Academic Catalog
2020-2021

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 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 life 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 a path for your vocational goals to become a reality in your life. Enjoy the dreaming. Begin making your plans. Do not hesitate to contact us directly either by phone or email, or by going to our website to find out more about how Tabor can help your vocational dreams become a reality.

With Joy,

Jules Glanzer
Tabor College President

TABLE OF CONTENTS

TRADITIONAL UNDERGRADUATE ACADEMIC CATALOG ... 7

ABOUT THE COLLEGE ... 9
ADMISSIONS ... 17
FINANCIAL AID ... 27
STUDENT LIFE ... 43
ACADEMIC INFORMATION ... 53
ACADEMIC PROGRAMS ... 71
PROGRAMS OF STUDY ... 87
PROGRAM AND COURSE DESCRIPTIONS ... 148

ONLINE UNDERGRADUATE ACADEMIC CATALOG ... 223

ADMISSIONS ... 224
FINANCIAL AID ... 230
STUDENT ACCOUNTS ... 236
STUDENT RESOURCES & POLICY INFORMATION ... 242
ACADEMIC INFORMATION ... 244
GRADUATION REQUIREMENTS ... 256
TABOR COLLEGE ONLINE UNDERGRADUATE ACADEMIC PROGRAMS ... 260
COURSE DESCRIPTIONS ... 268

ONLINE GRADUATE ACADEMIC CATALOG ... 288

ADMISSIONS ... 289
FINANCIAL AID ... 293
STUDENT ACCOUNTS ... 299
STUDENT RESOURCES & POLICY INFORMATION ... 305
ACADEMIC INFORMATION ... 307
GRADUATION REQUIREMENTS ... 317
TABOR COLLEGE ONLINE GRADUATE ACADEMIC PROGRAMS ... 320
COURSE DESCRIPTIONS ... 326

COLLEGE PERSONNEL & LEADERSHIP ... 338

CAMPUS MAP ... 353

Tabor College is accredited by the Higher Learning Commission at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, 1-800-621-7440.

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. Definitions, policies, and grievance procedures can be referenced in the following documents:

Tabor College Notice of Non-Discrimination http://tabor.edu/consumer-information-disclosure/
Tabor College Title IX Policy http://tabor.edu/consumer-information-disclosure/
Complaint/Grievance Procedures http://tabor.edu/consumer-information-disclosure/

TRADITIONAL UNDERGRADUATE ACADEMIC CATALOG

Traditional Undergraduate Studies

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

TABOR'S HISTORY AND THE MENNONITE BRETHREN CHURCH
The Mennonite Brethren denomination is part of the broader Mennonite family of Christian believers who trace their origins to Menno Simons and others in Europe during 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 in which believers 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, the first classes (including 39 students and three instructors) were held at 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 that had housed the College for its first 10 years. Supporters of the College quickly joined to construct 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.

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/menus/Confession-of-Faith-Detailed-Version.html.

THEOLOGICAL IDENTITY

Evangelicalism and Anabaptism have historically described the theological identity of Tabor College. In the late 1980s and early 1990s, Clarence Hiebert and Wes Prieb articulated this descriptor of Tabor in chapels and in church pulpits. They were quite assertive in their identification of Tabor as an Anabaptist/Evangelical school, even stating that Tabor was the only Anabaptist school with this combined theological understanding. Most significantly, these two theological streams were to receive equal importance in our identity with the evangelical descriptor differentiating us from other schools.

The political climate of our nation combined with the media's labeling of people groups and voter blocks has raised the question whether we should continue to use these terms to describe our theological identity. As a college, we become victims of our culture when we allow these labels to distort who we are and the mission and vision that we have been called to live out. Therefore…

We embrace the term *evangelical* for the following reasons:

- The literal meaning of the term. "Evangelicals take the Bible seriously and believe in Jesus Christ as Savior and Lord. The term *evangelical* comes from the Greek word *euangélion,* meaning 'the good news' or

'the gospel.' Thus, the evangelical faith focuses on the 'good news' of salvation brought to sinners by Jesus Christ." (https://www.nae.net/what-is-an-evangelical/)

- The inclusiveness that it represents. The label brings together many Christian traditions, forming a common community around theological convictions, doctrinal beliefs, and faith practices.
- The global acceptance and understanding of the term. Evangelicalism is a worldwide movement that transcends American politics. No one geopolitical region or political party should define a theological identity of the college.
- The affirmation of our constituency. The term is supported by the vast majority of our constituents. It also is a term that the families of prospective students recognize when asking what "decidedly Christian" means.
- The transforming power that it represents. Only the transforming love of Jesus Christ and the guidance of the scriptures, which are the core of Evangelicalism, can bring about the true transformation of a person. Incorporating true evangelical faith into the curriculum and practices of Tabor College enables us to fulfill our deepest desire for our students.
- The strong compatibility with our mission and vision statements. An evangelical faith is required to fulfill our mission statement and to provide the experience that we proclaim in our mission statement.

We embrace the term *Anabaptist* for the following reasons:

- The activism it promotes. It encourages people to become involved in helping make the world more as God intended it to be. "True evangelical faith…cannot lie dormant…it clothes the naked, it feeds the hungry, it comforts the sorrowful, it shelters the destitute…it serves those that harm it…it binds up what is wounded…it has become all things to all creatures." (https://themennonite.org/feature/true-evangelical-faith/)
- The lifestyle to which it calls us. Living the way Anabaptism teaches is a healthy way of living. It makes for a meaningful and satisfying life that encourages reconciliation and peacemaking as a way of life.
- Our historical roots. The college was founded because of a desire to have a school that teaches and trains men and women a certain brand of evangelicalism.
- The focus on discipleship. Following Christ requires us to engage in a lifestyle that demonstrates the power of Christ in our lives. Being a Christ-follower is more than belief. It requires actions that demonstrate the beliefs.
- The positive impact it has on society. Our world would be a better place if as a society we all embraced the principles of Anabaptism.
- The strong compatibility with our mission and vision statements. An Anabaptist understanding of faith encompasses our mission statement and provides the experience that we proclaim in our vision statement.

Although Evangelicalism as a movement came considerably later than the Anabaptist movement, Anabaptism can be understood in many ways as a subset of Evangelicalism. It is common to combine theological terms with evangelical, such as Evangelical/Calvinist, Evangelical/Wesleyan, Evangelical/Dispensational, Evangelical/Charismatic,

Evangelical/Arminian, Evangelical/Fundamentalist, or any one of a number of theological terms that convey an understanding of *evangelical*. Given our history and scriptural understanding, *Evangelical/Anabaptist* when combined define the heart and soul of Tabor College's theological identity.

ACCREDITATION

Tabor College is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, Phone: 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 Education, Music, Social Work, and Nursing. The RN-BSN program at Tabor College is accredited by the Commission on Collegiate Nursing Education. Students who complete the social work major are eligible to be licensed at the Licensed Bachelor of Social Work level.

OUR LOCATION

Our campus is located in Hillsboro, Kansas (population approximately 3,000), an agricultural area 50 miles north of Wichita, the largest city in Kansas.

In addition to Tabor College, the town of Hillsboro has a hospital, two medical clinics, a municipal park with a public swimming pool, and a golf course. Numerous educational and cultural opportunities are available in communities within a one-hour drive of Hillsboro.

The campus consists of 43 buildings, located on an 86.5-acre tract in the southeast part of Hillsboro. Recent projects include the construction of the Joel Wiens Stadium, an indoor baseball practice complex, and the 55,000-square-foot Shari Flaming Center for the Arts.

Academic Facilities. The H. W. Lohrenz Building, built in 1920, contains classrooms, administrative offices, and the former chapel. The Business Studies building contains classrooms, offices of business faculty, and a computer laboratory. The Wohlgemuth Music Education Center, completed in 1990, houses the Music Department. It includes a rehearsal hall, practice rooms, classrooms, a piano laboratory, large reception area, and faculty offices/studios. The Solomon L. Loewen Natural Science Center, completed in 1998, is home to the departments of Biology, Chemistry, and Physics, and includes a lecture hall and classrooms, laboratories, computer room and conference room, nature library, and greenhouse.

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 50,000 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 DVDs and CDs) for use in the library or classroom. Equipment is available in the library for viewing or listening to these materials.

Tabor College Library's online information system, which is currently available via modern technology resources for both on- and off-campus users, connects library users to a listing of in-house print resources and full-text journal and magazine databases and 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.

Library orientation sessions are included as a part of the freshman and transfer student orientation classes and library instruction classes are scheduled by individual faculty members to meet the research needs of their classes. Any student in need of individual research instruction or any other library assistance may schedule an appointment with the Library's Reference Librarian. General reference assistance is available on a daily basis by contacting any library staff at the library's front desk.

Students are encouraged to browse the library's collection; to check out books with valid student ID; and to read, research, and study while in the library. Tabor College Library promotes a positive learning environment by providing a variety of work spaces: a computer lab, individual study carrels, group and individual study rooms, a music listening station (headphones required), and a media room that has comfortable upholstered seating and the equipment needed to watch audiovisual materials. Faculty are likewise encouraged to survey the library's holdings, recommend resources for acquisition, and utilize the facility for their classes and research. It is the goal of Tabor College Library to connect, both on-campus and on-line, to the resources and services that support academic coursework, research, and lifelong learning. Services provided by the Tabor College Library are available to all on-campus students living in Hillsboro and all off-campus students affiliated with Tabor's distance learning programs, as well as to community patrons.

Arts Facilities. The Shari Flaming Center for the Arts, dedicated in 2017, contains classrooms, performance venues, and gallery space. The Richert Auditorium holds 839 people for concerts, drama productions, and lectures and is the largest performance venue on campus. Chapel meets in the Richert Auditorium twice each week. The Prieb Harder Black Box Theater is a smaller venue created to be flexible in stage and set design. It accommodates up to 200 attendees. Other theater facilities include a green room, costume shop and scene shop. The Vogel Choral Room and

Wohlgemuth Rehearsal Hall serve as rehearsal facilities and classrooms as well as venues for more intimate events, including student and guest recitals. Instrumental and vocal classes as well as student studio space are located in the Wohlgemuth Music Education Center on the south side of the arts center. Visual arts facilities include graphic design, studio art, and ceramics classrooms on the north end of the building. The Ebel Gallery houses student and guest artists' work throughout the year. Public events are hosted in the Regier Atrium and Franz Family Heritage Lobby, which were created for multipurpose use and include a "We Proudly Serve"© Starbucks coffee shop.

Athletic Facilities. Athletic facilities at Tabor include four outdoor tennis courts with floodlights, a baseball diamond, the Vernon R. Wiebe practice soccer field, a practice football field, an athletic complex with athletic offices and locker rooms, Joel H. Wiens Stadium, and Reimer Field (a curbed metric all-weather track and artificial turf football field).
The Gymnasium has a regulation-size game floor, which includes two cross-court playing floors and a seating capacity of 1,500 for varsity games. The Campus Recreation Center includes two basketball courts, two racquetball courts, exercise area, walking/jogging track, strength training facility, and office space.

Student Center. The Student Center includes classrooms, student government offices, bookstore, lounge areas, Courtside Grill, cafeteria, Blue Gold Conference Room, Student Conference Room, and the student mailroom.

Residence Halls. Tabor is a residential campus. All residence halls are air-conditioned, carpeted, and furnished with a dresser, single beds, desk, chairs, and mini-blinds. Students are expected to furnish bed linens, blankets, pillows, and towels.
Hiebert, Loewen, and Wiebe Hall townhouses also provide housing for upper-class men and women. The College owns several houses and a duplex adjacent to campus, which is used for additional student housing for juniors and seniors.

Lounges. The Schlichting Center, a student lounge, provides visiting areas for friends and parents of students. Kansas, Dakota, and Cedar Halls and Hiebert, Loewen, and Wiebe Hall Townhouses have coed lounges.

TABOR COLLEGE ONLINE

Tabor College offers undergraduate and graduate degree programs completely online. Students attending Tabor College Online are serviced by the School of Professional Studies and the School of Graduate Studies and have access to a full range of student services. See tabor.edu/online.

Traditional Undergraduate Studies

ADMISSIONS

ADMISSIONS

Tabor College is interested in men and women who are: 1) academically prepared and qualified to do college work, and 2) who are willing to become involved in the type of community life offered at Tabor College. Admission to Tabor College is granted to students who meet requirements set in each of these two areas. Tabor College admits students regardless of race, color, national origin, sex, disability, or age.

HOW TO APPLY

1. Applications
   a. Application forms are available from the Enrollment Management Office. This form, along with a non-refundable $50 application fee, should be submitted by all applicants.
   b. Students can also apply electronically via the internet by accessing the Tabor College website: www.tabor.edu.
2. Each student is asked to respond as to his/her willingness to honor the lifestyle covenant established by the College. This is done by signing the back page of the Application for Admission.
3. Transcripts
   a. Freshman Class Applicants. Submit an official transcript of your high school records. For acceptance purposes, this may be done as early as the first semester of the high school senior year. An official high school transcript indicating GPA, date of graduation, and rank in class or a GED certificate is required prior to enrollment.
   b. Transfer Applicants. Submit official transcripts from each institution attended after high school and ACT/SAT scores if available. An official high school transcript or GED certificate may be requested to determine Title IV eligibility.
   c. International Student Applicants. Submit official transcripts of all schools attended, as well as International Student Data sheet, TOEFL score, and certified financial resource statement. Courses completed at an institution outside of the United States from a non-ECTS institution or in a language other than English require evaluation by an international evaluation agency. The cost of this evaluation will be incurred by the student and payment will be arranged in advance of the evaluation. The student should request an official international course-by-course evaluation done after submitting the transcript to Tabor, as long as the evaluating agency is acceptable to the Registrar's Office. Contact the Counselor for International Admissions for details.
   d. New students must list and provide official credentials from all schools attended prior to entering Tabor College, including any current or planned enrollment. Failure to list colleges previously attended could result in a denial of admission or an immediate suspension from the College.
4. Tabor College requires that all freshman class applicants take either the American College Testing Program Examination (ACT) or the Scholastic Aptitude Test (SAT). The ACT is preferred. The ACT Concordance Table (August 1995) is used to convert the SAT re-centered total score to its comparable ACT score. The college requires an official ACT/SAT score from all freshman applicants 23 years of age or younger.

5. When an applicant has supplied the Enrollment Management Office with the above information, the applicant's file (e.g., application form, test scores, and school transcripts) is evaluated by the Enrollment Management staff and/or the Enrollment Management Committee. Students will be notified by letter of their admission standing by the Enrollment Management Office.
6. After a student has been accepted for admission, the next steps are as follows:
   a. Complete a Student Services Information Form supplied by the College, indicating housing plans and residence hall preferences.
   b. Submit a $200 comprehensive deposit, which serves the following purposes: 1) guarantees any written financial aid offer made to the student, 2) reserves on-campus housing in the residence halls for residential students, and 3) allows a student to participate in scheduled pre-registration days. A full refund of the deposit is available until May 1. The deposit will be returned to the student after his or her time at Tabor, less any fines or unpaid bills.
   c. We have three important Admissions deadlines to adhere to, and students will have the opportunity to meet our Early, Standard, or Final Admissions Deadlines. These dates will be determined in the fall, and students who meet specific deadlines will receive housing and registration benefits. After August 1, the comprehensive deposit will increase to $225 and must be submitted to enroll.
   d. After submitting the comprehensive deposit, the student is asked to have a medical form completed and signed by a physician. This form is supplied by the College. All new students are required to have this form completed before classes begin.

Guest Students. Students who are non-degree seeking students and who are enrolling in fewer than 12 hours per semester are considered guest students. To be admitted as a guest student, a completed Guest Student Enrollment Form should be submitted to the Enrollment Management Office. No high school or college transcripts are required until a guest student earns 24 hours at Tabor College. Any student who enrolls in 24.5 or more hours cumulatively must be admitted to Tabor College. High School Students may enroll as guest students while enrolled in high school, provided they have completed 13 high school units. High School student registration confirmation is held until after July 15. Approval to enroll in the desired class is required and may be granted through personal contact with the instructor of the class. Enrollment is capped at two classes per semester.

ADMISSIONS POLICIES

Academic Standards

1. Entering Freshmen

   Admission will be granted to freshmen students using either a product formula or the high school cumulative GPA. The high school GPA is always based on a four-point scale. Transcripts will be reviewed for successful completion of college preparatory courses. All admission is considered provisional until a final high school transcript is submitted.

   a. Applicants with an ACT x GPA product of 45 or above and a minimum ACT composite score of 18 (SAT score of 860 if taken before March 2016, or 940 if taken March 2016 or later, based on

Evidence-Based Reading/Writing and Mathematics Composite scores) will be considered for full admission to Tabor College.

b. Applicants with a final cumulative high school GPA of 3.25 or higher and an official ACT or SAT test score on file will be considered for full admission to Tabor College.

c. Conditional admittance may be granted at the discretion of the EVP for Operations or his/her designee if a student meets the following three criteria: 1) a minimum ACT x GPA product of 38; 2) a minimum ACT composite score of 16 or a minimum SAT score of 770 (if taken before March 2016), based on Critical Reading and Mathematics composite scores, or a minimum SAT score of 860 (if taken March 2016 or later), based on Evidence-Based Reading/Writing and Mathematics composite scores; 3) a minimum ACT English sub-score of 15 or a minimum SAT Critical Reading score of 390 (if taken before March 2016) or a minimum SAT Reading score of 22 (if taken March 2016 or later). The ratio of students enrolled on probation during a given term shall not exceed 10 percent of FTE. Applicants who do not meet all three of the criteria for Conditional Admittance will not be admitted to Tabor College unless granted an exception by the Enrollment Management Committee. For the fall semester, appeals for exception to the policy will be considered by the committee in one group on or before July 1 each year. Any other appeals for exceptions to the policy must be endorsed by the EVP for Operations if brought after July 1 but before the semester in which they wish to enroll. Supportive evidence for any exception will be provided to the EMC to include, but not be limited to: the complete application packet with all transcripts and testing scores, a written letter of appeal from the student, recommendation letter provided by a member of the Tabor community (e.g., admissions counselor, coach, professor etc.) and at least one letter of recommendation from a non-relative of the student who can provide a reference for the applicant (e.g., high school principal, counselor, pastor, teacher, coach etc.).

2. Transfer Students

a. Transfer students with fewer than 10 attempted semester credit hours shall be considered for admission under the same standards as freshmen. See section above for freshman requirements.

b. Transfer students who have attempted 10 semester hours or more will be considered for admission if they have a 2.0 GPA based on all classes attempted, excluding technical credit, developmental/skills classes, remedial credit, human performance activity courses, and human performance participation credits. This is referred to as the qualifying GPA.
Additionally, the two highest grades in human performance activity/ participation courses will be included in the qualifying GPA. Transfer students shall submit college transcripts and ACT/SAT scores if applicable. Transfer students are also required to submit high school transcripts.

c. A transfer student under disciplinary suspension/probation/dismissal will be considered for admission when clearance and a statement of the reason for the disciplinary action are received from the previous college. An applicant granted

admission under these circumstances will be subject to the Tabor College disciplinary policy.

