the Division of Nursing is to educate nurses who are caring, accountable, and knowledgeable, and are able to use critical and reflective thinking to articulate decisions, appreciate diversity, exhibit high standards of professional behavior, and are professionally competent. Congruent with the mission of Tabor College, the program encourages students to achieve their highest potential while serving Christ and His church ministering to the nursing needs of society. The program serves registered nurses who desire to develop personally and professionally by pursuing a bachelor's degree in nursing.

GOALS OF DIVISION OF NURSING (RN-BSN)

- To prepare nurses for life-long learning with a theoretical foundation based on Christian values and the liberal arts and sciences.
- To prepare graduates with critical thinking skills to provide safe, evidence-based, patient-centered care that reflects ethical clinical judgment, best practices and inter-professional collaboration.
- To prepare nurses to function as leaders who can effectively coordinate, delegate and supervise the delivery of safe, timely care in environments which include a diverse population.
- To prepare nurses to participate in clinical and administrative teams focused on patient care delivery and quality improvement, to assist in cultivating nurses with an intellectual desire for advanced study and inquiry.
- Retain a well-qualified faculty who are committed to excellence in teaching and participation in scholarship, service, professional development and nursing practice.

RN-BSN DEGREE COMPLETION PROGRAM EXPECTED STUDENT OUTCOMES

Graduates with a Bachelor of Science in Nursing degree from Tabor College are competent professional nurses who appreciate diversity and provide professional nursing services demonstrating ideals for Christ.

Graduates will be able to:

Synthesize theories and concepts from liberal education to build an understanding of the human experience in a culturally diverse and complex society.

1. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team collaboration, and learn to implement patient safety and quality improvement initiative within the context of an inter-professional team.
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
3. Demonstrate skill in using patient care technologies, information systems and communication devices that support safe nursing practice.
4. Demonstrate basic knowledge of healthcare policy, finance and regulatory environments, including local, rural, state, national and global healthcare needs.
5. Incorporate effective communication techniques, including negotiation, and conflict resolution to produce positive professional working relationships.
6. Conduct a health history, including environmental exposure and a family history that recognized genetic risks, to identify current and future health problems.
7. Promote the image of nursing by modeling the values of Christ and articulating the knowledge, skills, and attitudes of the nursing profession.
8. Implement holistic, patient-centered care that reflects and understanding of human growth and development, pathophysiology, pharmacology, medical management and nursing management across the health-illness continuum, across the lifespan, and in all settings.

Tabor College
Bachelor of Science
Major: Nursing

The following are the course requirements for an AGS Bachelor of Science in Nursing degree.

Bachelor Of Science in Nursing Requirements	
Core Curriculum Requirements (see below)	34
Nursing Major Credit Hours (see below)	33
General Elective or Transfer Hours	57
Total Required Hours	124

Core Curriculum Requirements

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

Core Curriculum Requirements	34
English: (6 credit hours)	
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Humanities: (9 credit hours) 3 courses from at least two of the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language (2 semesters), History	9
Social Science: (6 credit hours) 2 courses from different disciplines: Example- General Psychology and Sociology	6
Science: (4 credit hours) Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	4
Mathematics: (3 credit hours)	
MTH 104 Intermediate Algebra or higher* Prerequisite to MTH 340	3
Speech: (3 credit hours)	
Public Speaking or Interpersonal Communication	3
Tabor Distinctive: (3 credit hours)	
BRS 325 Bible Journeys	3

Major Course Requirements-Nursing

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

**Tabor College
Associate of Arts
in Urban Ministry**

The following are the course requirements for an AGS Associate of Arts in Urban Ministry degree.

Associate of Arts in Urban Ministry Requirements *	
Core Curriculum Requirements (see below)	28
Urban Ministry Credit Hours/TUMI (see below)	24
General Elective or Transfer Hours	12
Total Required Hours	64

Core Curriculum Requirements

For all associate degree programs, the college has set core curriculum requirements. The following table indicates these requirements as they apply to the AGS Urban Ministry major.

Core Curriculum Requirements	28
English: (6 credit hours)	
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Humanities: (3 credit hours) 1 course the following areas: Literature, Fine Arts, Foreign Language (2 semesters), History	3
Social Science: (6 credit hours) 2 courses from different disciplines: Example- General Psychology and Sociology	6
Science: (4 credit hours) Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	4
Mathematics: (3 credit hours)	
MTH 104 Intermediate Algebra	3
Speech: (3 credit hours)	
Public Speaking or Interpersonal Communication	3
Tabor Distinctive: (3 credit hours)	
BRS 200 Vocation and Calling	3

The Urban Ministry Institute (TUMI) Requirements	
Urban Ministry Credit hours	24

*At least 15 Hours must be completed in residence at AGS.

**Tabor College
Associate of Arts
in Christian Studies**

The following are the course requirements for an AGS Associate of Arts in Christian Studies degree.

Associate of Arts in Christian Studies Requirements *	
Core Curriculum Requirements (see below)	28
Christian Studies Major Credit Hours (see below)	15
General Elective or Transfer Hours	17
Total Required Hours	60

Core Curriculum Requirements

For all associate degree programs, the college has set core curriculum requirements. The following table indicates these requirements as they apply to the AGS Associate of Arts in Christian Studies major.