3. GED Applicants
   a. Students with GED composite scores of 500 or more will be considered for admission to Tabor College.
   b. Students with GED composite scores between 450 and 500 will be considered for admission on academic probation. (See the Academic Information section for clarification.)
   c. Students with GED composite scores below 450 will not be considered for admission.
4. High School Equivalency Test (HiSET) Applicants
   Admission requirements are a minimum score of 12 on each of the five subtests (Language Arts – Reading, Language Arts – Writing, Mathematics, Social Studies, Science) and a minimum total score of 60. Students who do not meet the minimum requirements will be considered on an individual basis.
5. Entering Home-Schooled Students
   Students who have been home-schooled during the final portion of their high school career will be admitted to Tabor on the satisfactory submission of the following:
   a. Outline or transcript of coursework and topics covered.
   b. ACT or SAT scores. The ACT composite or converted SAT score should be 18 or above for full admission.
   c. Upon admission, individual instructors may require a placement exam, e.g. in Mathematics and Writing.
6. International Student Applicants
   International students whose first language is not English must have an English Proficiency Score of more than 525 on the paper-based TOEFL, 195 on the computer-based test and 70 on the internet-based test to be considered for admission as a full-time student. Official academic records showing that the applicant has graduated from a secondary school or its equivalent, and has successfully completed college preparatory course work, must be submitted. International students must also submit a confidential Declaration and Certification of Finances showing ability to pay for their education at Tabor College. Full financial settlement (payment of a semester in full) must be made before the international student arrives on the Tabor College campus. Class attendance and housing will be denied until this requirement is met.
7. Exceptions
   Students who fail to meet the above academic standards (points 2-5) may be considered for admission by the Enrollment Management Committee. For the fall semester, appeals for exception to policy will be considered by the committee in one group on or before July 1 each year. Any other appeals for exceptions to the policy must be endorsed by the EVP for Operations if brought after July 1 but before the semester in which they wish to enroll. The ratio of students enrolled on probation during a given term shall not exceed 10 percent of FTE. Supportive evidence for any exception will be provided to the EMC to include, but not be limited to: the complete application packet with all transcripts and testing scores, a written letter of appeal from the student, recommendation letter provided by a member of the Tabor community (e.g., admissions counselor, coach, professor, etc.) and at

least one letter of recommendation from a non-relative of the student who can provide a reference for the applicant (e.g., high school principal, counselor, pastor, teacher, coach, etc.).

8. Deficiencies
   Applicants with a deficiency in high school preparation may be admitted with the provision that all deficiencies be removed before the beginning of the sophomore year. Deficiencies may be made up by examination, by counting college courses for high school credit, or by entering as a special student until the ability to do satisfactory college work has been demonstrated.
9. Definitions
   a. *Provisional acceptance*: An acceptance status for students who have not provided the Enrollment Management Committee with complete admissions files. Complete files include a signed application form, final high school/college transcripts, ACT or SAT scores, and application fee. Admissions files must be completed and full admission granted within the first semester of attendance. Confirmation of registration for subsequent semesters will not be allowed until the file is complete, and a hold will be placed on transcripts.
   b. *Conditional acceptance*: An acceptance status for students who do not meet basic admissions requirements but the Enrollment Management Committee believes has the potential to succeed. Students accepted conditionally will be placed on academic probation and must abide by the following guidelines:
      1) course load limit of 13 credit hours (in addition to TC 102, if applicable) per semester until they have achieved "satisfactory academic progress" as defined in the academic section of this catalog,
      2) weekly meetings with a mentor assigned by the Student Success Office,
      3) disclosure of class attendance, grades received, and hours spent studying (additional documentation may be required by mentors),
      4) fulfill condition of probation contract (see Student Success Office), and
      5) complete and receive credit for College Skills Seminar (TC 102) course.

Lifestyle Standards. Students desiring admission to Tabor College must demonstrate a willingness to live and learn on a Christian college campus by providing the following:

1. Statements indicating a personal view of Christian faith and a relationship with God.
2. Indicate, as requested on Application for Admission, their agreement to live by Tabor's lifestyle covenant while attending the College.

ADVANCED STANDING

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 that outline the acceptance of credit from the following four external examinations:

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 16 and 19. 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 examinations designed to reflect college course curriculums. The minimum scores required for credit are generally the scores recommended by the American Council on Education.

Defense Activity for Nontraditional Education Support (DANTES). The DANTES Program was designed in 1983 by the Department of Defense to help service members obtain credit for knowledge and skills acquired through non-traditional education experiences.

Registration for External Examinations. Registration information, including the locations of testing centers and the cost of examinations for all of the external examinations, is available from the Registrar's Office in Hillsboro. Tabor does not charge any fee for granting the credit.

Granting of Credit for External Examinations. The maximum amount of credit by examination that may be applied to the 120 semester hours required for the completion of a Bachelor's Degree is 30 hours. Credit received from external examinations will be graded "Credit" and will not be computed in the student's GPA. Examination credit will be identified on the transcript as credit received by examination, identifying the particular examination taken. Students need to submit a copy of their score reports so they can be evaluated according to our CLEP, Advanced Placement, or DANTES policy for both the minimum score and the amount of credit given. External examinations may not be used to replace grades earned in residence. A student may not receive credit by examination in a course if more advanced work has been taken in that subject. For a list of examinations that may receive Tabor credit and the required score, contact the Registrar's Office or see the Tabor website for Credit Policies.

Institutional Credit by Examination. Courses in the catalog may be challenged by examination if the appropriate faculty member is willing to offer the examination and with the approval of the Department Chair. Credit by examination will be graded CR/NC and will not replace a grade if the course has been taken previously. Students earning higher than a C- will receive credit and the course will be entered on the transcript with a grade of CR. There will be no transcript entry for exams not passed. A student may not receive credit by examination in a course if more advanced work has been taken in that subject. A nonrefundable examination fee must be paid before the examination is administered.

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 is 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 in the Registrar's Office.

Maximum Limit on Nontraditional Credit. The maximum amount of credit that can be given for nontraditional hours, which includes credit by examination and Prior Experiential Learning hours, is 45 hours.

Transfer Credit for Tabor College Hillsboro

1. *Transfer Regulations*. Transfer credit will normally be awarded for credit earned at regionally accredited institutions and completed with a grade of C- or better. Up to nine hours of D grades that are part of an AA, TCO or AS degree will be accepted. Transfer students who do not have an associate degree can petition to have Tabor accept up to nine hours of credit earned with a D if the credit was earned at a regionally accredited institution. Credit earned with less than a C- grade may not be used to meet prerequisites or to meet the requirements of a major. Tabor's transcript reflects a cumulative grade point average for the transfer student, which is calculated only on credit earned in residence at Tabor.

   Students are required to have 60 hours of credit from four-year institutions. There is no cap on the number of hours accepted from two-year institutions. Generally, credit from two-year institutions cannot be used to fulfill upper-level requirements unless a department chair can determine that the course can be equated to a resident upper-level course. All regulations that apply to resident credit also apply to transfer credit.

   Courses that are considered "equivalent" are allowed to be counted toward the 40-hour upper level requirement and the 16-hour upper lever major requirement. If the course is similar but the faculty member doesn't think it is worthy of upper level credit, the course can be "substituted" instead of making it "equivalent."
2. *Transfer from Non-Accredited Institutions*. Courses submitted for transfer from institutions not accredited by a regional accrediting agency will be accepted if one of the following criteria can be met:
   a. Attainment of a grade of C or better in a succeeding course.
   b. Passing an examination for a specific subject.
   c. The ability of the Registrar and respective Department Chair to evaluate the content and equivalency of each course in question.

d. The verification that a minimum of three regionally accredited institutions will accept the courses being submitted from the institution where the credit was earned.

Only credit earned with a grade of C- or better will be accepted from institutions that are not regionally accredited.

IF ONE OF THE ABOVE CRITERIA IS MET, THE FOLLOWING GUIDELINES WILL APPLY:

a. Credit will only be awarded for courses of study similar to subject areas offered at Tabor College.
b. Credit will be awarded after the student completes 20 credit hours at Tabor College with a Grade Point Average of 2.0 or higher.
c. The amount of credit awarded cannot exceed the following caps:
   1. 75 hours from each four-year institution
   2. 62 hours from each three-year institution (maximum 64 hours per cap below)
   3. 40 hours from each two-year institution (maximum 64 hours per cap below)

3. The following are CAPS THAT APPLY TO ALL TRANSFER CREDIT:
   a. 64 hours from institutions that only offer programs that can be completed in fewer than four years.
   b. 4 semester hour cap for human performance activity classes.
   c. 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, nursing (ward care, hands-on patient care), computer repair and usage, office studies, drafting, automotive, cosmetology, etc.
- The course content focuses on the applied aspects of the topic, with minimal attention to theoretical concepts.

1. 40-semester hour cap for technical credit taken toward an AA, AS, TCO, AAAS, and baccalaureate degree at a regionally accredited institution and for technical credit evaluated by ACE/PONSI that is recommended for upper-level baccalaureate credit.
2. 30-semester hour cap of any other technical credit, including credit earned through transfer, through ACE/PONSI-approved courses that are recommended for lower-level credit, and through portfolio assessment. Credit that was earned as part of an A.A.S. degree or vocational certificates is included under this cap.

All non-applied Associate Degrees from any accredited college earned prior to entrance to Tabor will be accepted as meeting Tabor Core Curriculum requirements with the exception of the following institutional distinctives:

- Intercultural Awareness Experience (IAE)
  - Option 1: IAE Experience (3-4 hours)
  - Option 2: CO/SO 201-G or TC 290-G/490-G (3 hours)
- TC 101 (freshmen) OR TC 310 (transfers)
- The following Vocation & Values sequence:
  - RS 110-G Bible, Community & Culture (3 hours) OR PL 110-G Worldviews in Christian Perspective (3 hours)
  - 300-level Vocation & Values course (3 hours)
  - RS 400-G Christian Faith in Contemporary Culture (3 hours)

Completion of the Tabor College Core Curriculum does not necessarily satisfy all program requirements (e.g., Teacher Education and GPA stipulations). 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.

Note that all transfer students who do not have a non-applied Associate Degree are subject to the core curriculum requirements of the Tabor College catalog that is in force at the time of their transfers.

Traditional Undergraduate Studies

FINANCIAL AID

FINANCIAL AID

Tabor College is committed to the ideal of providing education to qualified students regardless of their financial means. Financial aid is offered to eligible students through scholarships, grants, loans, and employment. The Office of Student Financial Assistance 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 Student Financial Assistance.

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 high school guidance counselors or by writing to the Tabor College Office of Student Financial Assistance.

The Office of Student Financial Assistance will act on all scholarship applications and FAFSA results. Notification of award will be made in writing to all students who are accepted for admission to Tabor College. The student is asked to accept or decline the financial aid awarded to him or her by the reply date indicated on the award notice. 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, he or she should contact the Office of Student Financial Assistance by the reply date.

Tabor College encourages all students to apply for and accept government grants, church scholarships, and other sources of aid outside of Tabor College.

Tabor College students are allowed access to personal financial aid applications materials contained in their financial aid file. Any student wishing to review the materials in his or her file must contact the Office of Student Financial Assistance 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.*

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

Federal regulations require Tabor College to establish Satisfactory Academic Progress 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: completion rate for coursework enrolled, total cumulative grade point average (CUM GPA) earned and the maximum time frame to complete a degree. The Office of Student 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, Federal Direct loan program, and Federal Family Education 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 Tabor College. It means that students may not receive government financial aid. They may still be eligible for Tabor College aid.
- Any appeal of ineligibility is good for only one term. Approval of an appeal places the student on "financial aid probation" only for the term the appeal was approved.
- No federal aid may be paid to a student's account for a subsequent term until after grades for the probationary period have been reviewed and the student's status determined to be satisfactory.
- Failure to meet the minimum SAP standards after an appeal was approved will place a student in ineligible status once again.
- Many scholarship recipients are required to maintain a higher credit hour level or grade point average than outlined in this policy. Guidelines on the minimum acceptable credits/grade point average for scholarship recipients are outlined by donors or in acceptance notices signed by the recipient.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

A student must be in an admitted/enrolled status as a regular student in a degree program and making satisfactory academic progress toward a degree in order to be considered for participation in federal financial aid programs administered by Tabor College's Office of Student Financial Aid. Making satisfactory academic progress for these purposes includes three factors: 1) a minimum prescribed cumulative grade point average (CUM GPA) defined by Tabor College, 2) a prescribed completion rate of courses enrolled, and 3) proceeding through the program at a pace leading to completion in a time frame of 150 percent of the average length of a program. The specific expectations include the following:

Maintain a minimum cumulative grade point average (CUM GPA) from all coursework: The minimum CUM GPA for undergraduates is 1.70 for freshmen (0 – 23 credit hours), 1.80 for sophomores (24 – 55 credit hours), and 1.90 for juniors (56 – 87 credit hours) and 2.0 for seniors (88 -). Grade changes after the term has been completed will be reviewed on a case-by-case basis. Repeated courses – last recorded grade will be computed in the GPA.

Each student must earn at least 67 percent of all attempted hours. Attempted hours include transferred hours and all Tabor College hours including incompletes, withdrawals, repeated, pass/fail, and all earned hours. Students who enter during interterm or the spring semester must earn the same 67 percent of all attempted hours for the enrolled semester in order to maintain financial aid eligibility. Students are expected to complete degree requirements within 150 percent of the average length of their program of study, e.g., 180 credit hours. Maximum time frame will include all accepted and transferred credit hours. Change

in majors or pursuit of a second degree, attempted hours will include all transferred and Tabor College credit hours.

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

FAILURE TO MEET SAP STANDARDS FINANCIAL AID WARNING

Satisfactory Academic Progress is reviewed at the end of each term (for traditional undergraduate students and after each term for TCO 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 percent 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 problems. 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 his/her 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 probationary period, the student will either be:

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

APPEAL PROCEDURE

Students not meeting the Satisfactory Academic Progress requirements may appeal their financial aid suspension. To do so, a student must submit an appeal no later than one month after the semester has ended. Appeal submission requires that a student provide the Office of Student Financial Aid with a signed SAP Appeal Form explaining why he/she should not be suspended. The SAP Appeal Form is available from the Office or online for downloading and printing. A student may appeal because of 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 Appeals Committee and a decision rendered and conveyed in writing by the Director of Student Financial Aid or her/his 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 he/she is now making good progress toward earning a degree.

Students may also submit an academic completion plan with an appeal for consideration if it will take longer than one payment term to regain good standing of academic progress. Prior to submission of the academic plan, the student must work with his/her academic advisor to ensure the ability to complete a degree within the described time frame(s).

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. It may also involve dealing with issues that have hindered their progress. When two-thirds of the courses attempted have been completed and if all other academic progress requirements have been met, the student is removed from 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.

ACADEMIC SCHOLARSHIPS

To be considered for academic scholarships, a student should apply for admission and supply a transcript indicating at least seven semesters of work and SAT or ACT scores. Academic scholarships range in value from $5,000 to $22,000 per academic year.

For financial aid purposes, a transfer student is defined as one who has earned a high school diploma or G.E.D. and has earned 20 or more college hours since that time. Transfer students are awarded academic scholarships exclusively on the basis of their college work. First-time freshmen are awarded academic scholarships exclusively on the basis of a cumulative high school GPA (minimum of seven semesters) and an ACT score as described below.

TABOR COLLEGE SCHOLARSHIPS

The sources of Tabor College scholarships are the College's own financial resources. Tabor College scholarships are composed of the following list and explicitly exclude forms of aid from federal, state, or local government programs and third-party grants and scholarships. Each annual edition of the Tabor College Catalog will include definitions and values of Tabor College scholarships that will pertain to students admitted for the first time during that academic year represented by the catalog and will not pertain to students enrolled for the first time during any other academic year. Each student will be bound by the parameters of the Tabor College scholarships in effect when enrolled for the first time

and continuously until graduation. For further clarification of this definition and policy, contact the Office of Student Financial Assistance.
Academic Transfer Scholarship. *Students must have 20 transferable credit hours completed after high school graduation. Scholarship value: $5,000 to $8,000/year and is based on transferable GPA of 2.50-2.74, 2.75-2.99 or 3.0 or higher (not applicable to first-time freshmen). Subject to Institutional Aid Restrictions.*
Alumni Legacy Grant. *Available to any eligible child, grandchild, and/or sibling of a Tabor College alumnus (defined as completion of 24 semester credit hours). Children must be legal dependents; married children are not eligible. Award value is $800 per year, divided equally between the two semesters. Subject to Institutional Aid Restrictions.*
Athletic Scholarships. *Awarded by the coaching staff in conjunction with the Office of Student Financial Assistance. Students should return player information cards (if provided by coaches) and supply a game tape and/or schedule a tryout. Subject to Institutional Aid Restrictions.*
Church Scholarships and Church Matching Grants. *Students are encouraged to seek financial assistance from their church congregations. Churches may provide scholarships in the names of students to be applied on accounts. The College will match that award up to $350 per semester as financial aid. Church treasurers should inquire with the Office of Student Financial Assistance regarding details of this program.*
Dean's. *Students must have an ACT-GPA product of between 85 and 114. This scholarship is valued at $48,000 ($12,000/year) and is renewable with a cumulative college GPA of 3.00 or higher. Subject to Institutional Aid Restrictions.*
Departmental Scholarships. *Scholarships are awarded by appropriate departments in conjunction with the Office of Student Financial Assistance. Interested students should provide all required documents to the department chair. Contact the Admissions Office for all required documents for application. Subject to Institutional Aid Restrictions.*
Hesston Grant. *Any Hesston College student with a minimum of 30 transferable credit hours is eligible. Subject to Institutional Aid Restrictions.*
Achievement Grant. *Students must have an ACT-GPA product of between 60 and 84. Scholarship value: $36,000 ($9,000/year) and is renewable with a cumulative college GPA of 2.75. Subject to Institutional Aid Restrictions.*
International Student Grant. *International residents, including those from Canada, are eligible. Full financial settlement (payment of a semester in full) must be made before the international student arrives on the Tabor College campus. Class attendance will be denied until this requirement is met. Subject to Institutional Aid Restrictions.*
Mennonite Grant. *Members of a Mennonite church that supports the Mennonite Central Committee (MCC) are eligible. Subject to Institutional Aid Restrictions.*
National Merit. *Awarded to National Merit Finalists, Semi-finalists, Hispanic Honors, and Black Commended Scholars. Scholarship value: $2,000/year. Subject to Institutional Aid Restrictions.*
Performance Scholarships. *Band, drama, or vocal scholarships. Scholarships are awarded by appropriate faculty in conjunction with the Office of Student Financial Assistance. Interested students should audition before a member of the music/drama faculty or supply an audition tape to*

the faculty. Contact the Admissions Office to schedule an audition. Subject to Institutional Aid Restrictions.

Phi Theta Kappa Grant. *Confirmation of membership to Phi Theta Kappa Honor Society. Transfer GPA of 3.25 or higher. Subject to Institutional Aid Restrictions. Category C scholarship of $1,200/year OR Category A scholarship of $20,000/year—recipients must enroll in Honors Program (not eligible for any other institutional aid).*

Premier. *Freshman students must have an ACT – GPA product of 115 or higher. Students receiving this scholarship will be expected to exemplify Christian leadership. This scholarship is valued at $56,000 ($14,000/year) and is renewable with a cumulative college GPA of 3.2 or higher. Subject to Institutional Aid Restrictions.*

Presidential Leadership Scholarship. *Freshman students must meet standard admissions requirements to Tabor College. Students receiving this scholarship will be expected to contribute to Tabor College student campus life, excel in the classroom, and have the desire and passion to make a positive difference in the world and live on campus. This scholarship is valued at $88,000 ($22,000/year) and is renewable. Limited. Application, resume, and essay required. Subject to Institutional Aid Restrictions.*

Promise Grant. *Students must have an ACT-GPA product of between 45 and 59. Scholarship value: $24,000 ($6,000/year) and is renewable while in good academic standing. Subject to Institutional Aid Restrictions.*

INSTITUTIONAL AID RESTRICTIONS

Students may receive one academic scholarship and one athletic or performance scholarship. The Alumni Award, Church Matching Grant, Mennonite Grant, National Merit Scholar, Hesston Grant, and International Student Grant are exceptions to this policy.

With the exception of dependent children of employees, recipients of Tabor College scholarships are limited to the value of each individual named scholarship and up to a maximum of 80 percent of tuition from any combination of Tabor College scholarships.

Financial aid for Tabor College students studying abroad or in off-campus settings is limited to "funded" forms of aid. Discounted forms of aid such as academic awards, church matching grant, participation awards, etc., and the Tabor College Employee/Dependent Tuition Waiver Benefit are only available for study on the Tabor College campus with the exception of approved internships. Should the internship require additional fees, those costs will be the responsibility of the student in addition to tuition and fees charged by Tabor College. Financial aid available while studying abroad or in off-campus settings includes state and federal aid/loans and scholarships from sources other than Tabor College for which the student is eligible. A scholarship limited to the lower of the program's cost or 80 percent of the applicable Tabor College full-time tuition rate is available for participation in the Mennonite Brethren Missions and Services International (MBMSI) TREK program. The same premises will be applied for other "Christian, mission-related: off-campus study programs."

Participation in all off-campus study programs must be pre-approved by the college's Academic Office and Office of Student Financial Assistance.

Tabor College scholarships for students not being charged for campus room and board will be limited to 40 percent of tuition. An exception to this policy will be granted to recipients of the National Merit Scholarship, Presidential Scholarship, Dean's Scholarship, and the highest level of the Academic Transfer Scholarship for students who previously resided on campus but later live off campus. Presidential Leadership Scholarship recipients who choose to live off campus will have their scholarships reduced to the academic scholarship amount based on when they first enrolled at Tabor College. Students not being charged for campus room and board will continue to be eligible for church scholarships, church matching grants, state and federal aid/loans, Tabor College endowed scholarships, third-party scholarships, and the Tabor College Employee/Dependent Tuition Waiver Benefit in addition to the limitation of 40 percent of tuition for academic and participation awards to the maximum amount of tuition permitted by other policies of the college.

Tabor also has a reciprocal tuition exchange agreement with a number of colleges in the Council for Christian Colleges and Universities. A maximum of one eligible student per year will be accepted for enrollment qualified by a maximum of up to four eligible students being enrolled during any given year. Eligible students will be considered those who are not currently, and have not previously been, enrolled but will be full-time upon acceptance for admission and are dependent, unmarried children under age 25 of full-time employees of CCCU member institutions. A full tuition waiver for undergraduate courses taught during the regular academic year (summer courses are ineligible for a waiver) will be granted to eligible students who reside in campus housing. Eligible students residing off campus will be limited to a waiver for up to 40 percent of the tuition charged for their enrollment. Additional details of this program are available in the college business office.

The Office of Student Financial Assistance is given final authority for all official offers and awards of financial aid on behalf of Tabor College under the Director of Student Financial Assistance.

GOVERNMENT AND ELIGIBILITY-BASED AID

To apply for all eligibility-based aid, complete the FAFSA and code Tabor in Step 6. Title IV federal financial aid code is 001946. The resulting eligibility analysis forms determine your eligibility for the following programs. 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.

In regards to financial aid and Title IV funding in relation to the repeating of a course, the following apply:

- A failed course may be repeated as many times as needed until passed.
- A previously passed course (defined as D- or higher) may only be repeated once.
  - This includes even those courses in which a higher grade is required for the major.
  - This does not include courses designated as repeatable (e.g. ensembles, varsity athletics, etc.) as these are not restricted and not

limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed.
- If a student repeats a course previously failed and receives a passing grade, he/she may repeat the course one more time to try to achieve a higher grade.
- If a student withdraws before completing the course that he/she is being paid Title IV funds for retaking, then that is not counted as the one allowed retake for that course. However, if a student passed a class once and then is repaid for retaking it and fails the second time, that failure counts as the paid retake and the student may not be paid for retaking the class a third time.

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 $657 to $6,195 for full-time students. Application for a Pell Grant is made by completing the FAFSA.

Federal Direct Student Loan Program. This program provides for a federal guarantee of a student loan from a commercial lending agency for those students demonstrating financial eligibility. Dependent students may borrow up to $5,500 per year during the freshman year, up to $6,500 for the sophomore year, and up to $7,500 per year as juniors and seniors. Stafford loans may be considered Subsidized or Unsubsidized. Repayment with interest begins six months after the student ceases to be at least a half-time student. A student must be enrolled at least half time to be eligible for a Stafford Loan. If the student does not wish to utilize a certain lender, the Office of Student Financial Assistance is able to provide a list of lenders.

Federal Supplemental Educational Opportunity Grant (F.S.E.O.G.). At Tabor, these grants range in amount from $100 to $700 and are awarded by the Office of Student Financial Assistance based on the financial eligibility of applicants according to guidelines specified by the U.S. Department of Education. Application for the F.S.E.O.G. is made by completing the FAFSA.

Federal Work Study Program (F.W.S.). Part-time employment opportunities are available under this program throughout the school year. Most of these jobs are in the area of maintenance, clerical, library, and food service. Students who have financial eligibility may apply for employment under the F.W.S. Program. Those ineligible for the F.W.S. Program may also apply for campus employment. Students are encouraged to find their own jobs on campus with guidance from the Office of Student Financial Assistance. Students are paid the Federal Minimum Wage. Employee benefits are not applicable under Title IV or campus student work programs. Maximums may be imposed in the number of hours a student can work for the College during any given week in compliance with Internal Revenue Codes.

Kansas Comprehensive Grant. The Kansas Comprehensive Grant program enables Kansas resident students attending private colleges to receive tuition grants of as much as $3,000 based on financial eligibility. Priority application deadline is April 1. Students must be enrolled full time and maintain a 2.0 GPA. Apply for the Kansas Comprehensive Grant by completing the FAFSA and indicating Tabor among your choices of colleges.

Kansas Minority Scholarship. Available to minority students who are Kansas residents meeting certain academic requirements. Apply by completing the FAFSA and the Kansas Student Aid Application. Application deadline is May 1.
Kansas State Scholarship. This scholarship is awarded by the State on the basis of ACT score, completion of a required curriculum, grade point average, and financial eligibility. Notification of this award is made to the student by Tabor College. Apply by completing the FAFSA and Kansas State Aid Application by May 1.
Kansas Teacher Service Scholarship. This scholarship is available to Kansas residents majoring in certain fields of education who have high ACT scores and class rank. The value of this award is up to $5,536 per year. A commitment to teaching is required following graduation. Apply by completing the FAFSA and Kansas Student Aid Application. Application deadline is May 1.
Veterans' Benefits. Students who have served in the Armed Forces are entitled to an educational expense allowance and a monthly subsistence allowance. The student should at the time of registration present a Certificate of Eligibility and Entitlement issued by the Veterans' Administration. The endorsement of this certificate by the institution completes the arrangements for receiving benefits granted by the GI Bill®. Credit is granted for college courses completed through the Armed Services as recommended by the American Council on Education. Individuals eligible for these benefits must comply with all Terms of Financial Settlement.
Verification Requirements. Some students' federal aid applications will be selected for verification by the Department of Education or by Tabor College. Those students selected will be notified on their Student Aid Report and by letter from Tabor College. An Institutional Verification Worksheet will be sent to the student. The Verification Worksheet should be completed, signed, and sent, along with the required Federal tax forms like an IRS tax return transcript(s), a signed 1040, or the use of the IRS Data Retrieval on the FAFSA information, and/or W-2s, to the Office of Student Financial Assistance.
All documentation 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, his or her account will only be credited with Tabor institutional aid, which is non-need-based. This is explained in supplemental information under Terms of Financial Settlement.

FAMILY SCHOLARSHIPS, SPECIAL AWARDS, AND MEMORIAL SCHOLARSHIPS

Students who wish to apply for Family Scholarships, Special Awards, and/or Memorial Scholarships should notify the Office of Student Financial Assistance by May 15. These scholarships are awarded in addition to other Tabor College awards.

Family Scholarships

Elden Boese Memorial Scholarship. Awarded to students preparing for missions or teacher education with preference to direct descendants of Elden F. Boese.
Tina Dick Memorial Scholarship. Preference to descendants of Tina Dick, given equal portion of the proceeds of the endowment. Second preference

to a member of the Mountain Lake Mennonite Brethren Church. Third preference to a resident of Minnesota. Awards made at the discretion of the College.

Willard and Mary Schmidt Dahl Scholarship. Preference to church-related service.

Charlie Faul Memorial Endowed Scholarship. Preference to biological children of missionary parents; students interested in helping professions; descendants of Charlie F. and Carolina (Seibel) Faul through the great-great-grandchildren generation.

Jacob W. Friesen Memorial Scholarship. Preference to descendants of Rev. Jacob W. Friesen.

Anna B. Gaede Memorial Fund. Awards made at the discretion of the College.

Anna B. Gaede Scholarship. Preference to members of her extended family.

Menno S. Gaede Scholarship. Several annual awards are given for students with a 3.0 GPA, interest in athletics, and community involvement. One is given for science/mathematics major, other awards for any major.

Leo J. Goentzel Memorial Scholarship. Preference to descendants of the Leo J. Goentzel family or other students of high academic and moral standards.

Timothy James Harder Memorial Scholarship. Established for students who are physically disabled, or are in their junior or senior year of study preparing for careers serving the disabled, or qualifying family members. Given by his family in memory of Timothy James Harder.

Henry and Esther Gaede Lepp Scholarship. Preferences to members of the extended family. Students demonstrating academic potential and potential for leadership with preference to majors in business, teacher education, and natural science.

Kenneth and Sol L. Loewen Endowed Scholarships. Awarded to one student in mathematics and a second student in science. Preference given to great-grandchildren of Sol L. Loewen or grandchildren of Kenneth Loewen.

Vernon C. Penner Scholarship. Preference to members of his extended family and to pre-dental students.

D. D. and Thelma L. Regier Scholarship Fund. Preference to North American Baptist students through 1989-90. Thereafter, awards made at the discretion of the College, preference to descendants of the named scholarship.

Herbert C. Richert Scholarship. Primarily for descendants of Abraham J. Richert; preference to the Richert descendant of the highest classification of the College.

Emil A. and Gladys D. Thiessen Endowed Scholarship. Recipients must lead a Christ-centered life, participate in varsity basketball, and major in business.

Henry G. and Elsie Schmidt Toews Scholarship. Awards made at the discretion of the College to students possessing a commitment to Christian values. Preference to descendants of Henry G. or Else Schmidt Toews or to students who receive a minimum amount of need-based aid.

Heinrich and Helena Toews Scholarship. Preference to descendants of Heinrich and Helena Toews with financial need and potential for a positive contribution to the church, College, and larger community.

David and Martha Frantz Wiebe. Seventy-five percent of available funds primarily for direct descendants of David and Martha Frantz Wiebe. Beyond that, preference given to members of the Mennonite Brethren Church and students demonstrating potential for leadership, service, and/or performance in either music or speech and drama.

Special Awards and Memorial Scholarships.
Lovella M. "Dolly" Adrian Memorial Scholarship. Preference Christian ministry or biblical and religious studies majors. Commitment to Christ and Tabor College lifestyle covenant. Must be a full-time student.
Preference Christian ministry or biblical and religious studies majors. Commitment to Christ and Tabor College lifestyle covenant. Must be a full-time student.
Alumni Class of 1940 Scholarship Fund. Awards made at the discretion of the College.
Alumni Scholarship Fund. Need-based scholarship for returning students.
Sara Balzer Ministry Preparation Scholarship. Preference to students preparing for the ministry.
B. J. Braun Scholarship. For students preparing for missions or children of pastors and missionaries.
Class of 1996 Endowed Scholarship. To be given on an annual basis at the discretion of the Office of Student Financial Aid.
Gordon E. Ens Family Scholarship. Preference to students from families affiliated with the corporation. Next preference shall be given to students in pre-med, chemistry, or science in general.
Dean Deutschendorf Memorial Scholarship. Preference to students preparing for full-time, church-related service.
Dewitt-Wallace Reader's Digest Scholarship Fund. Available to most students. Preference for independent children of teachers, clergy, lawyers, doctors, engineers, business persons, and farmers.
John W. Dick, Rhoda Krause (Dick) Friesen and Gilbert D. Friesen Endowed Scholarship. Preference to biology, chemistry, business administration, and accounting majors.
Karl F. Ehrlich Memorial Scholarship. Preference to students in the music program as academic majors or performers demonstrating above-average academic potential, Christian character, and potential for leadership in the church and/or society.
Dr. A. C. Eitzen Scholarship Fund. Preference to students planning to enter medicine or science-related profession.
Laura C. Eitzen Scholarship Fund. Awarded to academically and personally deserving students.
H. S. and Emma Ewert Memorial Scholarship. Preference given to descendants of Henry S. Ewert.
Dr. and Mrs. George Franz Family Scholarship. Awarded to students with above-average academic potential, Christian character, and potential for leadership in the church and/or society.
Jacob E. and Ruth Franz Memorial Scholarship Fund. Provided to assist pre-ministerial students.
Alfred W. Friesen Endowed Scholarship. Preference to students who have a disability.
Jake and Selma Friesen Music Scholarship. Recipient to be selected by the Music Department.

Delma Funk Memorial Scholarship. For students showing a positive contribution to their chosen professions. Must be a full-time student and live according to the Tabor lifestyle covenant.
Wilmer and Esther Harms Endowed Scholarship. Must be a full-time student showing need determined by the College, state and federal guidelines. Exhibit high moral standards of honesty, integrity, and self-discipline.
Tina Cecilia Seibel Harms Scholarship Fund. For students preparing for Christian social or professional service – foreign students as well as American.
Bedelia Marie Heinrichs and Ada Elizabeth Stout Endowed Scholarship Fund. Awards made at the discretion of the College.
C. N. Hiebert Scholarship. Awards made at the discretion of the College.
Clarence and Fern Hiebert Endowed Scholarship. Preference to students with an interest in international service or missions.
Awards made at the discretion of the College.
Edwin J. and Helen V. (Faul) Fadenrecht Endowment Fund. Awarded to Tabor College student(s) participating in vocal music initiatives of the college.
Ruth A. Friesen Memorial Endowment. Awarded to student(s) pursuing a nursing degree at Tabor College. Preference given to employees of Almost Home Health Care facilities.
The Hiebert Merit Award. To perpetuate the scholarship, faith, leadership, and desire to serve that characterized the founders of Tabor College. Endowed by the descendants of the Kornelius Hiebert (1835-1903) family. Awarded annually to two juniors (male and female) for their senior year.
Lando Hiebert Scholarship. Preference to students preparing for the ministry. Alternately designated to students from Canada and USA. Given to a freshman, the award continues for four years if student remains at Tabor.
Paul W. Hiebert Scholarship Fund. Preference to pre-ministerial students, those preparing for full-time Christian ministries, or those who demonstrate good potential for Christian impact in other professions and vocations.
Jenessa J. Hlad Memorial Scholarship Fund. Awarded to a student majoring in exercise science or related field. Student may be working toward a degree with an exercise science or sports emphasis. Student must maintain a minimum 3.0 GPA.
Dwight and Adrienne Hodel Family Scholarship. Awarded to recipient(s) in the Presidential Leadership Program.
Dr. Karol R. Hunt Sport Mgmt Scholarship. Awarded to a human performance major with preference given to a student with a concentration in sport management. Must be a full-time student, preferably a junior or senior, with a minimum GPA of 3.0
William J. Johnson Scholarship. Preference to juniors and seniors, chemistry students, and those considering a graduate program.
Viola W. Klassen-Jost Endowed Scholarship Fund. Awarded to full-time students enrolled in teacher education courses, who have need for financial assistance, and who exhibit high moral standards of honesty, integrity, and self-discipline.
Surya Kanthamma Scholarship. Preference to international students to assist with school expenses.

Mike Karber Scholarship Fund. Preference to students planning to enter the ministry or medical profession.
Maria Klaassen Memorial Scholarship. Preference to dependents of Mennonite pastors and/or missionaries.
Jonah Kliewer Endowed Scholarship. Preference to students who are music majors.
Elmer Bob Kroeker Endowed Scholarship. Awarded at discretion of Scholarship Committee.
Dr. George Franz and E. B. Kroeker Scholarship. Awarded to a freshman or sophomore majoring in science or pre-medicine. Award available to each recipient for one year. Established in the name of Dr. Franz by E. B. Kroeker.
Solomon L. Loewen Scholarship. Preference to juniors and seniors, biology students, and those considering a graduate program.
Jacob E. Glanzer Men's Basketball Scholarship Endowment. Awarded according to the discretion of the Head Men's Basketball Coach.
Deena S. Miller Endowed Scholarship. Awarded on discretion of Scholarship Committee.
Andrew H. Nachtigall Family Endowed Scholarship. Preference to students majoring in the natural sciences, the mathematical sciences, or teacher education.
Ervin Nikkel Memorial Scholarship. Awarded to a freshman from Oklahoma or Kansas majoring in business. Established in the memory of Ervin Nikkel.
Abram and Lena Nikkel Scholarship. Awarded to recipient(s) in the Presidential Leadership Program.
D. C. Pauls Scholarship. Preference to students in fellowship with Zoar Mennonite Brethren Church in Inman, Kansas, actively pursuing a vocational career in ministry.
Bryan G. Penner Scholarship. Preference to a student noticeably demonstrating his/her devotion to God by ongoing involvement in Christian ministries. Next preference to a student enrolled in pre-medicine or a student who is the child of a missionary. Established by his family in memory of Bryan G. Penner.
Clarence and Ann Penner Scholarship. Preference to student from Mennonite Brethren background preparing for a vocation in ministry while meeting academic standards of the college.
Lois Penner Scholarship Fund. Preference to music students.
Olga Penner Endowed Scholarship. Preference to a junior or senior majoring in education, science or business. Have a GPA of 3.0 or higher and participation in campus activities.
Don C. and Frieda K. Peters Endowed Scholarship. Preference to a female who has completed her freshman year in good standing, majoring in the Natural Science department.
David L. Regier Endowed Scholarship. Awarded to students majoring in the business area.
Floyd Bergen Del Reimer Endowed Scholarship Fund. Awarded to a member who plays the center position on the Tabor College men's varsity basketball team.
Jasper and Rose Siemens Sawatzky Scholarship. Awarded annually to a student pursuing a degree in teacher education.
Ryan Memorial Scholarship Fund. For graduates of Marion County high schools, with preference to students from eastern Marion County.

Emma Schlichting Scholarship. Preference to needy foreign students.
Sunshine Scholarship. Created anonymously as a memorial to a Tabor alum. Preference to students planning a degree in Bible, or a career in missions or other nonprofit Christian organizations.
Aldo and Helga Vigliano Scholarship. Preference to foreign students.
J. W. Vogt Memorial Scholarship Fund. Provided for students demonstrating Christian commitment and an interest in ministry-related vocations.
Richard G. Wall Endowed Scholarship. Preference to biology students, and those considering a graduate program.
Robert Watson Memorial Scholarship. Established in memory of a deceased faculty member. Preference to students in Business.
John T. and Elma S. Wiebe Endowed Scholarship. Preference to students intending to enter church ministries or full-time Christian service.
Abraham Wiens Scholarship Fund. Awards made at the discretion of the College.
David B. Wiens Memorial Scholarship. Preference to a sophomore/junior/senior majoring in the mathematical sciences.
James William Wohlgemuth Scholarship. Awarded to a student who has a disability, is in good academic standing with Tabor College, and upholds appropriate lifestyle conditions.
Tabor College reserves the right to limit the total amount of college-awarded aid to individuals based on an aid-to-tuition ratio. No student may receive more than the cost of tuition in college-awarded aid and employee benefits unless granted an exception to this policy by official action of the Enrollment Management Committee.
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. See full statement of non-discrimination at https://tabor.edu/consumer-information-disclosure/.