Core Curriculum Requirements	28
English: (6 credit hours)	
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Humanities: (3 credit hours)	3
1 course from the following areas: Literature, Fine Arts, Foreign Language (2 semesters), History	
Social Science: (6 credit hours)	6
2 courses from different disciplines: Example- General Psychology and Sociology	
Science: (4 credit hours)	4
Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	
Mathematics: (3 credit hours)	
MTH 104 Intermediate Algebra	3
Speech: (3 credit hours)	
Public Speaking or Interpersonal Communication	3
Tabor Distinctive: (3 credit hours)	
BRS 200 Vocation and Calling	3

Christian Studies Major	15
BRS 101 Biblical Interpretation & Teaching	3
BRS 290 History of Christianity	3
BRS 204 Gospel of John	3
BRS 207 Practical Ministry	3
COM 201 Intercultural Communication	3

Or

Christian Studies Major	15
Bible Training Centre for Pastors (BTCP)	15

At least 15 Hours must be completed in residence at AGS.

Tabor College
Associate of Science
in Business

The following are the course requirements for an AGS Associate of Science in Business degree.

Associate of Science in Business Requirements *	
Core Curriculum Requirements (see below)	28
Business Major Credit Hours (see below)	15
General Elective or Transfer Hours	17
Total Required Hours	60

Core Curriculum Requirements

For all associate degree programs, the college has set core curriculum requirements. The following table indicates these requirements as they apply to the AGS Associate of Science in Business major.

Core Curriculum Requirements	28
English: (6 credit hours)	
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Humanities: (3 credit hours)	3
1 course from the following areas: Literature, Fine Arts, Foreign Language (2 semesters), History	
Social Science: (6 credit hours)	6
2 courses from different disciplines: Example- General Psychology and Sociology	
Science: (4 credit hours)	4
Natural Science with a lab, or one natural science course without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	
Mathematics: (3 credit hours)	
MTH 104 Intermediate Algebra	3
Speech: (3 credit hours)	
Public Speaking or Interpersonal Communication	3
Tabor Distinctive: (3 credit hours)	
BRS 200 Vocation and Calling	3

Business Major	15
BUS 202 Introduction to Business	3
BUS 203 Economics I	3
BUS 204 Finance Management for Individuals	3
BUS 205 Accounting I	3
BUS 206 Introduction to Marketing	3

*At least 15 Hours must be completed in residence at AGS.

COURSE DESCRIPTIONS

Course descriptions are alphabetized by course prefix. Courses within the prefix listings are in numerical order. Courses numbered 100- 299 are lower level, and courses numbered 300 and above are upper level. The College reserves the right to cancel courses which fail to enroll a sufficient number of students by the end of the registration period.

ART 351 Issues in Fine Arts/3

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

BIO 100 Environmental Science/4

An integrated study emphasizing human condition and the environment.

BIO 101 Principles of Biology/4

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

BRS 101 Biblical Interpretation and Teaching/3

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

BRS 200 Vocation and Calling /3

This course is focused on discovering an individual's vocation and calling. Special attention will be given to using the Bible to examine how individuals are called into a vocation. The course will use tools for discernment to assist students in finding the central purpose of their life.

BRS 204 The Gospel of John/3

A careful study of the Fourth Gospel. An accent is placed on a narrative analysis of the Gospel, with concern for its historical context and contemporary significance. The Christological emphasis of the Gospel will receive special attention.

BRS 207 Practical Ministry/3

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

BRS 250/450 Topical Religious Seminars/1-4

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

BRS/HIS 290 History of Christianity/3

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

BRS 302 Life and Teaching of Jesus/3

A study of the life and teachings of Jesus from the perspectives of Matthew, Mark, and Luke. This course will review and apply the Bible study methods introduced in BRS 101. The course will focus on the Sermon on the Mount, the mission of Jesus, His use of parables, and His passion and resurrection. Students will analyze the impact that Jesus has on society today.

BRS 303 Ministry, Relationships, and Communication/3

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

BRS 304 Technology for Ministry/2

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

BRS 308 The Life, Spirituality and Theology of Dietrich Bonhoeffer/3

This course will introduce students to the life, spirituality, and theology of Dietrich Bonhoeffer with an overview of the historical context in which Bonhoeffer wrote, ministered, and died. The focus will be on the writings by and on Bonhoeffer as well as the practical application for the church today.

BRS 311 Spirit Guided Care/3

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

BRS 315 How We Got our Bible/1

This course will explore practices related to providing spirit-guided care in a cross cultural environment. This short-term immersion experience provides students with the opportunity to practice a variety of ministries for the whole person (physical, emotional, and spiritual), in and unfamiliar culture. A study of the history of the development of the English Bible from its earliest forms to current formats and translations, including transmission practices, the development of the canon, gathering of manuscripts, and the relationship between translation efforts and dissemination. Particular emphasis will be placed on understanding the textual issues which are referenced in the footnotes of today's translations as well as how the Bible's storied development and translation efforts impacts life, faith, & ministry today.

BRS/HIS 318 Religion in America/3

A survey of religions in America from their European roots to the present day. Emphasis will be placed on the major movements, denominations, sects, theological trends, and forces of change within American religions.

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

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

BRS 321 Movies Versus Reality: What is Truth?/3

This course will explore truth, reality, and faith through the eyes of the movies, weighed against science, history, philosophy, and the Bible. This course will provide an honest look at some of the toughest questions asked through a holistic Christian lens.

BRS 325 Bible Journeys/3

This course provides an overview of the Bible and one tool for Biblical interpretation. It provides an understanding of both the Old and New Testaments and the importance of literary and historical context. Students will explore ways in which the Bible can speak to current situations and circumstances today.

BRS 350 Contemporary Adolescent Development & Culture/3

This course offers a window into the world of adolescence through the lens of psychosocial development. Special attention will be given to their sense of identity, belonging and autonomy. The course will also explore how the adolescent experience plays out in their religious, educational and occupational endeavors.

BRS 354 Leadership and Community/3

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

BRS 362 Church and the Mission of God/3

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

BRS 401 The Sermon on the Mount/3

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

BRS 403 Living and Serving in the Globalized World/3

Christian ambassadors will be serving in an increasingly globalized world. This interdisciplinary course discusses diversity and intercultural issues in the workplace, living cross-culturally, the ethical role of global citizenship and sustainable communities, and the impact of global political/legal and socioeconomic factors on mission and ministry.