Traditional Undergraduate Studies

STUDENT LIFE

MISSION

The Student Life Office exists to nurture the holistic development of students through intentional relationships, programs, and services that promote the integration of faith, learning and living.

At Tabor, we are serious about classroom and non-classroom learning. Thus, there is an Academic Office and an Office of Student Life. Both offices work together on certain programs, which lead to close cooperation and integration of a student's total academic and non-academic program.

The Academic Office is responsible for courses, credits, majors, degrees, grades, teacher evaluation, and independent study.
The Office of Student Life is responsible for the following:

1. Chapel
2. New Student Orientation
3. Residence Life
4. Career Services
5. Referrals for Mental Health Services
6. Student Government
7. Social and Cultural Activities
8. Campus Ministries
9. Student Organizations and Clubs
10. Student Publications
11. Lifestyle Guidelines
12. Student Success and Retention
13. Student Conduct and Discipline

CHAPELS

Chapels are planned by the Student Life Office. Chapels include liberal arts and community building activities of various kinds. Speakers, concerts, missions messages, touring groups, and videos are all part of the chapel program.

Chapels are scheduled each Monday and Wednesday at 10 a.m. Additional opportunities for chapel credit are occasionally available in the evening and on weekends. Refer to the Student Handbook for specific requirements.

NEW STUDENT ORIENTATION

Several special programs during the summer and fall are planned to help new students become acquainted with Tabor.

Early Registration. New students may preregister during designated times in spring and summer. The early registration days are designed to assist students to get a step ahead of the process in the transition time.

Orientation. Freshmen are scheduled to arrive on campus several days prior to the first day of classes. During these days, many events are planned to acquaint new students with the campus, college-level academics, faculty, and student leaders. Registration is finalized during this time.

TC 101 Introduction to the Tabor Experience is a course dealing with aspects of campus life and the college experience within the context of

continued orientation. It is offered during the first semester and is required for all freshmen.
TC 310 College, Christianity and Culture is a one-hour course required of all new transfer students.

TRANSPORTATION

If necessary, Tabor College will provide transportation for new students from their places of arrival (e.g., airport, train station, bus station) to the campus. This service is offered at the beginning of the student's first semester of enrollment at no cost. The arrival point should not exceed a 60-mile radius of Hillsboro. The Student Life office will attempt to find transportation for students at other times at a charge of 50 cents per mile. Contact the Student Life office at least two weeks prior to the day of departure if you need a ride.

RESIDENCE HALL LIVING

Tabor is a residential college. As such, all full-time students are required to live in college residences unless one or more of the following conditions exist. The student must be:

- 23 years of age prior to beginning of school year
- living with parents within Marion Country
- a fifth-year senior
- a married student
- a student with dependents
- a student with unusual circumstances (see details below)

Unusual Circumstances. Students wishing to live off campus who do not qualify by the above conditions or feel they have unusual circumstances to be considered should follow the following procedures.

1. Make a request to the Director of Housing.
2. The Director of Housing will evaluate the student's circumstances and will decide to grant, or deny, or in the case of perceived financial difficulties may refer the matter to the Director of Student Financial Assistance to evaluate the need for financial assistance.
3. The Director of Housing or the student may refer the request to the Housing Appeals Committee.

To build a positive atmosphere in which close living can be constructive, a Rooming Agreement has been developed that students must sign before they move into their rooms.

Rooms may be occupied by new students on the first day of orientation and by returning students on the day preceding registration. Residence halls are closed during the Christmas break, spring break, and summer. Rooms are to be vacated by 6 p.m. the day of commencement, or within 24 hours of the beginning of any school break. All students living in the residence halls during Interterm must be enrolled in a course.

A comprehensive deposit is required. Further details are available in supplementary financial information.

Soliciting of any kind by non-students on the Tabor College campus is not allowed. This includes sales parties. Only soliciting that is initiated, arranged, and directed by students is allowable. Non-student sales personnel may not be present.

CAREER SERVICES

One significant aspect of college life is the opportunity to get to know oneself better, explore a variety of future career options, and prepare to enter the job market. To facilitate these tasks, Career Services exists to help students achieve their highest potential as servants of Christ by providing quality, relevant career services through:

- Career counseling and training
- Job search advisement and services
- Career resources and information

Resources and services to accomplish this mission include: individual career counseling, TC 103 (Career Planning Seminar course), career resource library, Teacher Interview Day, teacher credential service, resume writing workshops and assistance, a career website, and more.

HEALTH SERVICES

Mental Health Services. Informal relationships are an important part of the Tabor College experience. Students should feel free to talk to any faculty or staff member about personal matters or issues that concern them.

Students who desire or need professional counseling/mental health care may be referred to Prairie View. Prairie View is the local mental health center, which provides counseling from a Christian perspective. Financial assistance may be available through Prairie View and/or the Student Life Office. Please contact the Student Life Office for more information regarding professional counseling.

Medical Services. Tabor College does not have a school nurse; however, Hillsboro has a well-equipped, well-staffed hospital. Referrals are made to a physician when deemed necessary or requested by the student. Students are encouraged to continue treatment with their family or personal physician whenever this is possible.

Health Insurance. Enrollment in the student medical insurance plan is mandatory unless proof of existing primary coverage is presented at registration. Students are responsible for assuring their primary insurance is valid in the state of Kansas. If the student's primary insurance does not cover his or her medical expenses out of his or her home state, he or she will be required to go to his or her home state for treatment. See the supplementary financial information for further details.

STUDENT GOVERNMENT

The goal of student government at Tabor College is to maximize student responsibility within the limits of College policy. The main vehicles of student government on campus are the Student Senate and student representation on College committees. Student government is designed to cultivate the talents and abilities of students through leadership experience.

STUDENT SENATE

The Student Senate is the representative body of the Associated Students of Tabor College (ASTC). ASTC has a constitution and formulated bylaws pertaining to its operation.

The Student Senate's role in institutional decision-making, both academic and in Student Life, can be highly significant as it represents and forms student opinion. Student Senate's official functions include:

1. Establishing and monitoring budget monies.
2. Electing and monitoring student representatives to various committees such as the Tabor College Board of Directors.
3. Responding to and initiating policy through the Dean of Student Life.

The Student Senate's more pervasive function relates to leading and gathering student opinion and proposing or developing programs based upon that student opinion.

STUDENT ACTIVITIES BOARD

The Student Activities Board (SAB) is responsible to plan, under the direction of the Student Senate, social events for the year, including banquets and recreational activities.

The Office of Student Life works directly with SAB, whose membership consists of a representative from Campus Ministries Council, a representative from the Multicultural/International Student Union, class vice presidents, and the following appointed positions: president, vice president, secretary, treasurer, publicist, technician, and appointed representatives at large.

CAMPUS MINISTRIES COUNCIL

Campus Ministries Council (CMC) directs and coordinates the efforts of student ministries. The council consists of an elected executive, a member at large, and one member of each of its various ministry groups.

STUDENT ORGANIZATIONS AND CLUBS

There are many activities outside the classroom that are enjoyable and educationally important. These include clubs and organizations that add to students' learning.

Class Organization. Freshman class elections are held during September. Sophomores, juniors, and seniors elect their officers the preceding spring. Elected are a president, vice president, and Student Senate representatives. The presidents and Student Senate representatives serve on the Student Senate. The vice presidents are members of SAB.

Intercollegiate Athletics. Tabor is a member of the National Association of Intercollegiate Athletics (NAIA), as well as the Kansas Collegiate Athletic Conference (KCAC). Varsity teams include: football and baseball for men; volleyball and softball for women; and men's and women's cross country, soccer, basketball, tennis, swimming, golf, and track and field.

Intramural Activities. Students may participate in a variety of sports in the intramural program, including: touch football, coed outdoor and indoor soccer, coed sand and indoor volleyball, basketball, racquetball, floor hockey, tennis, plus numerous tournaments and other activities.

Multicultural/International Student Union. This organization is open to all students interested in the concerns of ethnic and racial minorities on campus and students interested in sharing their cultural experiences, bringing a better understanding to the College and community.

Business Club. (Public Relations Student Society of America and American Marketing Association) is open to all students interested in any area of business. Its purpose is to provide students with an opportunity to see and interact with business professionals, provide and present programming that is career-oriented, and expose students to Christian business professionals, allowing students to discuss with them how they live out their faith in the workplace.

Science Club. This club is open to all students interested in any area of the natural and mathematical sciences.

Student Music Association. Collegiate Music Educators National Conference (C-MENC) is open to music and music education majors and other interested students. The main event of the year is the state music convention. Membership in C-MENC provides the student with subscriptions to the Music Educator's Journal and Kansas Music Review.

New Organizations or Clubs. These may be formed upon student demand and approval of the Dean of Student Life. Such groups receive charters as campus organizations by submitting constitutions to the Dean of Student Life. Each official group must also designate a faculty sponsor.

STUDENT PUBLICATIONS

A campus magazine, *The View,* is published throughout the year under the direction of Student Senate. A digital yearbook, the *Bluejay*, is published each year.

COMMUNITY COVENANT

Tabor College is a Christian college and therefore has established certain lifestyle guidelines of behavior that reflect its moral and Christian commitments as an institution. While attending Tabor College, all students and their visitors are asked to conform to the lifestyle guidelines set forth by the College. It is important that students understand the lifestyle guidelines supported by the College before they agree to be students. Violations will be considered offenses toward the College and subject to disciplinary action. Full-time students are expected to sign the Community Life Covenant, which is available online and reprinted in the Student Handbook.

Tabor College maintains that laws established by this country and state are necessary for personal safety and order. Therefore, the following will be considered violations of Tabor lifestyle guidelines:

- vandalism
- theft
- dishonest acts
- fraud
- unlawful and unauthorized entry of locked premises
- possession of unauthorized keys
- use of explosives (including firecrackers)
- tampering with fire-safety equipment
- sale, use, or possession of narcotics or hallucinogenic drugs (including marijuana)
- any other violations of civil law

At Tabor College, we are also concerned with the physical and mental well-being of all individuals. Therefore, all students enrolled at the College are to follow these lifestyle guidelines. There will be no:

- sale, use, or possession of alcoholic beverages or tobacco in any form
- firearms and guns of any size on College property
- threats of physical abuse
- burning of substances (including candles) in or in close proximity to the residence halls
- playing games that include trading of money

Tabor College Hillsboro is a residential college, which involves living in a close community. This provides an opportunity for the development of friendships on one hand and tensions on the other. Therefore, students are to:

- Respect others' needs for study time or sleep by maintaining "quiet hours" from 11 p.m. to 8 a.m.
- Maintain healthy and mature interpersonal relationships, and respect the privacy of the opposite sex by not entering their residence complexes, except during stated open house hours

Open houses times allow students the opportunity for inter-visitation in the residence halls. Additional special open houses are designated by the Student Life Office.

Open house times are as follows:

All Residence Halls

- Monday through Thursday from 5 p.m. to 11 p.m.
- Fridays from 5 p.m. to midnight
- Saturdays from 1 p.m. to midnight

Students are encouraged to govern their own conduct and must accept responsibility for their behavior. Students should be aware of the commitment nature of being enrolled at Tabor College. Since students choose to come to Tabor College they are to honor their commitment (whether or not they personally agree with such standards).

NONTRADITIONAL STUDENTS

Students over the age of 25 are considered nontraditional students. They make up a growing number of our student body. Special considerations are made for them regarding financial aid and enrollment requirements. Although these students are not required to sign a lifestyle commitment (unless they live on campus), they are expected to live according to the lifestyle guidelines whether or not they personally agree with such standards.

TABOR COLLEGE POLICY STATEMENT ON SUBSTANCE USAGE

In accordance with the Drug-Free Schools and Communities Act of 1989, Tabor College distributes annually to all students a copy of its policy statement on substance usage.

STUDENT CONDUCT AND DISCIPLINE

All students at Tabor College must sign the "Community Life Covenant." Violation of this commitment may result in disciplinary action, which could lead to suspension from the College.

Tabor College is committed to a style of confrontation with care. This means that the College is more concerned with how offenders have affected their own lives and the lives of others by their behavior than with the offenses they have committed. Tabor College is concerned with the maturity and spiritual growth of all its students, and feels that the discipline process can be an important aspect for growth.

DISCIPLINARY PROCESS

Confrontation. Violations dealing with residence life are usually handled by the Resident Assistant and Residential Educator. Lifestyle violations may be referred directly to the Office of Student Life. The Dean of Student Life will hear the case and, after appropriate processing, render a decision. The student may appeal the decision to the Student Appeals Committee according to the criteria stated under "Appeal Procedure."

Appeal Procedure. All disciplinary and academic actions, such as appeals of sanctions within residence halls, student discipline, academic dishonesty, grade appeals, and academic suspension, are subject to appeal.

Disciplinary appeals must be submitted in writing to the Dean of Student Life within 24 hours of notification of any decision and should include the offense committed, the discipline assigned, and complete reasons for the basis of the appeal.

Academic appeals must be submitted in writing to the Academic Dean within two weeks of notification, providing specific details and all appropriate information and reasons for such an appeal.

The Student Appeals Committee consists of representatives from the faculty, student life, and financial aid. In the event of a conflict of interest of any committee member, the Academic Dean will appoint a replacement.

All information from preceding discussions and any new information shall be made available to the Student Appeals Committee upon request.

The responsibility of the Student Appeals Committee is to review the case, to determine whether appropriate procedures were followed, and to uphold or revise the decision and determine an appropriate response. All appeal decisions are final and subject to no further appeals.

Off-Campus Students. All off-campus students must sign a "Community Life Covenant" with Tabor College. Off-campus students will be subject to discipline whenever a violation occurs.

Search Procedure. All students living in the residence halls are subject to room and vehicle search. All searches must adhere to the following procedure:

1. There must be reason to believe that the "Lifestyle Commitment" has been violated.
2. A search warrant must be signed by 1) a Resident Assistant and the Residential Educator, or 2) the Dean of Student Life.
3. If at all possible, a student will be present during the search, preferably the occupant of the room.

All searches will be conducted to verify a violation of the "Lifestyle Commitment" and to confiscate stolen items or illegal substances (i.e., drugs, tobacco, alcoholic beverages). If an illegal substance is confiscated or if there is reason to believe that a violation of lifestyle has occurred, the matter will be brought before the Office of Student Life.

DEFINITIONS OF DISCIPLINE

Disciplinary Probation. Disciplinary probation will include certain restrictions. Failure to comply with requirements of probation could result in immediate suspension or dismissal. A copy of the disciplinary probation letter will be sent to the academic advisor, the parent/guardian of the student, and the Athletic Director in the case of athletes.

Disciplinary Suspension. Indicates that a student may reapply after an absence from the College. Usually, a semester must elapse before the student is allowed to apply for readmission. The reapplication process is done through the Office of Student Life.

Disciplinary Dismissal. Indicates that the student will not be readmitted.

Other Forms of Discipline. A partial list of other consequences and responses that may be assessed are admonition and warning, restriction of privileges, assignment of a work project (restitution hours), imposition of a fine, recommendation of a change in residence, recommendation that a college residence hall contract be denied for the coming year, restitution for damages or injuries, a required letter of apology, removal from a student-held office or prohibiting holding office for a stipulated period, and not being allowed to represent the College in extracurricular activities (such as intercollegiate athletics).

Student Life Right-To-Know. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires all higher education institutions to collect, prepare, publish and distribute information with respect to campus crime statistics and campus security policies. This Annual Security Report is intended to fulfill the requirements of the Clery Act. The report is available at https://tabor.edu/consumer-information-disclosure/.

Traditional Undergraduate Studies

ACADEMIC INFORMATION

GENERAL ACADEMIC INFORMATION

Academic Advising. Tabor College believes that academic advising should be a developmental process that helps students identify and clarify their interests, abilities, and life/career goals, and develop an educational plan for the realization of these goals. Advising begins at the time a student is fully accepted to the College with the assignment of a Freshman Advisor who has been trained to assist in the developmental process. All Freshmen and transfers will be considered General Studies majors at matriculation unless declaring otherwise.
Students may request a change of advisor at any time by contacting the Registrar's Office. While the College provides a complete advising program to assist students, ***responsibility for meeting degree requirements rests with the student.*** It is also the responsibility of students to comply with any additional conditions for remaining in good standing for individual programs of study.

Academic Calendar. Tabor College Hillsboro has two regular semesters (fall and spring) with a four-week Interterm in January. The Interterm is an integral part of the academic year and there are no tuition refunds for students who elect not to participate or who enroll in an off-campus program that charges additional tuition. Students who are full-time in either fall or spring semester can receive up to four credits during interterm without additional tuition.

Administrative Drop. Students may be withdrawn from any course on the basis of excessive absences, according to the attendance policy for that course, or for chronic disruptive behavior in the classroom.
The following procedures will occur:

1. The instructor will send the student a written notice of intent to withdraw that student form the course, stating the reasons for taking this action. The Registrar, the Director of Retention and the advisor will be sent copies of this notice.
2. The Registrar's Office will notify the student and encourage dialogue between the instructor and the student, with the involvement of the student's advisor if possible. A period of one week is defined as a reasonable time frame for completion of this step. Ultimately, it is the student's responsibility to make efforts to correct the situation.
3. If these efforts prove to be unsuccessful, and upon recommendation by the Registrar and the concurrence of the Academic Dean, official withdrawal will occur. The student will be notified in writing of this action by an appropriate administrator. If the date was in the tenth week or beyond, a WP will be assigned if the student is passing; otherwise, an F will be assigned.

Administrative Withdrawal. If a student stops attending all classes for two consecutive weeks, the Registrar will initiate an Administrative Withdrawal for financial aid and student life purposes. The Registrar will send the student a registered letter encouraging him/her to withdraw from classes. The Financial Aid Director will compute a federal Title IV financial aid refund calculation based on Last Date of Attendance from the last class attended in order to determine the amount of financial aid, if any, which must be returned to the federal government. The student's federal aid may be prorated based on the date that the Administrative

Withdrawal is processed. The student's charges and institutional aid will not be prorated. Students will not be dropped from their class(es) unless they initiate a withdrawal which will be encouraged in the letter sent to them from the Registrar.

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 in the Registrar's Office. Students taking the course for credit will receive priority if seating is limited. All auditors will be assessed the Audit Fee per course regardless of enrollment in other courses for credit. 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 until one week after midterm, with the consent of the instructor, and if the student has done the required class work. Credit to audit changes may be made until one week after midterm as well. In both cases, the proper forms must be completed in the Registrar's Office.

Changes in Registration. Courses may be dropped or added during the first week of a semester. Any student who officially withdraws from a course from the second week through the ninth week of a semester will receive a W on the transcript. After the ninth week and up to the final two weeks of the semester (or the 10th class day of interterm), a student who withdraws will be given an F for the course grade. No student-initiated withdrawals will be granted during the final two weeks of classes of a semester (excluding finals week) or after the 12th class day of interterm unless approved by the Executive Vice President of Academics and Compliance. A student who leaves the institution during the final two weeks of a regular semester or after the second Friday of an interterm class will be graded according to the grade earned in the class to that point.