BRS 407 Spiritual Life Transformation/3

A practical course that combines academic study of Spiritual Disciplines with practices designed to foster spiritual growth. The course will cover theories of transformation, Spiritual Disciplines, and the history of spiritual formation as a movement within the Church.

BRS 409 Global Christianity/3

This course will explore the diversity of Christian faith around the globe. Special attention will be given to the rise of the Church in the Global South as well as the changing demographics of the church in the Middle East. Students will gain a greater appreciation for the vibrant, active church worldwide.

BRS 410 Elements of Christian Faith/3

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

BRS 430 Ministry in Today's World/3

A capstone course designed to integrate previous program studies with the important aspects of ministry. Topics for theological critique include popular culture, politics, poverty, and violence as well as a biblical vision for worship, vocation, reconciliation, and community.

BRS 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 503 Discipleship and Ethics/3

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

BUS 103 Budgeting Basics/1

Introduction to the basic concepts of budgeting. How to start the budgeting process, build assumptions, and follow it through to the end. Utilize budgeting software tools like excel and QuickBooks/Quicken.

BUS 112 Fundamentals of Entrepreneurship/3

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

BUS 202 Introduction to Business/3

This course is an introduction to business principles and practices. Topics include forms of business ownership, ethics and social responsibility, the business environment, and an introduction to the functional areas of business.

BUS 203 Economics I /3

This course is an introductory survey to the nature and theory of economics. Containing both microeconomic and macroeconomic principles, this course introduces such theories as supply and demand, business costs (from an economic perspective), and theories of competition. Also included in the course is a review of money and banking principles along with the operation of the Federal Reserve System, national income accounting, fiscal and monetary policy, and international trade.

BUS 204 Finance Management for Individuals /3

This course focuses on the key concepts, tools, techniques, and processes of personal financial planning. Topics include the establishment of financial goals within a framework of effective stewardship, ways to build wealth, effective investment strategies, proper use of credit, and effective budgeting techniques. Sources of investment information, security valuation, and investment planning are introduced.

BUS 205 Accounting I /3

This course is a survey of the accounting process. Emphasis is placed on identifying, recording, classifying, and interpreting transactions and other events relating to for-profit forms of business ownership.

BUS 206 Introduction to Marketing /3

This course is an introductory survey of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the creation of the marketing mix, and the development of marketing strategies.

BUS 250/350 Topics in Business/1-3

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

BUS 303 Enhancing PowerPoint with Multimedia and Interactivity/1

This course will explore proven way to increase the communicative and learning potential of Microsoft PowerPoint through the effective integration of multimedia and interaction tool such as audio, video, animations, progressive builds, polling, and other lesser-known but highly-effective communications capabilities.

BUS 304 Introduction to Adult Studies /3

This course is designed to acquaint new students with the Tabor approach to adult learning and to the concept of a Christian college. This course will provide students with the tools necessary for successful learning experiences: university policies and expectations, communication and time management skills, and learning styles as well as the necessary tools for success in either the online or onsite classroom environment. Students will become aware of the various theories of moral, spiritual, and learning development. Other topics include the history of Tabor College, the functions of the School of Adult & Graduate Studies, issues of adult learners, and introduction to writing using the APA format.

BUS 310 Business Communication/3

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

BUS 312 Personal Finance/3

Principles of personal finance, budgeting, transportation, insurance, investing, and real estate will be stressed, along with a general look at the economic environment of the American consumer from a Christian perspective.

BUS 319 Business Accounting / 3

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

BUS 320 Intermediate Accounting I/3

A further study of financial accounting including accounting theory, financial statements, the time value of money, cash and receivables, inventory valuation, fixed assets, intangible assets, and current liabilities.

BUS 321 Business Ethics /3

This course teaches students a Biblical framework for business ethics that can be applied to contemporary business issues. The course encourages each student to review his or her personal values and strengthen decision-making skills necessary to resolve ethical dilemmas.

BUS 325 Intermediate Accounting II/3

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

BUS 326 Cost Accounting/3

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

BUS 327 Project Management/3

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

BUS 330 Income Tax Accounting /3

A study of income tax laws as they relate to individuals.

BUS 345 Entrepreneurship/3

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

BUS 346 Principles of Economics/3

[This course replaces BUS 246 Fundamentals of Economics.] Introduction to microeconomics and macroeconomic principles; Includes resource allocation, economy of the United States, the role of government, forms of competition, economics of business and production, supply and demand, price, banking and money, and international trade.

BUS 380 Organizations and Management/3

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

BUS 402 Consumer Behavior/3

This course is an analysis of the cultural, social, and psychological factors that influence the consumer's decision-making process. Important topics include learning, perception, personality, lifestyle, motivation and attitudes.

BUS 403 Principles of Sales/3

This course is designed to form the foundation of sales education by exploring buyer needs/wants, the sales environment, and sales techniques. An emphasis is placed on personal selling.

BUS 404 Psychology of Sales/3

This course is designed to help the student build sales relationships. Emphasis is placed on networking strategies and then monitoring and changing one's own behavior to fit customer needs.

BUS 405 Recruitment & Selection/3

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

BUS 415 Business Law/3

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

BUS 416 Human Resource Management/3

Explores the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development, and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

BUS 418 Financial Analysis for Managers / 3

This course equips the student with skill in the interpretation and analysis of financial statements. The key financial statements are introduced, as well as important accounting conventions and relationships between various accounts. The focus is placed on the use of financial information to improve the effectiveness of managerial decision-making.