Class/Course Attendance. While faculty employ multiple modalities to deliver instruction, all are intended to assist student mastery of subject matter. Success in this regard is dependent on a regular, sustained presence of students in the classroom however it is configured. Similarly, faculty are required to ensure a reliable "credit hour" regardless of modality consistent with the institution's Credit Hour Policy. As such, all course syllabi are to have clearly articulated standards for attendance as well as a schedule of activities that give evidence of how these activities appropriately span the semester or term. Therefore, the College has a

required attendance policy and defines "excused absences" and "excessive absences" accordingly as follows:

Excused Absences: College-sponsored events (athletics, choir, band, field trips, and so on) that require students to miss class are to be as minimal as possible, bearing in mind the cumulative effect of such absences in an environment that promotes participation as part of the liberal arts experience. When absences are unavoidable, students have the responsibility of contacting their professor(s) in advance of the absence to determine what will be expected of them to meet their obligation as a member of the course/learning community. While faculty need not revise the standards of their course to accommodate out-of-class activities, neither are students to be penalized for absences related to college-sponsored activities within the mandated threshold noted below. It is understood that comprehension of course material may suffer because of absences. Regardless of absences, however, students are responsible for meeting the all course outcomes. Information about excused and unexcused absences because of personal circumstances are available in the Academic Office.

Excessive Absences: While the professor has the discretion of allowing a minimal number of absences within the context of their course, chronic or excessive absences inherently erode the learning environment. The maximum number of absences – for any reason except qualified post-season play as noted below – is "three instructional weeks" (9 MWF sessions, 6 T/Th sessions). Professors have the option of initiating an Administrative Drop at any point prior to this mandated threshold, typically when unexcused absences total "one week" of instruction. The EVPAC must approve all administrative drops. If the drop form is dated in the first nine weeks, the assigned grade will be a W; if the date was in the 10th week or beyond (or after the 10th day of interterm), an F will be assigned. In the event there is qualified post-season play, these additional absences will not count toward the total number of absences. Faculty must report attendance for each class session as soon as practical via the learning management system (eLearning) on the day that the class was in session.

First Class Session Absences: A student who does not show up for a class with a wait list on day one of the term will be dropped from the class unless prior arrangements have been made with the instructor.

Official recognition of college-sponsored activities will be made to the campus by either the EVP of Academics and Compliance (EVPAC) or the EVP for Operations (EVPO) or their designee(s). The EVPAC and EVPO have the right to limit or deny the "college-sponsored" designation to any out-of-class activity that interferes with the published course schedule; they also have the option of declaring "extenuating circumstances" as excused in the event of significant illness, family emergency, etc. Such absences need to be verified by the Director of Student Success. The Director will review documentation (which could include medical records) supplied by the student and consult with the EVPAC and/or Dean of Student Life if needed. The EVPAC will communicate with faculty members once a final determination has been made. Should a conflict arise related to a sanctioned absence that cannot be resolved through

dialog between faculty and activity leader (coach, trip sponsor, etc.), the two vice presidents will intervene.

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 special students.

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
600-699 Graduate Level, open to holders of a bachelor's degree, subject to prerequisites

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. In some cases, special permission from the instructor or the Academic Dean is necessary for a student to take a course beyond his or her academic level. Courses marked with a "G" meet Core Curriculum requirements.

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. Repeated courses may affect athletic eligibility. See the Registrar's Office for details.
A course that 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.

In regards to financial aid and Title IV funding in relation to the repeating of a course, the following applies:

- A failed course may be repeated as many times as needed until passed.
- A previously passed course (defined as D- or higher) may only be repeated once.
  - This includes even those courses in which a higher grade is required for the major.
  - This does not include courses designated as repeatable (e.g. ensembles, varsity athletics, etc.), as these are not restricted nor limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed.
- If a student repeats a course previously failed and receives a passing grade, he/she may repeat the course one more time to try to achieve a higher grade.
- If a student withdraws before completing the course that he or she is being paid Title IV funds for retaking, that is not counted as the one allowed retake for that course. However, if a student passed a class once and then is repaid for retaking it and fails the second time, that failure counts as the paid retake and the student may not be paid for retaking the class a third time.

Courses and Credits. Tabor College defines a credit hour as the unit of academic credit representing approximately three hours of work per week by an undergraduate student throughout a 15-week semester – inclusive of the final examination period – or its equivalent in total work for courses of different duration. The complete policy may be requested via the Registrar's Office.

Partial course credit may be allowed, providing the course lends itself to division into distinct learning units. The instructor, Division chairperson, and Academic Dean must approve such requests. If requests for reduced credits are received after the end of the first five weeks of the semester, no tuition refund or transfer will be allowed.

Students must be enrolled in courses in the term during which they earn the credit, for example:

- If all the work is done for a departmental project during one term, the student must register in that term.
- If an internship/practicum is done during more than one semester, the student should enroll in the number of hours s/he can complete during the term and then enroll again in another term.
- If an internship/practicum is done during the summer, the student must register for the summer term.
- If a department has a summer/fall internship of practicum in which the student meets regularly with someone in the department during the fall term and the summer experience is considered a prerequisite to the fall class, the student can receive credit in the fall above and beyond the normal full-time course load (i.e., student must be enrolled in 12 hours without the practicum).

Effect of Withdrawal on GPA. A WF has the same effect on the GPA as an F. Grades of W, WP, and RW are not computed in the GPA, but will be considered attempted hours. (Note that a withdrawal can have an impact on Financial Aid. Please consult Financial Aid officer for specific input prior to withdrawal.)

Email. All students are provided a Tabor College email account, which is the College's principal method of communicating important and time-sensitive information. ***All are expected to check the mail sent to this account (or the account to which they have Tabor email forwarded) on a frequent and consistent basis, and to respond to official communications in a timely manner.*** All are responsible for monitoring this account and for the consequences of missing important and time-sensitive messages.

In order to prevent misuse of the group email system, students who wish to send an email to all students should send it to the Student Life Office (studentlife@tabor.edu) for approval and sending.

Exceptions and Appeals. Students may request an exception to academic policies by filing a petition in the Academic Office. Students may appeal any decision related to academic policies by submitting a petition to the EVP of Academics and Compliance. The Student Appeals Committee will hear all such appeals and make a final decision (typically within ten business days of the receipt of the appeal).

Extraordinary Circumstances. Students may experience extraordinary problems during a semester. Within one year of having completed such a semester, a student may petition the Academic Dean to be withdrawn retroactively from any class or classes taken during that semester. The petition should include clear and documented evidence. Retroactive withdrawal will be granted only under exceptional circumstances, such as extraordinary medical problems. If retroactive withdrawal is granted for any course, the grade for the course will be changed to RW. The effect of such a grade on the student's GPA will be the same as that of a W.

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

1. The student should seek to resolve the situation with the instructor.
2. If this is not possible, the student may initiate an appeal by writing to the Academic Dean requesting a hearing before the Student Appeals Committee, providing specific details and all appropriate information.
3. If a hearing is granted, both the student and the instructor may attend.
4. The committee will render its opinion by majority vote. The judgment of the committee is final. One copy of the committee opinion will be kept in the student's permanent file; copies will also be given to both the student and the instructor.
   All grade appeals must be initiated within three weeks of the end of the semester in which the disputed grade was given.

Grade Changes. Grades at Tabor College are based on work submitted during the scheduled class sessions. Requests based on work done or turned in after the end of the class term will be denied (unless an Incomplete had been issued). Care should be taken to ensure that all work has been turned in prior to the end of the submission of the grade. All faculty requests to change a grade after grades have been submitted must be approved by the appropriate Associate Dean or Academic Dean and must include a rationale.

***Grade Scale*:**

Final percentage determines letter grade earned in a course:

	87-89 B+	77-79 C+	67-69 D+	
93-100 A	83-86 B	73-76 C	63-66 D	0-59 F
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

Letter grade determines GPA points earned for each course:

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

The 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 is used for athletic eligibility and honors at graduation, is based on course work taken at Tabor College. Transfer hours are not computed into the Tabor College GPA except for education majors.

Grading System. Passing work is indicated on the transcript by the grades A, B, C, D (with or without +/-), or CR. Failing work is indicated by the grades F and NC (No Credit). Students may choose one of two grading options for each course: (1) A, B, C, D, F, or (2) CR/D/NC. (Students receiving an A, B, or C will have CR entered on the transcript. Those receiving a D will have that grade entered; those receiving an F will have an NC entered.) Students are automatically on the first track (A-F) unless the appropriate form is completed in the Registrar's Office by the end of the add/drop period.

The CR/D/NC grade option is available only when either (a) the course is identified in the catalog course description as a course that is graded CR/NC or (b) the course is not counted in either the student's major or in the Core Curriculum program. If a student chooses the CR/D/NC option, he/she must do so before the add/drop period ends.

Incompletes. A grade of I (Incomplete) may be assigned to any student at the discretion of the instructor. Incomplete courses shall be completed and the work turned in to the faculty member according to the following schedule:

Semester of Incompletes	Completion Date
Fall	January 6 of that calendar year
Interterm	February 28 of that calendar year
Spring	June 30 of that calendar year
Summer	September 30 of that calendar year

If a grade for the incomplete course is not submitted to the Registrar 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 of the completion date must be made in writing by the student to the Academic Dean before the completion date.

Prerequisites. A student must obtain a C- or better for any course (C for math courses), including any course in the core curriculum, that is listed as a prerequisite before being allowed to enroll in the subsequent course.

Registration. Students enroll in courses at scheduled registration periods during the year. A full load for each semester is 12-16 credit hours (4 for Interterm). This includes participation credit in sports, music, and drama activities. The traditional full-time tuition rate will be charged for this range. An overload rate per hour will be charged for credit hours above 16. Additional hours should only be taken after careful consideration with an academic advisor. Students wishing to take more than 20 credits must receive approval from the Academic Dean.

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 Disabilities Advisor in the Student Success Office. Students desiring academic accommodations should contact the Disabilities Advisor to request accommodations and services. After appropriate documentation of disability is obtained, the Disabilities Advisor 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 EVP of Academics and Compliance.

Upper-Level. 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 from the College. A withdrawal form must be signed by the Director of Student Financial Assistance, Student Success Counselor, Academic Advisor, Business Office Official, and Dean of Student Life in order to properly clear student records. Withdrawal forms are available in the Registrar's Office. The completed forms are to be returned to the Registrar. Failure to comply will result in F grades being recorded for subjects in which the student is enrolled. (See supplementary financial information for refund information.) For information about grades that will be transcripted upon withdrawal from the College (W, WP, or WF), please refer to the Changes in Registration policy.

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, or handing in late papers; turning in a paper for one class that was originally written for another class (when original work is requested); etc.
5. **Aiding and abetting** academic dishonesty is knowingly facilitating any act defined in 1-4.

Procedural Guide for Dealing with Academic Dishonesty
The instructor shall determine if the infraction is intentional or unintentional.

1. If unintentional, the instructor shall deal with the infraction at his/her discretion. The instructor may choose to use the system created for intentional infractions.
2. If intentional, the following procedures will guide the response:
   a. The instructor shall:
      - Impose the appropriate sanction and inform the Academic Dean via the Academic Integrity Incident Report.
   b. The Academic Dean shall:
      - Keep a record of reported infractions and sanctions.
      - Place the student on academic probation effective immediately. This shall be understood as a full semester's probation.
      - Notify the instructor if the incident reported is not the student's first infraction.
      - Verify that the appropriate sanction has been imposed based on the following schedule:
        Offense 1: fail the assignment, potential of a one letter grade reduction of course final grade (professor's discretion as posted in syllabus), and complete academic integrity remediation session(s) with either - or both - the Academic Dean or Dean of Student Life.
        Offense 2: fail the course.
        Offense 3: immediate suspension from the College for the remainder of the semester and one additional full semester with transcript notation that suspension is for academic dishonesty. Suspended students are not guaranteed re-admittance.
        Offense 4: dismissal from the College with no right to appeal.
      - Notify the course instructor, advisor, head coach and/or activity sponsor of sanction(s) with copy of this letter placed in the student's permanent record.
3. With the exception noted above, students have the right to appeal any charge of academic dishonesty.

Academic Integrity Appeals. A charge of academic dishonesty may be appealed in the following manner:

1. The student may initiate an appeal by writing to the Academic Dean requesting a review of the incident, providing specific details and all appropriate information.
2. The Academic Dean will request relevant materials from the professor(s).
3. The Co-chairs of the Student Appeals Committee will review all materials to determine whether or not to convene the Student Appeals Committee for formal action. This preliminary opinion will be based on the documentation submitted alone. If the request for appeals is denied, the student would retain the option to file a final grade appeal.
4. If convened, the committee will render its opinion by majority vote. The judgment of the committee is final. One copy of the committee decision will be kept in the student's permanent file; copies will also be given to both the student and the instructor.
   All academic integrity appeals must be initiated within three weeks of the infraction notification. If convened, the Appeals Committee will meet within 10 business days of receipt of the appeal.

SATISFACTORY ACADEMIC PROGRESS

The following criteria represent satisfactory academic progress at Tabor College for all students:

1. A passing grade in 67 percent of courses attempted at the institution;
2. A semester GPA of 1.70 or higher; and
3. A cumulative resident GPA with these minimums:

Semesters completed*	Cumulative Resident GPA
1-2	1.70
3-4	1.80
5-6	1.90
7 or more	2.00

Students who fail to meet all three criteria will be subject to academic probation or suspension. **Includes all full-time fall and spring semesters attempted at all institutions.*

ACADEMIC PROBATION/SUSPENSION/DISMISSAL

If the minimum criteria for Satisfactory Academic Progress (SAP), as defined above, are not met, the student will be placed on academic probation for the following semester and will be restricted to 13 credit hours (in addition to TC102) and will be required to complete the terms of academic probation as follows:
Students either entering on Academic Probation or returning students placed on probation are required to complete the following each semester of probation:

- Weekly meetings with a mentor assigned by the Student Success office
- Disclosure of class attendance, grades received, and hours spent studying (additional documentation may be required by mentor)
- Fulfill conditions of Probation contract—see Student Success office
- Complete TC102 with a CR grade*

* TC102 is not required of students beyond their first semester of Academic Probation unless two (2) or more years have lapsed since first attendance. All other requirements apply.

The Academic Dean will assess each student on probation at the end of the probationary semester and will take one of three actions for students who are completing their first probationary semester:

If Satisfactory Academic Progress has occurred, the student will be removed from academic probation.

If Satisfactory Academic Progress still has not occurred and if the student complied with the probation contract, the student will be placed on probation for a second probationary semester.

If Satisfactory Academic Progress did not occur and the student failed to comply with the probation contract, the student will be suspended.

At the end of the second probationary semester, if the criteria for Satisfactory Academic Progress have not been met, the student will be suspended. Students may not have more than two probationary semesters at Tabor College unless one of the following exceptions applies (these exceptions are forfeited by students who have probation semesters because of academic integrity violations):

- Any student who achieves a semester GPA of at least 2.30 for 10 or more completed hours will be allowed to remain at the institution for the subsequent semester regardless of the resident cumulative GPA.
- A student who has been admitted to the College on academic probation will be subject to suspension after two semesters of attendance, unless satisfactory academic progress criteria have been met.
- Any student who is currently or has ever been on probation whose semester GPA is 1.00 or below will be suspended from the College unless their resident cum GPA is above 2.0.
- Students whose resident cum GPA is above 2.0 will not be subject to suspension even if they fail to achieve Satisfactory Academic Progress. However, they will remain on academic probation and may be subject to financial aid suspension.

Academic Suspension indicates that the student may reapply for admittance after a minimum of one full semester absence from the College. Academic Dismissal indicates that the student can never be re-admitted.

Notification of parents, advisors, and coaches and/or activity sponsors. When a student is placed on/continues on academic probation or is suspended/dismissed from the College, the advisor(s), head coach and/or activity sponsor will be notified in writing. Parents or guardians (if the student is dependent) may be notified in the event of a suspension or dismissal.

Readmission.

1. A student who chooses to leave the College under probationary status will be subject to the same status and stipulations upon return to Tabor College.
2. A student who leaves the College under academic suspension may submit a letter of request to the Academic Dean for re-admission after the satisfactory completion of the terms of the suspension to include at a minimum improved academic readiness as demonstrated through

successful completion of a minimum of 6 transferrable hours approved in advance. If re-admission is granted, the student will automatically return under probation and will have one semester to meet minimum criteria for academic progress.

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 Academic Dean requesting a hearing before the Student Appeals Committee, providing specific details and all appropriate information.
2. By majority vote, the committee will render its opinion. The judgment of the committee is final. One copy of the committee decision will be kept in the student's permanent file; copies will also be given to both the student and the instructor.
   All grade appeals must be initiated within one week of the final grade posting. The Appeals Committee will meet within 10 business days of receipt of the appeal.
   Students appealing a SAP suspension for a fall semester may enroll in and complete interterm regardless of the Appeals Committee action (interterm session GPA has bearing only on that session and the cumulative GPA).

NOTIFICATION OF RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.
   Students should submit to the Registrar, Academic Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
   Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
   If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
   One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law

enforcement personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tabor College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

COMPLAINTS TO OFF-CAMPUS AUTHORITY

Student Complaint and Grievance Procedure
Students with complaints about a curricular program, co-curricular program or financial aid are able to seek resolution through the EVP of Academics and Compliance at (620) 947-3121 ext. 1044.

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 post-secondary 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 law (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).
- Unresolved student concerns regarding programs authorized through SARA should be directed to the state portal agency at http://kansasregents.org/resources/PDF/Academic _Affairs/3257-ComplaintForm_SARAinstitutions.pdf.

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 complaint form may be found on their website: https://www.hlcommission.org/HLC-Institutions/complaints.html).

STUDENT RIGHT-TO-KNOW

All post-secondary institutions that 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 at https://tabor.edu/consumer-information-disclosure/.

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, email address, telephone number, date and place of birth, major field of study, photograph and electronic images, 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 fall or spring term.**

ACADEMIC HONORS

Dean's List

A student is eligible for the Dean's List based on the following grade point averages:

Honors	3.50-3.699
High honors	3.70-3.849
Highest honors	3.85-4.00

To be named to the Dean's List, a student must enroll in and complete a minimum of 10 graded hours on grading option (1) (see Grading System in the Academic Information section of this catalog). Any grade of NC or U (including TC 100 Chapel) automatically disqualifies a student from the Dean's List, regardless of other academic performance. Students with incompletes will not be included in the published Dean's List but will be eligible for transcripted Dean's List honors. The 10-hour condition may be waived for those involved in semester-long placements (e.g., practice, internships, etc.).

Graduation Honors

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

Cum Laude	3.50-3.699
Magna Cum Laude	3.70-3.849
Summa Cum Laude	3.85-4.00

Grade Point Averages are earned based on grades received and are not rounded for any purpose, including determining honors.
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.

Honors at Graduation – Associate of Arts Graduates
Associate of Arts graduates with a cumulative GPA of 3.5 or higher will graduate "with distinction."

GRADUATION REQUIREMENTS

Catalog Validity
Students ordinarily meet the Core Curriculum requirements that are in effect at the time they enter Tabor College. They will be required to meet the requirements of a major as listed in the catalog during the academic year in which they declare the major. Teacher Education students will be required to meet the requirements of a major as listed in the catalog during the academic year in which they are accepted into the program. Students can choose to meet the requirements of the Core Curriculum from one catalog and the requirements of a major from a different catalog as long as all Core Curriculum requirements are from one catalog and all major requirements are from one catalog. Students may always choose to follow a subsequent catalog but may not use a previous catalog. In all cases, in order to be allowed to graduate under a given catalog, students must complete the requirements within six years of the issue date of the catalog.