BUS 419 Managing a Global Workforce/3

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

BUS 420 Special Topics in Human Resources/3

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

BUS 421 Supply-Chain Management/3

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

BUS 428 Production Planning and Cost Analysis/3

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

BUS 432 Group and Organizational Behavior/3

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

BUS 433 Individual in the Organization/3

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

BUS 435 Leadership in Times of Change/2

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

BUS 440 International Business/3

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

BUS 445 International Business and the Global Economy/3

Expands on international business topics introduced in previous courses and will integrate the functional areas of marketing, management, finance, and economics in the context of the international business environment. Interdisciplinary course that discusses diversity and intercultural issues in the workplace, the ethical role of global citizenship and sustainable communities, the impact of global political/legal and socio-economic factors on business decision-making, and operations.

BUS 451 Living and Working in the Global Economy/2

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

BUS 456 Production Operations Management/3

Covers inventory control, plant layout, site location, scheduling, TQM, decision theory, network models, linear programming, and material requirements planning.

BUS 463 Health Care Management/3

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

BUS 464 Economics of Health Care/3

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

BUS 471 Marketing Management/3

Focuses on the functions and problems of the marketing process development of marketing objectives, planning and implementing marketing strategy, utilizing the elements of the marketing mix, feedback, and evaluation of results.

BUS 490 Strategic Planning /3

A course focusing on the strategic long-range planning process. The course involves an examination of the development, implementation, and formulation of business strategy and policy, and stresses the need for awareness of, and accommodation to, change in the company's internal and external environments. Generic business strategies and techniques for analyzing strategies are explored. Special emphasis is given to integrating decisions in business with the Christian faith.

BUS 498 Senior Capstone Course/3

Integrates business functions through case studies and activities designed to develop strategic management, analysis, implementation, and evaluation skills. Includes the development of mission statements, analysis of internal and external business environments, formulation of strategic plans, and methods of implementation. Oral and written presentations and the completion of the student portfolio project are required. Prerequisites: BUS 302 Business Simulation, BUS 310 Business Communication, BUS 456 Production Operations Management

BUS 516 Global Leadership Summit/1

Students will attend the Willow Creek Global Leadership Summit conference offered 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.

COM 131 Public Speaking/3

A lecture-laboratory course designed to introduce students to the principles and skills of speech preparation, speech presentation, and processes of audience analysis. The development of critical thinking and listening skills will be emphasized throughout the class.

COM 132 Interpersonal Communication/3

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

COM 201 Intercultural Communication/3

The ability to effectively give and receive messages in different cultures is heightened by developing sensitivities about world views, cultural patterns, and appropriate communication behaviors.

COM 351 Persuasion and Society/3

This upper level humanities course provides an introduction to theories of persuasion, with application to interpersonal, organizational, and mass communications settings.

CRM 203 Criminal Justice in America/3

An introductory course providing an overview of the criminal justice system in America designed to familiarize learners with introductory-level essential elements of the criminal justice system and to develop critical thinking skills regarding biblical, ethical, and public policy levels as related to the study of Criminal Justice. Students will develop understanding of the primary components of the criminal justice system including law enforcement, the court systems, and correctional organizations, including the history and philosophy of criminal justice in America.

CRM 304 Theories of Criminology/3

Students are given an overview of the primary criminological theories regarding the nature and cause of criminal behavior from a psychological, sociological, and theological perspective. Crime, punishment, and treatment are considered within various contexts including restorative justice practices. Biblical perspectives of deviant behavior and justice, including restorative practices, are integrated throughout.

CRM 329 Criminology Statistics/3

Research and statistics are important in criminology. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and interpreting crime statistics.

CRM 334 Diversity Issues in Criminal Justice/3

Students explore the diversity of populations involved in the criminal justice process, considering characteristics such as age, race, gender, religion, socio-economic status, education, and historical experiences.

CRM 344 Restorative Justice/3

Students will be introduced to the fundamental principles of restorative justice including its historical and theological roots by taking a critical look at traditional retributive responses to crime in the United States and examining how the practice of restorative justice may improve outcomes for individuals and society as a whole. Focus is given to community corrections, rehabilitative programs, and combination programs. Contemporary restorative justice practices in local communities will be examined and processed.

CRM 352 Conflict Management/3

A study of the nature of human conflict and approaches to its management, resolution and transformation. This course focuses on the generic characteristics evident in most human conflict and surveys a variety of interdisciplinary approaches for understanding and responding constructively to conflict in interpersonal and intergroup settings

CRM 354 Criminal Procedure/3

This course involves a focused study of the interplay between the Bill of Rights and the criminal justice system, with particular emphasis on the application of these fundamental rights to arrest, search and seizure, interrogation and confession, as well as to procedure and limitations prior to, during trial and post-conviction.

CRM 374 Ethics in Criminal Justice/3

This course considers ethical issues that confront the modern criminal justice system, including law enforcement, courts, corrections, and support agencies. Material enhances foundational biblical and ethical considerations into more advanced and applied notions of right behavior within the realm of criminal justice practice. Topics covered include discretion, confidentiality, incarceration and re-entry, capital punishment, terrorism, and restorative justice.

CRM 384 Victimology/3

This course takes an analytical look at the major theoretical, ethical, and psychological issues concerning victims of crimes. Students are encouraged to develop an understanding from a victim's perspective and the psychological processes in experiencing criminal trauma and recovery. Topics covered include victim blaming, legal and policy dilemmas, bureaucratic responses to victims, relationships between offenders and victims, and victim rights in the criminal justice system. Research-supported analysis of special populations of victims, such as women, children, elderly, and the disabled is included.