GPA Requirement
A minimum resident cumulative grade point average of 2.0 is required for graduation for all undergraduate degrees.

Limit of Activity Credit Hours
Students will be allowed to earn a maximum of eight hours of credit in varsity athletics and musical ensembles that may apply to the 120-hour degree requirement. If more than eight hours are required for the major or combination of majors, such can be provided by petition. The same eight-hour maximum will apply to transfer students. By the same token, students will be allowed to earn a maximum of four hours of credit in varsity athletics and musical ensembles if graduating with the A.A. degree.

Residency Requirement
Transfer students must complete at least 30 hours in residence and complete a minimum of 12 hours in the major at Tabor College to be eligible for graduation. For all students, 24 of the last 30 hours (which may include courses through Tabor College Online) must be earned in residence. Residency requirements for students in the Online Undergraduate degree programs will be satisfied with the completion of the regular courses in the programs. No student may earn more than 30 hours by correspondence.

Bachelor of Arts Degree
To qualify for the Bachelor of Arts degree a student must complete a minimum of 120 semester hours. In addition to satisfying the Core Curriculum requirements, a student must also meet those of the major field. At least 40 semester hours, a minimum of 16 in the major, must be taken in courses numbered 300 or above. All courses in the major and minor must have a grade of C- or higher.

Students who graduate with an A.A. degree and continue on for a B.A. degree must complete all requirements for the B.A. degree unless they stop out for a period of three years or longer. They will then be considered in the category of a transfer student.

Bachelor of Social Work Degree
The Bachelor of Social Work degree is awarded to those successfully completing all Bachelor of Arts degree requirements noted above and all Social Work program requirements (see Social Work Department Student Handbook and Field Manual).

Associate of Arts Degree
To qualify for the Associate of Arts degree, a student must complete a 60-hour program of study, which is composed of Core Curriculum courses, disciplinary courses, and electives. The College offers an A.A. degree in Liberal Arts (see degree requirements in Programs of Study section).

Application for a Degree
Application for a degree from Tabor College must be made in the Registrar's Office at least six weeks prior to the date that the degree is to be conferred.

Meeting Requirements for a Second Degree. Persons who have already earned a bachelor's degree and wish to earn a second degree must meet the following degree requirements:

1. Complete a minimum of 30 additional semester hours of credit at Tabor College to establish residency;
2. If the first degree was earned at Tabor College, at least half of the 30 hours 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.

Conferral of Degree
Diplomas will be issued to students upon completion of their degree requirements, full payment of tuition, fees and all additional charges, and after approval of the faculty and Board of Directors.

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 December, February, May, and August. If a student has completed the degree and needs verification prior to the next conferral date, a letter of verification will be provided.

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 and can participate in Commencement if they have completed all requirements at that time or if they have no more than 12 hours of unmet requirements and if they are enrolled at Tabor to complete those requirements during the subsequent summer or fall term.

Students approved to receive their degrees at any of these three times are encouraged to participate in Commencement in May. Master's level graduates will be hooded at the first Commencement exercise following degree conferral. The Registrar will notify graduates of the deadline for indicating their intention to participate in Commencement.

Commencement
Participation in the commencement exercise is defined as a privilege in that it symbolizes completion of a course of study at Tabor College. Students who have completed degree requirements are eligible to participate. In addition, undergraduate students who have obtained a GPA of 2.00 and are deficient no more than twelve hours (six hours for A.A. degree-seeking candidates), may participate in commencement, provided they are enrolled at Tabor to complete those requirements during the subsequent summer or fall term.

Traditional Undergraduate Studies

ACADEMIC PROGRAMS

ACADEMIC CALENDAR HIGHLIGHTS 2020-2021

Fall Semester

Aug. 8	Check-in and Registration/Financial Settlement for fall athletes
Aug. 14-17	Check-in and Registration/Financial Settlement for new freshman
Aug. 14-17	Freshman Orientation
Aug. 17	Transfer Student Orientation
Aug. 17	Fall Confirmation of Registration and Financial Settlement for returning students and new transfer students
Aug. 17	Evening Classes Begin (unless otherwise noted in the Course Schedule)
Aug. 18	Day Classes Begin
Aug. 19	Students who have not attended wait-listed class are dropped at end of day
Sept. 30	Completion Date for Summer Incompletes
Oct. 9-11	Homecoming
Nov. 20-24	Final Exams
Nov. 24	Semester Ends – 5 p.m.

Interterm

Jan. 4	Classes Begin
Jan. 4	Students who have not attended wait-listed class are dropped at end of day
Jan. 6	Completion Date for Fall Incompletes
Jan. 18	Martin Luther King, Jr. Day-no class
Jan. 28	Interterm Final Exams

Spring Semester

Feb. 1	Spring Confirmation of Registration/Financial Settlement
Feb. 1	Evening Classes Begin
Feb. 2	Day Classes Begin
Feb. 3	Students who have not attended wait-listed class are dropped at end of day
Feb. 28	Completion Date for Interterm Incompletes
Mar. 19	Spring Break begins – 10 p.m.
Mar. 29	Classes resume
Apr. 2	Good Friday – no class
May 17-20	Final Exams
May 20	Semester Ends
May 22	111th Commencement – 10 a.m.
June 30	Completion Date for Spring Incompletes

A CONTEXT FOR LIBERAL ARTS

Tabor College is a vibrant, Christ-centered community in which academic, social, and spiritual growth is fostered by creative, rigorous, and broad inquiry. This focus informs all aspects of college life in order to prepare students for service to the Kingdom of God, civic responsibility, and the demands of the contemporary global marketplace within a context informed by the Mennonite Brethren tradition and broader Christian thought.

TABOR PROMISE

We want to provide a compelling college experience. Therefore, if you choose to attend Tabor, **we promise** you will:

- **Be encouraged to place Christ at the center of all you do.** We are unashamedly Christian and when students come to Tabor, they will be presented with the claims of Christ and what it means to live life following him.
- **Be asked to pursue excellence in academics, athletics, and the arts.** We will push students to excel in not only their sport, or their artistic performing, but also in the classroom. We have high expectations for our students.
- **Be prepared for the real world.** Except for the dining hall where multiple food options and clean dishes are provided daily without having to do grocery shopping, we promise our students that they will be ready to assume responsibilities in the real world when they graduate.
- **Be made aware of your place in God's kingdom.** Our students will discover how they fit and belong in God's great and grand world.

We promise our students that these will be part of their college experience at Tabor.

TABOR ADVANTAGE

We have created an advantage to attend Tabor that distinguishes us from other colleges, which is best described as *real-world readiness, kingdom awareness*. If you choose to attend Tabor, your **advantage** is:

- **Understanding your career as a calling.** When a student graduates, if Tabor has done its work, the students will see their career as a place to find their calling, meaning, and purpose in life.
- **Being able to obtain a double major in four years.** Students will be able to graduate with a double major making them more marketable in their employment search and better equipped for success. There are over 400 possibilities of double majors.
- **Having the opportunity to complete a degree in 3 years.** If you come well prepared, you can graduate in three years, saving a year of tuition and student debt, plus gain an income for that year. This is a $50,000+ advantage. A good GPA will be rewarded by allowing you to add additional courses to the block tuition price at no additional charge.
- **Learning and practicing leadership.** Students at Tabor have the ability to learn and practice leadership in a variety of settings and student organizations and leadership programs. Becoming a person of influence is an important outcome at Tabor.
- **Paying an *All-Inclusive Price.*** Tuition, room, board, fees, accident insurance, laundry are all included in one price. The *All-Inclusive*

Price includes the elimination of tuition overload fees, credit card fees, and a host of typical college add-ons. In addition, Tabor is providing students all books for all classes at no cost.

These provide the students attending Tabor with a distinct advantage over other schools.

HONORS PROGRAM

The mission of the honors program at Tabor College is to promote academic excellence by recognizing and developing students who are demonstrating:

- High levels of potential to achieve success in their respective disciplines,
- A passion to engage culture to better serve the needs of others,
- A servant attitude that recognizes all people as created in God's image, and
- Responsible stewardship with the resources that God has provided.

Participation in the program is characterized by an intensive learning environment composed of a series of distinctive honors courses, seminars, and projects. Honors students will engage in specialized individual research in their chosen fields of study as well as share in an enriched community of like-minded students and dedicated faculty. Significant support for continued education is also available to members of the program.

Entrance into the program begins with an application to the Honors Committee (available at https://tabor.edu/undergraduate/admissions/hw-lohrenz-honors-program/). Students who have earned at least a 3.5 GPA and an ACT composite score of 27 are eligible to apply, although any student who falls short of these requirements is permitted to present a special argument to the Honors Committee for acceptance.

UNDERGRADUATE STUDENT LEARNING OUTCOME STATEMENTS

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

Outcome One: An understanding of their vocations (calling) that is informed by study of the example and teachings of Christ and by reflection on a Christian worldview.

Outcome Two: Critical thinking and problem-solving skills that prepare students for civic engagement, life-long learning, and occupational success.

Outcome Three: An understanding of the multi-faceted nature of social challenges and the variety of ways that people can contribute to the public good and the good of the Kingdom of God.

Outcome Four: Knowledge appropriate to a bachelor's degree of the content and method of at least one academic discipline.

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 the faculty of Tabor College consider to be essential for all students to take. It includes the courses we believe are central to a Christian liberal arts education. Within this package, Tabor College attempts to communicate its primary distinctives and core values. Tabor College's distinctives 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 worldview. 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 worldview, 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 Engagement. We believe that students must be prepared to live and work in a diverse world.

Core Curriculum Conceptual Framework

The Core Curriculum is based on the Tabor College Mission, Vision, and Values.

Students can expect that Tabor's Core Curriculum will:

1. Be broad in scope, covering a wide range of topics.
2. Deal with worldviews, constructs, and concepts and their applications to the Christian life.
3. Be interrelated, asking general questions within historical contexts and seeking meaningful connections across multiple areas of inquiry.
4. Be descriptive about the nature of inquiry within any given discipline.
5. Be outcome-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. Be characterized by principles of Christian theology and ethics from a Mennonite Brethren perspective within the core curriculum course content.
7. Be community-focused, where students learn to listen to each other, respectfully critique ideas, and support each other's learning.
8. Be respectful of all persons from different cultures and backgrounds, where students grow in their understanding of the increasing interdependence of people of diverse cultures throughout the world, including the United States.

TABOR COLLEGE CORE CURRICULUM REQUIREMENTS[1]

TABOR DISTINCTIVES: 10-12 hours
These courses must be taken in residence at Tabor College.
TC 101 Intro to the Tabor experience (first-time freshmen)/3 *OR*
TC 310 College, Christianity, & Culture (transfer)/1
RS 110-G Bible, Community, & Culture/3 *OR*
PL 110-G Intro to Worldviews/3
Choose one:
AR/PL 383-G Aesthetics: Art & Faith/3
EN 383-G Reading, Writing, & Speaking as a Christian/3
RS 381-G Faith, Ethics, Science, & Math/3
RS 383-G Faith & Profit/3
RS 384-G The Spirit of Sports/3
RS 385-G Valuing Connections/3
RS 400-G Christian Faith in Contemporary Culture/3

GENERAL CORE: 28 hours
Reasoning & Evidence: 7 hours
Choose one:
MA 204-G Nature of Mathematics*/3
MA 221-G Elementary Statistics/3
Choose one:
BI 100-G Environmental Science+/4
PH 101-G Physical Science+/4

Communication & Writing: 6 hours
EN 101-G English Composition I/3
CO 110-G Intro to Communication/3 *OR* CO 131-G Public Speaking+/3

Imagination: 6 hours
EN 102-G English Composition II/3
*Choose one:***
AR 105-G Ceramics I/3
AR 106-G Photography/3
AR 107-G Drawing I/3
AR 108-G Painting I/3
AR 241-G Intro to Graphic Design/3
TH 216-G Stagecraft/3
TH 230-G Acting I/3
Performing Ensemble or Production/3 total

Context: 3 hours
Choose one:
HI 121-G U.S. History I/3
HI 122-G U.S. History II/3
HI 160-G World History: Ancient World to 1700/3
HI 161-G World History: 1700 to Present/3

Relationships: 3 hours
PY 111-G General Psychology+/3 *OR* SO 113-G Intro to Sociology/3

---

[1] Certain majors stipulate alternate core requirements as noted in the Programs of Study that follow.

Intercultural Awareness Experience (IAE)
Choose one:
CO/SO 201-G Intercultural Communication/3
TC 290-G/490-G Global Engagement in Perspective/3
Any approved IAE trip (any 295-G/495-G or 296-G/496-G)

*Required for Elementary Education Majors (Secondary Education Majors can take either math option).
**Education Majors take one AR and one TH or one AR and four semesters of ensemble or one TH and four semesters of ensemble.
+Required for Education Majors.

Basic Skills Prerequisites
EN 101-G: A grade of C- or higher in EN 100, or a score of 16 on the ACT English exam, or an Accuplacer Next-Gen Reading score of at least 244, or a score of 470 on the SAT Critical Reading exam (taken before March 2016), or a score of 520 on the SAT Evidence-Based Reading and Writing exam (taken March 2016 or later).

MA 204-G: ACT Math sub-score of 19, SAT sub-score of 460 (taken before March 2016) or SAT sub score of 520 (taken March 2016 or later), Accuplacer Next-Gen QAS score of 246, or at least a C- in Basic Math or Intermediate Algebra or in any transfer course that is at least the equivalent of MA 104, or consent of instructor.

MA 221-G: ACT Math sub-score of 19, SAT Math score of 460 (taken before March 2016) or SAT Math score of 520 (taken March 2016 or later), Accuplacer Next-Gen QAS score of at least 253, at least a C- in Basic Math or Intermediate Algebra or in a transfer course that is at least the equivalent of MA 104, or consent of instructor.

Students who do not meet the ACT or SAT minimum prerequisites for mathematics, do not have sufficient transfer credit, and do not obtain a successful score on the Accuplacer exam will be required to enroll in MA 103 during the first semester it is offered. Students who fail to receive a minimum grade of C- in MA 103 will be required to repeat the course the following year unless a successful score on the Accuplacer exam is obtained during the subsequent time period.

Completion of the Tabor College Core Curriculum does not necessarily satisfy all program requirements (e.g., Teacher Education and GPA stipulations). Specific core curriculum courses required for a program of study are published in the Catalog. Some transfer students may need more than four years of study to complete all degree requirements.
Note that all transfer students who do not have a non-applied Associate Degree are subject to the core curriculum requirements of the Tabor College catalog that is in force at the time of their transfer.

INTERCULTURAL AWARENESS

Objectives

To help fulfill Tabor College's mission of "Preparing people for a life of learning, work, and service for Christ and his kingdom" and to fulfill the core curriculum objectives of preparing student for lifelong learning and being aware of their call to service, Tabor College has an Intercultural Awareness

requirement. The educational objectives of Tabor College intercultural experiences are:

1. To assist in developing students into global disciples of Christ,
2. To transform students by increasing their intercultural sensitivity, and
3. To prepare students for the global workplace.

Global disciples are people who have embraced Jesus Christ in faith and respond to the leading of the Holy Spirit and the Living Word of God. They are conscious of the surrounding cultural milieu and its effect on how the Gospel is understood and received. Global disciples recognize the presence and work of God in other cultures, both Christian and non-Christian. They are actively engaged in the Father's Kingdom mandate to make disciples of all nations and participate in seeing His Kingdom come on earth as it is in heaven.

The Carson Center for Global Engagement acts as the administrator for the Intercultural Awareness requirement. It exists to facilitate the transformation of participants into global disciples of Christ who have embarked on lifelong journeys of global engagement and learning. The Carson Center seeks to provide each student at Tabor with an opportunity to engage in experiential learning about the global realities around them and recognize how God has uniquely positioned them to respond in a Christlike way.

Students who complete an IAE trip and other qualifications are also eligible for the Global Engagement Certification. See qualification and general description of the Global Engagement Certification at the end of this section.

Options for citizens of the United States or Canada.
For citizens of the United States or Canada, the Intercultural Awareness requirement may be met in one of the following ways:
1. International Experience. The Carson Center facilitates IAE trips with our Global Partners and with Tabor College faculty. These trips are promoted through the Carson Center and are consistent with the Tabor College Objectives for Intercultural Awareness and the Tabor College Requirements for Intercultural Experience. These experiences are approved by the Director of the Carson Center.

2. "Glocal" Domestic Experience. The Carson Center facilitates and leads along with faculty domestic "glocal" learning and service experiences. Students can fulfill their Intercultural Awareness Experience requirements by participating in a minimum of nine field/service days of glocal IAE trips during their academic stays at Tabor. These experiences are approved by the Director of the Carson Center.

3. Non-Tabor International Semester-Long Study Programs. These are programs sponsored by the Council for Christian Colleges and Universities or individually approved by the Academic Dean, student's advisor, and Director of the Carson Center. (See the Council for Christian Colleges and Universities Cooperative Programs section later in this section.)

4. Approved International Internships. These international internships are constructed in conjunction with the Carson Center, the Academic

Dean, and the student's advisor and can take place over the summer, Interterm, or semester.

5. On-Campus Courses. Students may take either CO/SO 201-G Intercultural Communication or TC 290-G/490-G Global Engagement in Perspective.

Options for citizens of countries other than the United States or Canada: Citizens of countries other than the United States or Canada must fulfill this requirement by taking CO 201-G Intercultural Communication or an approved IAE trip.

Substitution for the Intercultural Awareness Requirement
A student may have the opportunity for an international or intercultural experience through an organization or agency not affiliated with Tabor. In that case, the student must demonstrate that the objectives of the IAE requirement (stated above) have been met. The student may write a life-learning paper for a minimum of one credit hour following the policy for Prior Learning Experiences. Alternatively, students wishing to receive credit from experience in the summer may enroll through an independent study with the Director of the Carson Center.

The Carson Center Concentration in Global Engagement
The Carson Center Concentration gives tangible credit to Tabor's core vision of a globally relevant education and skill validation for outgoing students who qualify for its reception, regardless of academic department. The CCGE Concentration marks the students who attain it with a higher level of global engagement in terms of depth and breadth than the general student population.

Qualifications for the Concentration:

- Language and Communication Component
  - 6 credits of a foreign language, proficiency test, or intensive language/culture IAE trip
  - CO/SO 201-G Intercultural Communication
- Global Engagement Classes
  - TC 290-G/490-G Global Engagement in Perspective
  - TC 390 Global Discipleship
- Upper-Level International Course
  - Choose an approved International Engagement course in your major or minor. Examples: PS 350, EN 316, RS/TC 348, BA 442. See the Carson Center Director for more information on qualifying courses.
- IAE Abroad Experience (IAE Trip, Semester Study Abroad, or Internship Abroad)
- International Focused Departmental Capstone Project

INDIVIDUALIZED STUDIES

Experiential Learning

A student may engage in learning outside the classroom through two experiential learning programs at Tabor College: Experience-Based Learning (EBL) and Internships/Practicums.

Students may earn up to 16 hours of credit in experiential learning toward graduation. Experiential learning may occur during Fall or Spring

semesters, Interterm, or Summer sessions. The student must have 40 hours of actual, on-site experience for each academic credit earned. All experiential learning courses must be approved by a student's academic advisor and require a learning contract that is developed in consultation with and signed by the College sponsor/supervisor of the experience. Learning contracts identify the reasons and objectives for the experience, methods of achieving those objectives, and methods of evaluation. All learning experiences require written materials for evaluation, including a mid-point and final written report in which the student relates the activities to objectives stated in the contract. A site supervisor's evaluation is also required. EBL experiences are graded CR/NC. Practica, internships, and field experiences offered by various departments may either use letter grades or be graded CR/NC. The department offering these learning experiences is responsible for determining the grading policy and indicating this in the catalog. It is irrelevant whether or not students are paid for work experiences for which they are getting EBL or internship credit. Tuition for experiential learning is the same cost as for other credits for that particular term.