CRM 394 Criminal Law/3

This course provides an overview of criminal law, investigation, and procedure, including the classifications of crimes and related punishments, potential defenses, culpable mental states, rules of evidence and the procedures in the gathering of evidence, and rights of citizens. The critical analysis of criminal case studies is incorporated throughout the case.

CRM 404 Crime in the Bible/3

This course is a unique blend of study in the Bible with an eye toward key aspects related to Crime in the Bible. As such, it is neither strictly Bible survey, nor merely a topics course. Specific passages have been selected to promote improvement of skills for reading and understanding the Bible (the act of interpretation). The Bible is filled with crimes committed by the famous and infamous. This course will study crimes and provide biblical context, what the crime was at the time, what crime it would be now, the punishment as told in the Bible and what would be a typical punishment today.

CRM 424 Senior Seminar/3

This course will be the culminating work of the program that requires students to a) identify a particular issue or problem that commonly occurs in the workplace (or from their study), and b) apply selected disciplinary theory and program principles that are relevant to models for constructive conflict management or transformation in the criminal justice field.

ENG 101 English Composition I/3

The goal of this course is the mastery of the fundamentals of college reading and writing. Primarily, the student will work toward this by confronting the ideas of some significant writers of Western and international culture and then developing a thoughtful, organized written response from your own worldview. The student will be responsible to read the assigned texts closely and carefully prior to class and then to generate from some of them expository essays that analyze, compare and contrast, define, describe, or evaluate ideas from the texts.

ENG 102 English Composition II/3

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

ENG 212 Introduction to Literature/3

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

ENG 315 Literature of Sickness and Healing/3

This course addresses the topics of sickness, trauma, death, and healing through an exploration of literary texts from multiple genres, time periods, and authorial perspectives. By studying the literature of sickness and healing, students have the opportunity to gain new insight into the caregiver-patient relationship. The focus of the course is on close reading and analysis of themes. Students respond to readings through threaded discussions, personal reflections, and analytical research essays.

GEO 160 World Geography/3

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

HIS 101 History: The Cold War/1

This seminar will examine the historical, political, social and diplomatic background surrounding the events that brought the United States into the Cold War. The seminar will focus on both international and domestic issues as the United States became the leading World power by the end of the Century. The Korean War, Cuba and Castro, Vietnam, and the role of the two super powers played through fifty years will be emphasized. In addition a substantial amount of time will be allocated to the cultural and political movements of the 60's and 70's with emphasis placed on the civil rights movement and the anti-Vietnam protests.

HIS 121 U.S. History I/3

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

HIS 122 U.S. History II/3

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

HIS 290/BRS 290 History of Christianity/3

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

HUM 100 Introduction to Fine Arts/3

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

HUM 200 Humanistic Traditions/3

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

MTH 104 Intermediate Algebra/3

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

MTH 105 College Algebra/3

A study of elementary concepts of sets, logic, linear and nonlinear relations, algebraic functions and their graphical representations, matrices and determinants, and mathematical induction. Prerequisite: ACT Math score of 21, COMPASS Algebra score of 50 or C- or higher in MTH 104 Intermediate Algebra.

MTH 340 Applied Statistics/3

A course in statistical concepts and methods. It includes descriptive and inferential statistics, probability, binomial, normal, t and chi square distributions, tests of hypotheses, confidence levels, and correlation. Problems come largely from nursing science. Prerequisite: One of the following: Mathematics ACT score of 19, Mathematics SAT score of 460, a score of 43 on the Numerical Skill portion of the ASSET test, MTH 104, or consent of instructor.

MUS 200 Music Appreciation/2

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

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

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

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

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

NUR 302 Transition to Professional Nursing Practice/3

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

NUR 320 Health Assessment/3

Includes theory and practice in the collection of subjective and objective health-related data of individuals across life-spans. Therapeutic communication and psychomotor skills are further developed. Using the nursing process, students learn to assess physical, psychological, social, and spiritual dimensions as a basis for nursing practice. The theory and supervised practice guide the student in recognizing normal and abnormal physiological states and understanding their significance to client health and nursing interventions.

NUR 350 Health Care Organizations and Environments/3

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

NUR 400 Ethics and Values in Nursing/3

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

NUR 410 Evidence-based Nursing Practice/3

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

NUR 420 Nursing in the Community/3

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

NUR 430 Professional Nursing Issues and Trends/3

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

NUR 440 Pathophysiology/3

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

NUR 450 Nursing Leadership and Management/3

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

NUR 456 Pharmacology/4

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

NUR 460 Professional Nursing Capstone Experience/2

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

PHL 170 Introduction to Philosophy/3

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

PHL 271 Introduction to Logic/3

An introduction to informal and inductive logic. An emphasis is placed on syllogistic logic and informal logical fallacies.

PSC 112 American Government/3

An introductory course devoted to the organization and actual working of the federal government.

PSY 111 General Psychology/3

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

PSY/SOC 311 Marriage & Family Life/3

This course addresses the problems and potential of family living, particularly for those who are married or thinking about marriage. Theoretical information about development, relationships, socio-cultural influences on the family, and a biblical perspective will be gained through various readings of current authors. A discussion format will be used to apply these principles to students' lives as they attempt to gather, separate, mature, argue, and communicate in today's society.

PSY 425 Adult Development and Life Planning/3

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

SOC 113 Introduction to Sociology/3

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

SOC 115 Cultural Anthropology/3

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

SOC 205 Aging in America/3

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

SOC/BRS 300 Perspectives: World Christian Movement/3

The Perspectives course is an introductory mission study course that:

- Provides a biblical, historical and cultural analysis of the impact of the world Christian movement, with specific attention given to strategy and the imperative of bringing the gospel to groups that have yet to initially receive it.
- Provides a framework for significant life decisions.
- Provides the necessary understanding for effective and strategic participation in the complex task of world evangelization and culturally relevant international development.
- Explores new avenues and opportunities available for obedience to God's imperative for involvement in world missions from home and abroad.
- Provides a foundation for further study.