Experience-Based Learning. Courses numbered 222/422 allow the student to learn and earn academic credit from general out-of-the-classroom experiences such as: cross-cultural, career exploration, volunteer, leadership, missions/service, and other approved experiences. The student must have a faculty or staff member approve and sponsor the EBL experience. If the EBL course is related to an academic department and/or has a departmental prefix in the course number, it must be approved by the academic department. If the course is not related to an academic department, it will have an Institutional Studies ("TC") prefix.

Internships. Internships allow students to pursue experiences related to their academic majors that correspond to their career aspirations. Internships provide opportunity for professional application of academic theory and skills outside the classroom. An internship enables a student to gain practical, relevant experience in a work environment and further develops his/her professional skills. As an upper-level course, internships are professional in nature and require supervision by a faculty member in the academic department related to the particular internship. Internships require an application process that includes the completion of an internship proposal and approval by a faculty supervisor. A student intern will meet certain criteria for being approved for an internship. These criteria include (but are not limited to): junior or senior standing, being in good academic standing with the minimum GPA for graduation, and any courses deemed as prerequisite by the faculty supervisor. Internship experiences also include one or more site visits by the faculty supervisor to evaluate the experience and facilitate the student's learning. Students must complete 40 required contact hours to receive one hour of credit.

Note: Prior Experiential Learning is also available to students who have had experiences not sponsored by Tabor College. Prior Experiential Learning is described in the Admissions section of the catalog.

Independent Studies

For a variety of reasons, it may be necessary or desirable for a student to arrange with a faculty member for Independent Studies. These are of two

distinct types: 1) Courses that appear in the catalog, but the student arranges to take them individually from a faculty member, and 2) Research and advanced study arranged by a student, under the supervision of a faculty member. The differences are explained further below. For both types of Independent Studies, the following guidelines must be followed:

1. Students must have demonstrated ability to do academic work on their own.
2. Students on probation will not be permitted to register for Independent Studies.
3. Faculty agreeing to supervise the Independent Studies will be those whose academic credentials are appropriate.
4. Adjunct faculty will generally not be available for supervising Independent Studies.
5. A form, available in the Academic Office, must be filled out, giving the reasons for taking the Independent Study, the content of the study, and the frequency of meeting. It will be signed by the faculty member, the student, the appropriate Associate Dean, and the Academic Dean.

Independent Studies/Catalog Courses. These are courses listed in the catalog, but for some legitimate reason the student cannot take the course when it is offered. The following guidelines must be followed in addition to those above:

1. Freshmen and sophomores will generally not enroll in this type of independent study since they may have other opportunities to take the course.
2. Advisors will pursue all other options before approving registration for this type of independent study.
3. The faculty member and student will meet weekly to discuss the material in the course.
4. The content of the study will be as close as possible to that covered in the regular course, including exams, in keeping with the college credit hour policy.
5. Courses that depend on group interaction will not be offered in this way.
6. Generally, courses taken for Core Curriculum credit will not be taken by independent study.

Independent Studies/Research/Advanced Studies. These are research and learning projects undertaken by students with faculty supervision; they are by definition not listed in the catalog. The courses are given the number 218 or 418, with the prefix of the appropriate department. Students registering for this type of Independent Study will follow the guidelines below, as well as the general ones above:

1. Students should develop their own ideas for the topics of study, with guidance from a faculty member.
2. Students must be at least sophomores.
3. Students must have a 3.0 GPA the preceding semester.
4. There are to be at least five hours of student/faculty contact per credit hour during the semester.
5. The student and the faculty member will agree on the final product of the study, e.g., a paper, and the scope of this project will be included in the approval form.

Individualized Majors or Minors

Students may request a major or minor not listed in the College catalog. This is then developed by utilizing various Tabor, KICA, or other college course offerings. Individualized majors or minors must consist of study available at Tabor or through the KICA. A proposed individualized study plan with insufficient courses will not be approved. The following procedure should be used when structuring an individualized major or minor (additional fees may apply):

1. Select an advisor and/or advisory committee according to the chosen major.
2. Individualized majors must have a minimum of 35 hours. Individualized minors must have a minimum of 15 hours (eight hours must be unduplicated).
3. Academic catalog requirements regarding majors and minors apply.
4. Submit completed application form to the School of Liberal Arts or School of Professional Studies. Approval must be obtained prior to the last full semester of attendance.

SPECIAL SCHEDULES

January Interterm. The Tabor calendar provides for an Interterm during the month of January. Courses during the Interterm are planned to afford students an opportunity for uninterrupted and intensive study of a subject of particular interest. Interterm also is home to Tabor's distinctive Vocation & Values sequence that corresponds with each major.
Tabor has offered a number of interterm travel experiences for interested students in recent years. Study groups have traveled to, among other destinations, Europe, Central America, Southeast Asia, and the Holy Land. Students are strongly encouraged to take advantage of at least one Interterm travel opportunity during their years at Tabor College.

Summer School. Tabor College offers a summer program of online, individualized study for students wishing to obtain college credit during the summer months. Those interested in this option should contact the Registrar's Office for procedural guidelines and further information.

OFFICE FOR STUDENT SUCCESS AND CAREER CENTER

The Office for Student Success and Career Center provides a wide range of services to any and all Tabor College students to help improve their academic effectiveness. Students are evaluated to determine which services might be of greatest benefit. Special needs, such as learning disabilities, are taken into account in the evaluation process and in planning steps toward effective learning. Among the programs offered are course-based tutoring, group tutoring, computer-assisted skill development, and time management planning.

ARTICULATIONS AND CONSORTIUMS

Tabor College has articulation agreements with Cleveland University-Kansas City, Evangelical Seminary, Hesston College, Ministry Leadership Initiative, Portland Seminary, and Southwest Baptist University, as well as a reverse transfer agreement with Kansas community colleges. For more information about the articulation agreements, contact the Registrar.

Tabor College is a member of the Council of Independent Colleges course-sharing consortium. Through this consortium, students can take courses at

other colleges and universities. The Registrar and/or advisor will assist students in identifying and enrolling in these courses. Additional fees may apply.

COOPERATIVE PROGRAMS

Participation in cooperative programs may require additional tuition and room and board charges over and above those charged by Tabor College. Any additional charges must be borne by the student. Participation in CCCU and CASAS Programs are competitive and require an application, which is available in the Academic Office.

KICA. Tabor College is a member of the Kansas Independent College Association (KICA). KICA strengthens the competitive standing of the 19-member independent, nonprofit, regionally accredited, degree-granting colleges and universities in Kansas through professional development and collaboration, governmental advocacy, and public engagement collectively aimed at supporting the ability of students to choose and afford an independent college education that fits their goals. KICA offers specialized coursework for students in Special Education and Secondary Methods instruction.

Member institutions of KICA include Kansas Wesleyan University and Baker University (Baldwin City), Benedictine College (Atchison), Bethany College (Lindsborg), Bethel College (North Newton), Central Christian College of Kansas (McPherson), Cleveland University-Kansas City (Overland Park), Donnelly College (Kansas City), Friends University (Wichita), Hesston College (Hesston), Manhattan Christian College (Manhattan), McPherson College (McPherson), MidAmerica Nazarene University (Olathe), Newman University (Wichita), Ottawa University (Ottawa), Southwestern College (Winfield), Sterling College (Sterling), Tabor College (Hillsboro), and the University of Saint Mary (Leavenworth).

Special Education. A state-approved program for licensure in special education is available through KICA. Programs and course titles may be found in the Department of Education section of this catalog.

Council for Christian College and Universities. Tabor College is one of more than 100 members of the Council for Christian Colleges and Universities. By virtue of this membership, Tabor College students are eligible to participate in CCCU-sponsored programs. For detailed information on the curricula, course descriptions, qualifications, costs, and applications procedures for any of the programs outlined below, see the Academic Office or www.BestSemester.com.

1. *American Studies Program.* The American Studies Program in Washington, D.C., is a semester-long program that combines intensive study of public policy issues with internship experiences in the offices of government officials or various national organizations. Students live in community with Christians from varied backgrounds and regions, with an emphasis on integrating faith, learning, and living into all aspects of life.

   The American Studies Program is designed for juniors and seniors from a wide range of academic majors and vocational interests. In addition to the regular semester internship/seminar program, summer internships are also available.

2. *Contemporary Music Center.* The Contemporary Music Center is located in Music City USA, Nashville, Tennessee. Over 100 CMC alumni live in the city and continue to interact with students of the program. CMC students have the option to choose one of three study tracks for their semester: artist track, business track or technical track. In each of these tracks, students hone their skills alongside mentors from the industry. All CMC students participate in a music tour at the end of the semester as part of a practicum course.
3. *Los Angeles Film Studies Center.* Tabor College is able to offer a semester of learning and living in Hollywood with a focus on the film industry from a Christian perspective. This program is structured in the same way as the American Studies Program.
4. *International Semester-Long Study Programs.* Tabor College students may participate in international programs (in addition to the CCCU programs in the U.S.), described below:
   a. Australia Studies Centre, Sydney. Throughout the semester, students study theology, global justice issues affecting Australia, Indigenous cultures and the arts. Additionally, students choose electives in theology/ministry, music, drawing/graphic design, dance and/or drama. Credit: 16-18 hours.
   b. Latin American Studies Program, San Jose, Costa Rica. Introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Students participate in one of four concentrations: Latin American studies, advanced language and literature, international business or environmental science. Credit: 16-18 hours.
   c. Middle East Studies Program, Cairo, Egypt. Offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Encourages and equips students to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner. Credit: 16 hours.
   d. Scholar's Semester in Oxford, Oxford University, England. Designed for students who want to study intensively and to a high standard. Designed for students interested in classics, English language and literature, theology and the study of religion, philosophy, and history. For qualified honors students. Emphasis in the Humanities. Credit: 17 hours.
   e. Uganda Studies Program, Mukono, Uganda. Students explore issues such as poverty, aid, and missions as they seek to reconcile the realities of East Africa with their Christian faith. Credit: 16 hours.
   f. Northern Ireland Semester. In addition to experiencing history, architecture, and geography, participants will study and explore through first-hand accounts "The Troubles" that have shaped Northern Ireland's culture.

Summer Study Program. One summer study program is currently available for Tabor College students.

   a. Oxford Summer Programme. The Oxford Summer Programme allows students to study under Oxford tutors and travel the sites of England. During the five-week programme, students hone their research and writing skills and delve into the areas that interest them most while

exploring the relationship between Christianity and the development of the British Isles. The programme is structured for applicability to rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. Credit: 5-6 hours.

Other Semester-Long Off-Campus Study Programs.

1. *Carson Semester*. See Intercultural Awareness section immediately following core curriculum.
2. *Central American Study and Service (CASAS).* This program, affiliated with the Anabaptist Seminary for Central Americans, SEMILLA, in Guatemala City, is an intercultural experience offering intense Spanish language study and service-learning opportunity.

Tabor International Study. Tabor College faculty organize study trips to enhance students' global knowledge and to fulfill the Intercultural Awareness Experience (IAE) requirement. Typically, the trips occur during Interterm. For information on future study trips, contact the Carson Center for Global Education Director.

PRE-PROFESSIONAL CURRICULA

1. Programs with Prescribed Course Selections. The following post-graduate, professional programs have definite course requirements and qualifying professional examinations. Tabor College graduates have been successful in being admitted in these fields, but it is important to seek advice from the appropriate Tabor faculty by the end of the freshman year at Tabor College. Contact the Associate Dean of the School of Professional Studies to determine the appropriate advisor for each program.

a. Dentistry
b. Medicine
c. Optometry
d. Physical Therapy
e. Veterinary Medicine

2. Programs without Prescribed Course Requirements. Graduate and professional schools in the following fields are generally flexible in the undergraduate work they will accept for admission. Admissions staff are more concerned about the quality and breadth of an applicant's work and their critical thinking skills than about the major selected. Consult a faculty member in the departments indicated for advice in course selection and in taking graduate entrance examinations:

a. Foreign Service – An International Studies major is one option. Consult the Director of the Carson Center for Global Education.
b. Law – Pre-Law Advisor
c. Seminary – Religious Studies Department

3. Programs Requiring Transfer for Completion. The following programs must be completed by transferring to another institution. It is important to seek advice from faculty in the appropriate Tabor College department about the best choice of courses before transferring. Students may earn an A.A. degree at Tabor at the end of two years. See the Registrar for details.

a. Engineering - Two years in mathematics, physics, and the liberal arts at Tabor College, with completion at an appropriate institution. Seek advice from the chair of the Mathematics Department.

b. Nursing - Two years in biology, mathematics, chemistry, and the liberal arts at Tabor College, with completion at an appropriate institution.

Tabor College offers the Bachelor of Science in Nursing program to students with the Registered Nurse (RN) credential. This RN-BSN program is offered through Tabor College Online. Details of this program are outlined in the Tabor College Online Catalog.

Traditional Undergraduate Studies

PROGRAMS OF STUDY

MAJORS

Professional Studies

Biology Major
Business Administration Majors
- Accounting-Finance
- Agri-Business Management
- Entrepreneurship
- Management
- Marketing
- Sport Marketing/Management

Chemistry Major
Criminal Justice Major
Educational Studies Major
Elementary Education Major
Environmental Biology
Exercise Science Major
General Studies
Health & Human Performance Majors
- Coaching
- Sport Management
- Strength/Conditioning

Health Sciences Double Major (Pre-Professional)
Mathematics Major
Psychology Major
Public Health Major
Secondary Education Major
- Licensure Content Areas:
- *Biology
- *Chemistry
- *English Language Arts
- *Health Education
- *History/Government & Social Studies
- *Instrumental Music
- *Mathematics
- *Music Education
- *Vocal Music
- *Physical Education

Social Work Major
- *School Emphasis

Sports Information Director Major

Liberal Arts

Adaptive Ministry Leadership Major
Art and Design Majors
- Graphic Design
- Studio Art

Biblical and Religious Studies Major
Communication Major
English Major
General Studies
History Major
Music Major
- *Education Concentration
- *Performance Concentration
- *Worship Leadership Concentration

Theatre Major

Associate of Arts Degree

Liberal Arts

Other Programming

Carson Center Concentration in Global Engagement

Note: A student cannot add a major unless it includes at least 15 hours of coursework not required in the student's other major(s).

PROFESSIONAL STUDIES MAJORS

BIOLOGY MAJOR **35-39 HOURS**

Required Core Biology Courses **14-18 hours**
BI 110-G College Biology/4
BI 202 Research Design and Analysis/1
BI 328 Genetics/4
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/2-4
NS 440 Internship/1-3

Other Required Courses **21 hours**
BI 207 Zoology/4
BI 208 Botany/4
BI 211 Human A&P I/5
BI 400 Ecology/4
Upper-level biology elective/4

Supporting Courses **(20 hours)**
BI 214 Microbiology/5
CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
MA 221-G Elementary Statistics/3
PH 233 General Physics/4

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Accounting-Finance

Core Requirements 21 hours
BA 210 Information Technology Applications for Business/3
BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 329 Principles of Marketing/3
BA 430 Organizational Behavior/3
BA 440 Business Administration Internship/0
EC 223 Macroeconomics/3
EC 224 Microeconomics/3

Accounting-Finance Requirements 21 hours
BA 320 Intermediate Accounting I/3
BA 325 Intermediate Accounting II/3
BA 326 Cost Accounting/3
BA 327 Business Law/3
BA 336 Individual Income Taxes *OR* BA 489 Corporate, Partnership, Estate and Trust Taxes/3
BA 340 Accounting Information Systems *OR* BA 355 Advanced Accounting/3
BA 452 Auditing/3

BUSINESS ADMINISTRATION MAJOR 41 HOURS
Agri-Business Management

Core Requirements 21 hours
BA 210 Information Technology Applications for Business/3
BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 329 Principles of Marketing/3
BA 430 Organizational Behavior/3
BA 440 Business Administration Internship/0
EC 223 Macroeconomics/3
EC 224 Microeconomics/3

Agri-Business Requirements 20 hours
BA 350 Principles of Entrepreneurship & Small Business Management/3
BA 360 Investments/3
BA 410 Financial Management/3
BA 435 Agricultural Management/3
BI 207 Zoology/4
BI 208 Botany/4

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Entrepreneurship

Core Requirements 21 hours
BA 210 Information Technology Applications for Business/3
BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 329 Principles of Marketing/3
BA 430 Organizational Behavior/3
BA 440 Business Administration Internship/0
EC 223 Macroeconomics/3
EC 224 Microeconomics/3

Entrepreneurship Requirements 21 hours
BA 315 Introduction to Entrepreneurship/3
BA 327 Business Law *OR* BA 460 DECA Team *OR* BA 495-G Travel and Study Experience/3
BA 375 Digital Marketing/3
BA 415 Human Resource Management/3
BA 475 Marketing Research/3
BA 350 Principles of Entrepreneurship & Small Business Management/3
BA 480 Entrepreneurial Experience/3

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Management

Core Requirements 21 hours
BA 210 Information Technology Applications for Business/3
BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 329 Principles of Marketing/3
BA 430 Organizational Behavior/3
BA 440 Business Administration Internship/0
EC 223 Macroeconomics/3
EC 224 Microeconomics/3

Management Requirements 21 hours
BA 327 Business Law/3
BA 350 Principles of Entrepreneurship & Small Business Management/3
BA 410 Financial Management/3
BA 415 Human Resources Management/3
BA 455 Production Operations Management/3
EN 305 Professional Writing/3
CO 360 Group Communication & Decision Making *OR* SW 205 Helping Relationships/3

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Marketing

Core Requirements 21 hours
BA 210 Information Technology Applications for Business/3
BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 329 Principles of Marketing/3
BA 430 Organizational Behavior/3
BA 440 Business Administration Internship/0
EC 223 Macroeconomics/3
EC 224 Microeconomics/3

Marketing Requirements 21 hours
BA 365 Fundamentals of Professional Sales/3
BA 370 Consumer Behavior/3
BA 375 Digital Marketing/3
BA 395 Principles of Public Relations/3
BA 470 Marketing Management/3
BA 475 Marketing Research Seminar/3
CO 360 Group Communication & Decision Making *OR* SW 205 Helping Relationships/3

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Sport Marketing/Management

Core Requirements 21 hours
BA 210 Information Technology Applications for Business/3
BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 329 Principles of Marketing/3
BA 430 Organizational Behavior/3
BA 440 Business Administration Internship/0
EC 223 Macroeconomics/3
EC 224 Microeconomics/3

Sport Marketing/Management Requirements 21 hours
BA 365 Fundamentals of Professional Sales/3
BA 375 Digital Marketing/3
BA 410 Financial Management/3
BA 415 Human Resource Management/3
HP 318 Event and Facility Management/3
HP 342 Sport Promotion and Marketing/3
HP 415 Principles of Sport Management/3

CHEMISTRY MAJOR 40-42 HOURS

Major Courses **40-42 hours**

CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
CH 304 Organic Chemistry II/4
CH 312 Analytical Chemistry/4
CH 403 Physical Chemistry I/4
MA 114 Calculus I/4
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/2-4
PH 233 General Physics I/4
PH 234 General Physics II/4