SOC/PSY 311 Marriage & Family Life/3

This course addresses the problems and potential of family living, particularly for those who are married or thinking about marriage. Theoretical information about development, relationships, socio-cultural influences on the family, and a biblical perspective will be gained through various readings of current authors. A discussion format will be used to apply these principles to students' lives as they attempt to gather, separate, mature, argue, and communicate in today's society.

SOC 352 Cultural Diversity/3

A study of racial and ethnic minorities, especially in the United States. Historic and contemporary studies will focus on the nature of prejudice and discrimination, racial and ethnic intergroup conflict, accommodation, acculturation, and cultural pluralism. Prerequisite: SOC 113 or SOC 115 or consent of instructor.

SOC 425 Forensic Implications of Child Maltreatment/4

This course explores the application of forensic health care as it relates to child maltreatment. Identification and treatment of medical diagnoses specific to child maltreatment are explored. Legal issues, including expert testimony, documentation and evidence collection, are considered.

PERSONNEL

BOARD OF DIRECTORS

Susan Koslowsky – Chair
Diana Raugust – Vice Chair
Theodore Faszer – Secretary
Brent Kroeker – Treasurer
Loren Balzer – Executive At Large
Darrell Driggers – Executive At Large
Craig Ratzlaff – Executive At Large
Jose Cabrera
Roger Ediger
Rick Eshbaugh
Jeral Gross
Mark Jost
David Karber
Kelly Kirby
Mike Kleiber
Jerry Kliewer
Lisa Kroeker
Bill Loewen
Nate Loewen
Dean Nachtigall
Jeff Nikkel
Dennis Penner
Elaine Setzer-Maxwell
Tim Sullivan
Wilbur Unrau
Richard Unruh
Tim Frye – Faculty Rep.
Michael Prichard– Student Rep.

Emeriti Board Members

Harold Franz
Monroe Funk
Richard Gramza
Dr. Wilmer Harms
Lee Jost
Dr. Vernon Kliewer
Bryan Kroeker
Elaine Kroeker
Joyce Loewen
Rolando Mireles
Paul Penner
Marvin Reimer
Nick Rempel
Virgil Thiessen
Lyndon Vix
David Wiebe

OFFICERS OF ADMINISTRATION

President
Jules Glanzer, D.Min.

Executive Vice President for Academics and Compliance
Frank E. Johnson, Ph.D.

Vice President for Business and Finance
Norm Hope, Ph.D., C.P.A.

Vice President for Advancement
Ron Braun, B.A.

Executive Vice President for Operations
Rusty Allen, M.S.

Dean of Student Life, Learning, and Formation
Emir Ruiz Esparza, M.S., M.Ed.

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

Registrar
Scott Franz, M.S.A.

Emeriti Administrators

Larry Nikkel, M.Ph
Tabor College President

Kirby Fadenrecht, MBA
Senior Vice President for Business and Finance

AGS ADMINISTRATIVE PERSONNEL

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

Education Consultant
Amanda Unruh, B.A.

Director of Business Programs
Mark Posson, M.B.A

Assistant Professor of Criminology
Jill Schellenberg, Ph.D. Cand

Director of Theological Education/Assistant Professor of Ministry
Rick Bartlett, D.Min

Director of Financial Aid
Sadonia Lane, M.A.

Director of TCW of Nursing Programs and Associate Professor
Tammy Stefek, D.N.P., R.N.

Director of Business & Student Financial Services
Misty Smithson, M.B.A.

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

2018-2019 Undergraduate Academic Catalog

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-

BRENNA 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;

2018-2019 Undergraduate Academic Catalog

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

2018-2019 Undergraduate Academic Catalog

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

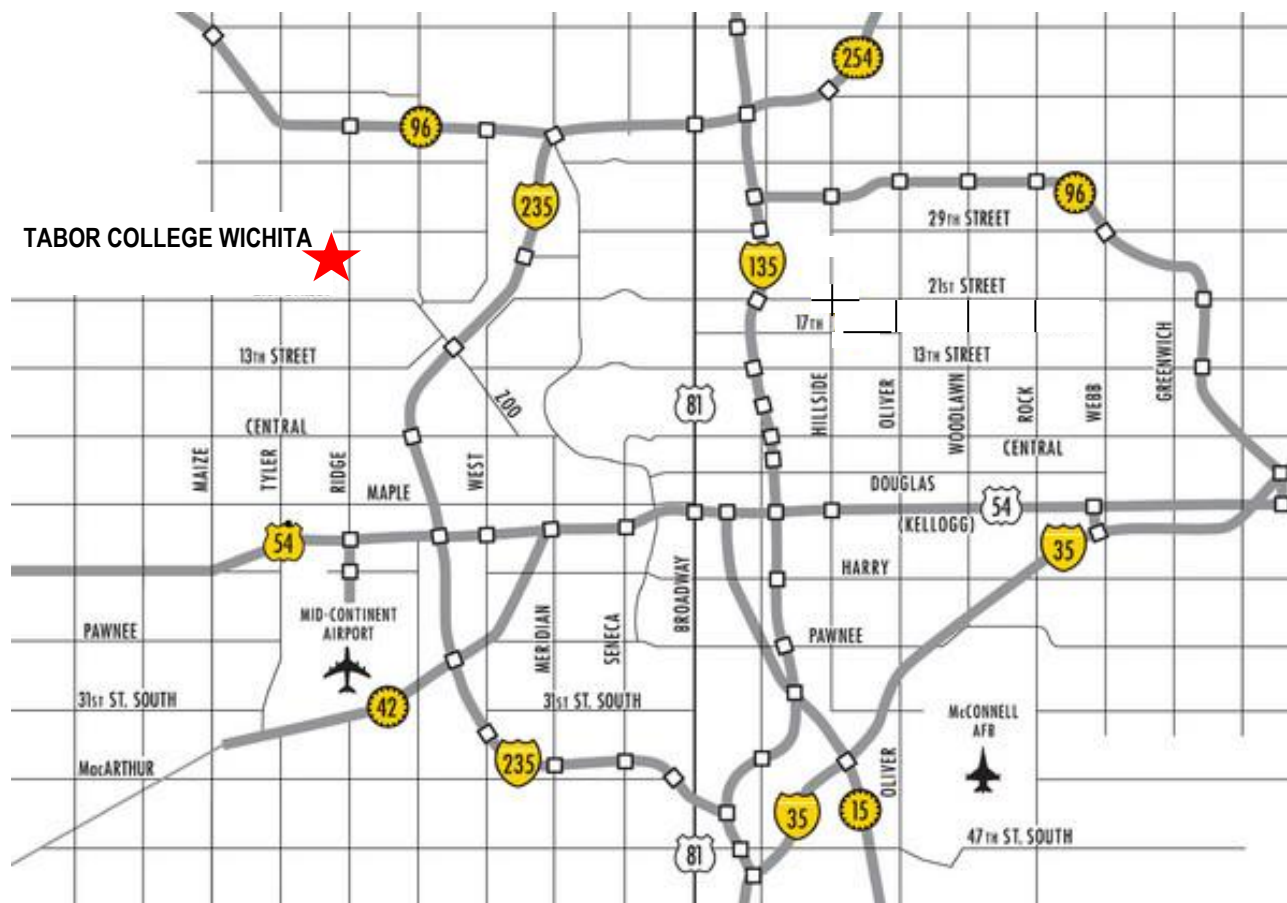
Katie Funk Wiebe, M.A.

English

MAPS

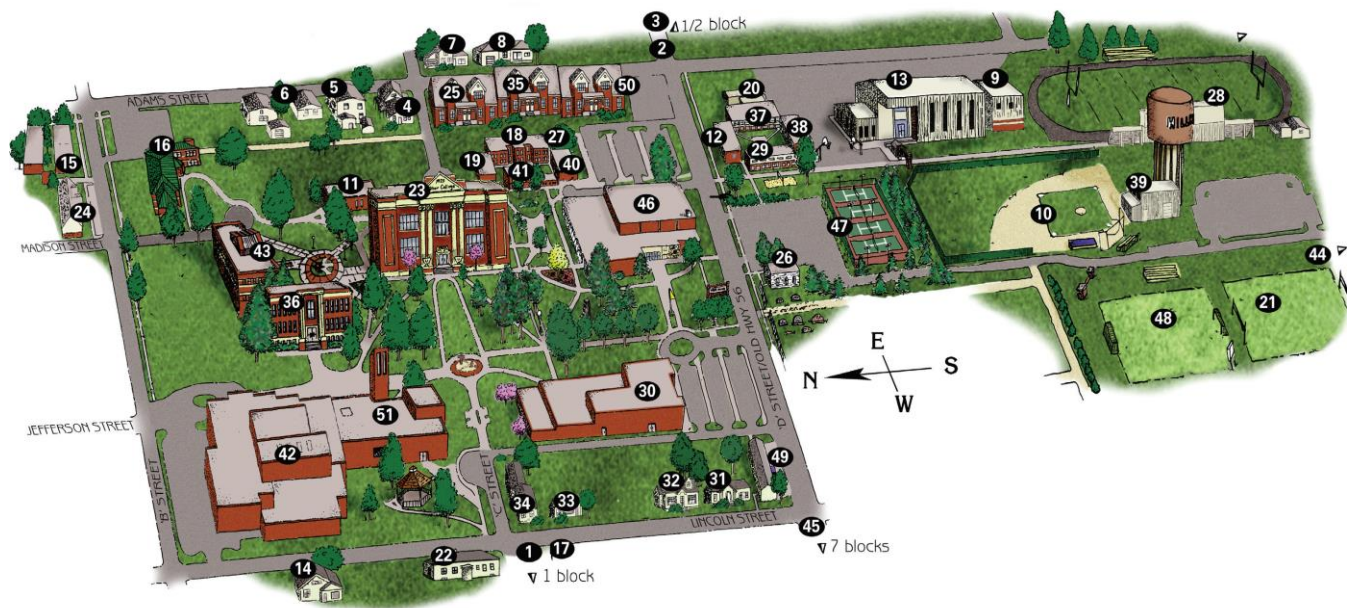
TABOR COLLEGE IN WICHITA AND ONLINE

7348 West 21st Street, Suite 117
Wichita, KS 67205
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. Lorenz Building (LOHR) | 41. Schlichting Reception Center |
| 4. Adams II Hall (315 South Adams) | 24. Harms Residence Hall | 42. Shari Flaming 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 | |
| 18. East Hall | 38. Oklahoma Hall | |
| 19. Ediger Hall | | |
| 20. Facility Operations | | |

Revised 12/21/17

INDEX

ABOUT THE COLLEGE, *1*
Academic Advising, *26*
Academic Calendar, *26*
Academic Dismissal, *26*
Academic Grievance Process, *26*
ACADEMIC HONORS, *26*
ACADEMIC INFORMATION, *26*
ACADEMIC INTEGRITY, *26*
Academic Integrity Appeals, *27*
Academic Probation and Suspension, *28*
Acceptance of Transfer Credits, *7*
ACCREDITATION, *vii*
Active Duty Military / Veterans' Benefits, *15*
Administrative Withdrawal, *28*
AGS ADMINISTRATIVE PERSONNEL, *69*
Admission on Academic Probation, *6*
Advanced Placement Program (AP), *32*
Alternative College Credit, *28*
Alternative Credit Processes & Timetables, *28*
Applying to Graduate, *37*
ARTICULATION AGREEMENTS, *29*
Associates Degree Transfer Policy, *5*
Associates of Arts in Christian Studies, *49*
Associate of Arts in Urban Ministry, *48*
Associate of Science in Business, *50*
Auditing Courses, *29*
AWARD NOTICES, *9*
Baccalaureate Outcomes, *42*
Bachelor of Science in Business Administration, *43*
Bachelor of Science in Christian Ministry, *45*
Bachelor of Science in Criminology, *44*
Bachelor of Science in Nursing, *47*
BOARD OF DIRECTORS, *67*
BOARD of DIRECTORS APPROVAL POLICY, *37*
Book Fees, *18*
Cap on Technical Credit, *8*
Charge and Refund Policy, *20*
Classification, *30*
College Level Examination Program (CLEP), *33*
COLLEGE'S RIGHT TO ALTER POLICIES, *vii*
COMMITMENTS, *1*
Complaint/Grievance Procedures, *24*
CONSUMER INFORMATION, *23*
Core Curriculum Conceptual Framework, *42*
CORE CURRICULUM PROGRAM, *41*
CORE VALUES, *1*
Course Cancellation, *30*
COURSE DESCRIPTIONS, *51*
Course Numbers, *30*
Course Repeats, *30*

2018-2019 Undergraduate Academic Catalog

Credit on Account, *19*
Deadlines for Graduating Students, *38*
Defense Activity for Nontraditional Education Support (Dantes), *33*
DEGREE CONFERRAL DATES, *39*
Determining Attendance Online, *31*
Diplomas, *39*
DIRECTORY INFORMATION PUBLIC NOTICE, *31*
DISCIPLINARY RESPONSES, *21*
Disciplinary Process, *22*
DIVISION OF NURSING, *46*
Doctrine, *3*
Dress Code, *24*
DROP/WITHDRAWAL & REFUND POLICY, *16*
Drop/Withdrawal from a Course & Refund, *16*
Drops and Withdrawals, *31*
Educational Resources, *31*
Effect of Withdrawal on GPA, *31*
Eligibility to Participate in Commencement Exercises, *37*
E-Mail, *32*
Employer Assistance, *15*
Enrollment Confirmation, *32*
Enrollment Status Changes, *32*
Expectations and Values, *21*
External Examinations, *32*
FACULTY, *70*
FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS, *12*
FERPA, *24*
FINANCIAL AID, *9*
FINANCIAL AID APPEAL PROCEDURE, *12*
FINANCIAL AID SUSPENSION AND RE-ESTABLISHING ELIGIBILITY, *13*
Free Application for Federal Student Aid (FAFSA), *9*
GOVERNMENT AND ELIGIBILITY-BASED AID, *9*
AGS GPA, *35*
Grading Policy, *33*
Graduation Honors, *39*
GRADUATION REQUIREMENTS, *37*
Graduation Requirements for a Bachelor Degree, *38*
GRADUATION REQUIREMENTS FOR AN ASSOCIATE DEGREE, *38*
Incompletes, *33*
Independent Study Policy, *33*
Index, *78*
International Baccalaureate (IB), *32*
International Student Admission Criteria, *5*
INVITATION TO TABOR COLLEGE, *ii*
LEARNING PHILOSOPHY, *34*
MAPS, *76*
Meeting Requirements for a Second Bachelor Degree, *39*
MISSION, *1*
NEW STUDENT ORIENTATION, *23*
OFFICERS OF ADMINISTRATION, *68*
Online Attendance Policy, *34*
PAYMENT OPTIONS, *15*
Personal Funds, *16*

2018-2019 Undergraduate Academic Catalog

PERSONNEL, *67*
Policy against Discrimination, *vii*
Prerequisites, *34*
Prior Experiential Learning, *34*
Procedural Guide for Dealing with Academic Dishonesty, *27*
Professional, Technical, and Military Credit, *34*
PROGRAM DEPOSIT, *15*
Program Withdrawal & Refund, *17*
READER'S GUIDE TO THE COLLEGE CATALOG, *vi*
Readmission to the College, *8*
Registration, *35*
Release of Transcripts and Registration, *19*
RN-BSN program additional Admission Criteria, *5*
SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY, *11*
Scholarships, *9*
Services for Students with Disabilities, *35*
STATEMENT OF SATISFACTORY ACADEMIC PROGRESS (SAP), *11*
STUDENT ACCOUNT SERVICES, *14*
STUDENT CONDUCT AND DISCIPLINE, *20*
STUDENT LIFE, *20*
STUDENT RESOURCES & POLICY INFORMATION, *20*
STUDENT RESPONSIBILITIES, *18*
Student Rights, *19*
STUDENT RIGHT-TO-KNOW, *24*
Students in the Military, National Guard or Reserves, *35*
Table of Contents, *iii*
Tabor College Library, *23*
TABOR COLLEGE POLICY STATEMENT ON SUBSTANCE USAGE, *20*
Tabor's History and the Mennonite Brethren Church, *3*
Term Confirmation, *35*
TUITION AND FEES, *14*
UNDERGRADUATE ACADEMIC PROGRAMS, *41*
Undergraduate Admission Criteria, *4*
Undergraduate Admission Process, *6*
UNDERGRADUATE ADMISSIONS INFORMATION, *4*
Undocumented Student Admission Criteria, *6*
Upper-Level Course Criteria, *35*
VERIFICATION, *10*
VISION STATEMENT, *1*
Withdrawal, *36*
Withdrawal from the College, *36*