CRIMINAL JUSTICE MAJOR 37-39 HOURS

Core Courses **36 hours**
CJ 203 Criminal Justice in America/3
CJ 304 Criminology/3
CJ 360 Physical Security and Loss Prevention/3
CJ 374 Interviewing/3
CJ 341 Leadership Ethics and Diversity in Criminal Justice/3
CJ 344 Restorative Justice/3
CJ 354 Criminal Procedure/3
CJ 356 Corrections/3
CJ 384 Victimology/3
CJ 394 Criminal Law/3
CJ 324 Juvenile Delinquency and Justice/3
CJ 355 Criminal Investigation/3

Electives **1-3 hours**
PY 205 Helping Relationships/3
PY 313 Abnormal Psychology/3
CJ 440 Internship/1-3

Supporting Courses **(12 hours)**
MA 221-G Elementary Statistics/3
PS 112 American Government *OR* HI 122-G U.S. History II/3
PY 111-G General Psychology/3
SO 113-G Introduction to Sociology/3

EDUCATIONAL STUDIES MAJOR 54-55 HOURS

Elementary Education Requirements 34 hours

MA 204-G Nature of Mathematics/3
MA 205 Mathematics for Elementary Teachers/3
ED 216 Methods in the Arts/3
ED 345 Methods of Teaching Reading/3
ED 347 Elementary School Language Arts/3
ED 357 Methods of Teaching Math/3
ED 367 Instructional Strategies for Students with Adaptive Learning Needs/2
ED 374 Elementary School Health and Physical Education/3
ED 385 Elementary School Science/2
ED 395 Elementary School Social Studies/2
ED 455 Reading Diagnosis/1
EN 327 Literature for Children and Young Adults/3

Professional Education Courses 20-21 hours

ED 100 Introduction to Education/3
Transfer students who have taken Intro to Ed at another institution are required to take
ED 101 Tabor College Education Program/0-1
ED 206 Educational Psychology/3
ED 224 Technology in the PreK-12 Classroom/2
ED 328 Classroom Management in Elementary/Secondary School/2
ED 414 Classroom Assessment/2
ED 448 Philosophy of Education/2
SE 210 Exceptional Learners/3
CO 201-G Intercultural Communication/3

Higher overall GPA requirement associated with this major

ELEMENTARY EDUCATION MAJOR 58-61 HOURS

Elementary Education Requirements 38-40 hours

ED 216 Methods in the Arts/3
ED 345 Methods of Teaching Reading/3
ED 347 Elementary School Language Arts/3
ED 357 Methods of Teaching Math/3
ED 365 Elementary Field Experience I/1
ED 367 Instructional Strategies for Students with Adaptive Learning Needs/2
ED 368 Elementary Field Experience II/1
ED 374 Elementary School Health and Physical Education/3
ED 385 Elementary School Science/2
ED 395 Elementary School Social Studies/2
ED 419 Opening School Clinical Experience/1
ED 421 Elementary Clinical Experience/10-12
ED 455 Reading Diagnosis/1
EN 327 Literature for Children and Young Adults/3

Professional Education Courses 20-21 hours

ED 100 Introduction to Education/3
Transfer students who have taken Intro to Ed at another institution are required to take
ED 101 Tabor College Education Program/0-1
ED 206 Educational Psychology/3
ED 224 Technology in the PreK-12 Classroom/2
ED 328 Classroom Management in Elementary/Secondary School/2
ED 405 Assessment Proficiency/0-1
ED 414 Classroom Assessment/2
ED 448 Philosophy of Education/2
SE 210 Exceptional Learners/3
CO 201-G Intercultural Communication/3

Supporting Courses (6 hours)

MA 204-G Nature of Mathematics/3
MA 205 Mathematics for Elementary Teachers/3

Higher overall GPA requirement associated with this major

ENVIRONMENTAL BIOLOGY MAJOR 37 HOURS

Required Environmental Biology Core 11 hours
BI 100-G Environmental Science/4
BI 202 Research Design and Analysis/1
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/3
NS 440 Internship/1

Other Required Courses 26 hours
BI 207 Zoology/4
BI 208 Botany/4
BI 214 Microbiology/5
BI 400 Ecology/4
BI 404 Conservation Biology/3
BI 406 Geographic Info Systems/3
BI 407 Biological Instrumentation/3

Supporting Courses (11 hours)
CH 111-G General Chemistry I/4
MA 221-G Elementary Statistics/3
PH 233 General Physics/4

EXERCISE SCIENCE MAJOR 41 HOURS

Major Courses 41 hours
BI 110-G College Biology/4
BI 211 Anatomy and Physiology I/5
CH 111-G General Chemistry I/4
HP 216 Introduction to Health and Wellness/3
HP 220 Care/Prevention of Athletic Injuries/3
HP 306 Psychology of Sport/3
HP 316 Advanced Health Concepts/3
HP 322 Kinesiology/3
HP 324 Physiology of Exercise/3
HP 413 History/Philosophy/Principles of Human Performance/3
HP 524 Advanced Exercise Science/3
PH 233 General Physics I/4

Supporting Courses (6 hours)
MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3

GENERAL STUDIES MAJOR

It is anticipated that students will declare a specific program of study during TC 101 (freshmen) or TC 310 (transfers). Should a student desire to continue as a general studies major, he or she will need to:

1. Secure a faculty sponsor to serve as an advisor.
2. Propose a course of study consisting of a minimum of 40 upper-division hours from at least four disciplines (10 hours minimum per discipline) to be approved by the SLA or SPS Council.
3. Earn a grade of C- or higher in each course within the major.

COACHING MAJOR 42 HOURS

Health & Human Performance

Human Performance Requirements 24 hours

HP 185 Anatomy and Physiology Survey/3
HP 202 Techniques of Individual, Dual, and Team Sports/3
HP 216 Introduction to Health and Wellness/3
HP 220 Care and Prevention of Athletic Injuries/3
HP 316 Advanced Health Concepts/3
HP 322 Kinesiology/3
HP 324 Exercise Physiology/3
HP 413 History and Philosophy of Physical Education and Sport/3

Coaching Requirements 18 hours

HP 306 Psychology of Sport/3
HP 318 Event and Facility Management/3
HP 330 Coaching Theory/3
HP 426 Health and Human Performance Internship/3
Coaching Electives/6

Supporting Courses (6 hours)

MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3

SPORT MANAGEMENT MAJOR 42 HOURS
Health & Human Performance

Human Performance Requirements 24 hours
HP 185 Anatomy and Physiology Survey/3
HP 202 Techniques of Individual, Dual, and Team Sports/3
HP 216 Introduction to Health and Wellness/3
HP 220 Care and Prevention of Athletic Injuries/3
HP 316 Advanced Health Concepts/3
HP 322 Kinesiology/3
HP 324 Exercise Physiology/3
HP 413 History and Philosophy of Physical Education and Sport/3

Sport Management Requirements 18 hours
BA 210 Information Technology Applications for Business/3
HP 318 Event and Facility Management/3
HP 342 Sport Promotion and Marketing/3
HP 402 Sport in American Culture/3
HP 415 Principles of Sport Management/3
HP 426 Health and Human Performance Internship/3

Supporting Courses (6 hours)
MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3

STRENGTH AND CONDITIONING MAJOR 42 HOURS
Health & Human Performance

Human Performance Requirements 24 hours
HP 185 Anatomy and Physiology Survey/3
HP 202 Techniques of Individual, Dual, and Team Sports/3
HP 216 Introduction to Health and Wellness/3
HP 220 Care and Prevention of Athletic Injuries/3
HP 316 Advanced Health Concepts/3
HP 322 Kinesiology/3
HP 324 Exercise Physiology/3
HP 413 History and Philosophy of Physical Education and Sport/3

Strength and Conditioning Requirements 18 hours
BA 210 Information Technology Applications for Business/3
HP 116 Advanced Weightlifting/3
HP 306 Psychology of Sport/3
HP 318 Event and Facility Management/3
HP 327 Principles of Personal Training/3
HP 426 Health and Human Performance Internship/3

Supporting Courses (6 hours)
MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3

HEALTH SCIENCES DOUBLE MAJOR
(PRE-PROFESSIONAL) 67-73 HOURS

Biomedical Core 43 hours
BI 110-G College Biology/4
BI 311 Human A&P II/4
BI 328 Genetics/4
CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
CH 304 Organic Chemistry II/4
MA 114 Calculus I/4
PH 233 Physics I/4
PH 234 General Physics II/4
PY 111-G General Psychology/3

Second Major Options
Psychology Option One 26-30 hours
For students who choose research in Biology/Chemistry.
PY 205 Helping Relationships/3
PY 215 Human Development/3
PY 305 Counseling and Ethics/3
PY 313 Abnormal Psychology/3
PY 315 Social Psychology and Diversity/3
PY 335 Learning and Cognition/3
PY 360 Psychology of Personality/3
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/2-4
NS 440 Internship/1-3

Psychology Option Two 30 hours
For students who choose research in Behavioral Science. Students complete Psychology Research Sequence.
MA 221-G Elementary Statistics/3
PY 205 Helping Relationships/3
PY 215 Human Development/3
PY 305 Counseling and Ethics/3
PY 313 Abnormal Psychology/3
PY 315 Social Psychology and Diversity/3
PY 335 Learning and Cognition/3
PY 360 Psychology of Personality/3
PY 430 Research Methods I/3
PY 432 Research Methods II/3

Biology 24-28 hours
BI 211-G Human A&P I *OR* BI 214 Microbiology/5
NS 230 Principles of Nutrition *OR* BI 301 Medical Terminology/3
BI 327 Cell Biology/4

BI 403 Immunology/3
BI 202 Research Design & Analysis/1
MA 221-G Elementary Statistics/3
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/2-4
NS 440 Internship/1-3

Biochemistry **25-29 hours**
CH 312 Analytical Chemistry/4
CH 403 Physical Chemistry I/4
CH 416 Biochemistry I/4
CH 417 Biochemistry II/4
MA 114 Calculus I/4
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/2-4
NS 440 Internship/1-3

Higher overall GPA requirement associated with this major

MATHEMATICS MAJOR 32 HOURS

Mathematics Requirements **22 hours**
MA 114 Calculus I/4
MA 214 Calculus II/4
MA 301 Multivariable Mathematics/4
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
CH 111-G General Chemistry *OR* PH 233 General Physics I/4
Additional lab science course/4

Upper-level electives **10 hours**
Choose at least 10 hours:
MA 341 Modern Geometry/4
MA 411 Modern Algebra/4
MA 462 Mathematical Theory of Statistics/4
NS 420 Natural Science Research Project/1-3

PSYCHOLOGY MAJOR **39-40 HOURS**

Core Requirements **27 hours**
PY 205 Helping Relationships/3
PY 215 Human Development/3
PY 305 Counseling and Ethics/3
PY 313 Abnormal Psychology/3
PY 315 Social Psychology and Diversity/3
PY 335 Learning and Cognition/3
PY 360 Psychology of Personality/3
PY 430 Research Methods I/3
PY 432 Research Methods II/3

Electives (choose at least 6 hours) **6-7 hours**
BI 311 Human A&P II/4
CJ 344 Restorative Justice/3
HP 306 Psychology of Sport/3
PY 311 Marriage & Family Life/3
PY 405 Physiological Psychology/3
PY 420 Psychology Seminar/3
PY 428 Psychology Internship/3
SW 200 Intro to Social Work/3
SW 215 Human Behavior and Social Environment/3

Supporting Courses **(6 hours)**
MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3

PUBLIC HEALTH MAJOR 37 HOURS

Core Requirements 37 hours
BA 329 Principles of Marketing/3
BA 370 Consumer Behavior/3
BI 311 Anatomy & Physiology II/4
EN 305 Professional Writing/3
HI 385 History Ethics and Public Policy/3
NS 230 Nutrition/3
HP 316 Advanced Health Concepts/3
PY 215 Human Development/3
PY 430 Research Methods I/3
PY 432 Research Methods II/3
SO 113-G Introduction to Sociology/3
Research project capstone/internship in area of concentration/3

Supporting Courses (16 hours)
BI 110-G College Biology *OR* BI 100-G Environmental Science/4
CO 201-G Intercultural Communication/3
HI 122-G U.S. History II/3
MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3

SECONDARY EDUCATION MAJOR 37-41 HOURS

Secondary Education Requirements 14-16 hours
ED 215 Planning for Instruction/2
ED 424 Secondary School Clinical Experience *OR* ED 423 PreK-12 Clinical Experience/10-12
ED 446 Reading Strategies: Secondary Teaching/2

Methods Course (choose one) 3 hours
ED 415 Methods of Teaching English Language Arts/3
ED 425 Methods for Teaching Business/3
ED 430 Methods for Teaching Mathematics/3
ED 435 Methods for Teaching Natural Science/3
ED 440 Methods for Teaching Social Science in Sec School/3

Professional Education Courses 20-22 hours
ED 100 Introduction to Education/3
Transfer students who have taken Intro to Ed at another institution are required to take
ED 101 Tabor College Education Program/0-1
ED 206 Educational Psychology/3
ED 224 Technology in the PreK-12 Classroom/2
ED 328 Classroom Management in Elementary/Secondary School/2
ED 405 Assessment Proficiency/0-1
ED 414 Classroom Assessment/2
ED 448 Philosophy of Education/2
SE 210 Exceptional Learners/3
CO 201-G Intercultural Communication/3

Higher overall GPA requirement associated with this major

BIOLOGY TEACHER LICENSURE **74-79 HOURS**

Major Content Requirements **8-10 hours**
BI 110-G College Biology/4
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Research Project/2-4

Required Courses **25 hours**
BI 100-G Environmental Science/4
BI 207 Zoology/4
BI 208 Botany/4
BI 211 Human A&P I/5
BI 328 Genetics/4
BI 400 Ecology/4

Elective (choose one upper-level biology course) **4 hours**

See Secondary Education Major **37-40 hours**

Supporting Courses **(19-20 hours)**
CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
MA 114 Calculus I/4 *OR* MA 221-G Elementary Statistics/3
PH 101-G Physical Science/4 *OR* PH 233 General Physics I/4

Higher overall GPA requirement associated with this major

CHEMISTRY TEACHER LICENSURE 77-82 HOURS

Major Courses **36-38 hours**
BI 110-G College Biology/4
CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
CH 312 Analytical Chemistry/4
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/2-4
MA 114 Calculus I/4
PH 101-G Physical Science/4
PH 233 General Physics I/4

Elective (choose one) **4 hours**
CH 403 Physical Chemistry I/4
CH 416 Biochemistry I/4

See Secondary Education Major **37-40 hours**

Higher overall GPA requirement associated with this major

ENGLISH LANGUAGE ARTS LICENSURE 76-79 HOURS

Literary Studies **18 hours**
EN 316 World Literature/3
EN 320 Approaches to Literary Analysis/3
EN 327 Literature for Children and Young Adults/3
EN 331 Major American Authors/3
EN 416 Major British Authors/3
EN 460 Reading Race, Class, and Gender/3

Composition and Rhetoric **18 hours**
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 305 Professional Writing/3
EN 306 Studies in Rhetoric/3
AR/CO 352 Digital Storytelling/3

Senior Capstone **3 hours**
EN 440 Senior Seminar/3

See Secondary Education Major **37-40 hours**

Higher overall GPA requirement associated with this major

HEALTH AND HUMAN PERFORMANCE MAJOR 82-87 HOURS
Health and Physical Education Teacher Licensure Requirements

Health Education Licensure Requirements 45-47 hours
HP 185 A&P Survey *OR* BI 211 Human A&P I/3-5
HP 121 Tumbling/Rhythmic Activities/3
HP 202 Techniques of Individual/Dual/Team Sports/3
HP 216 Intro to Health and Wellness/3
HP 220 Care and Prevention of Athletic Injuries/3
HP 312 Elementary School Physical Education/3
HP 314 Strategies: Teaching Secondary Physical Education/3
HP 316 Advanced Health Concepts/3
HP 317 Adaptive Physical Education/3
HP 322 Kinesiology/3
HP 324 Physiology of Exercise/3
HP 326 Strategies for Teaching Health/3
HP 330 Coaching Theory/3
HP 413 History and Philosophy of Physical Education and Sport/3
HP Coaching Elective/3

See Secondary Education Major 37-40 hours

Higher overall GPA requirement associated with this major

HISTORY/GOVERNMENT & SOCIAL STUDIES TEACHER LICENSURE 42 HOURS*

United States History **18 hours**
HI 121-G U.S. History I/3
HI 122-G U.S. History II/3
HI 309 Colonial and Revolutionary U.S. and the World/3
HI 316 Antebellum and Civil War/3
HI 322 The Gilded Age through WWII/3
HI 336 Post-1945 America to the Present/3

World History **15 hours**
HI 160-G World History: Ancient World to 1700/3
HI 161-G World History: 1700 to Present/3
World history electives/9

Historical Method **3 hours**
HI 400 Historiography and Historical Methods/3

Religious History (choose one) **3 hours**
HI 318 American Religious History
HI 390 History of Christianity
HI 313 Mennonite History

Kansas History **3 hours**
HI 326 Kansas and the American West/3

*Plus the Political Science Minor

Higher overall GPA requirement associated with this major

MATHEMATICS LICENSURE MAJOR 81-84 HOURS

Major Requirements **44 hours**
MA 114 Calculus I/4
MA 203 Discrete Mathematics/3
MA 206 Linear Algebra/3
MA 214 Calculus II/4
MA 301 Multivariable Mathematics/4
MA 321 Applied Differential Equations/4
MA 341 Modern Geometry/4
MA 411 Modern Algebra/4
MA 462 Mathematical Theory of Stats/4
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
CH 111-G General Chemistry *OR* PH 233 General Physics I/4
Additional lab science course/4

See Secondary Education Major **37-40 hours**

Higher overall GPA requirement associated with this major

MUSIC EDUCATION LICENSURE

See Music Major in Liberal Arts majors section.

HEALTH AND HUMAN PERFORMANCE MAJOR 79-84 HOURS
Health and Physical Education Teacher Licensure Requirements

Physical Education Licensure Requirements 42-44 hours
HP 185 A&P Survey *OR* BI 211 Human A&P I/3-5
HP 121 Tumbling/Rhythmic Activities/3
HP 202 Techniques of Individual/Dual/Team Sports/3
HP 216 Intro to Health and Wellness/3
HP 220 Care and Prevention of Athletic Injuries/3
HP 312 Elementary School Physical Education/3
HP 314 Strategies: Teaching Secondary Physical Education/3
HP 316 Advanced Health Concepts/3
HP 317 Adaptive Physical Education/3
HP 322 Kinesiology/3
HP 324 Physiology of Exercise/3
HP 330 Coaching Theory/3
HP 413 History and Philosophy of Physical Education and Sport/3
HP Coaching Elective/3

See Secondary Education Major 37-40 hours

Higher overall GPA requirement associated with this major

SOCIAL WORK MAJOR 40 HOURS

Core Requirements **40 hours**
SO 113-G Introduction to Sociology/3
SW 200 Introduction to Social Work/3
SW 205 Helping Relationships/3
SW 215 Human Behavior and Social Environment/3
SW 301 Junior Field Experience/2
SW 305 Counseling/3
SW 345 Social Work Practice I/3
SW 350 Social Welfare Policy/3
SW 355 Social Welfare Practice II/3
SW 428 Field Instruction for Social Work/10
SW 430 Research Methods I/2
SW 442 Senior Seminar/2

Optional Electives
SW 325 Child Welfare and Families/3
SW 335 Social Work in Today's World/2

Non-Teaching Concentration (optional)* **17 hours**
ED 206 Educational Psychology/3
SE 310 Foundations for Special Education Services/4
SE 220 Field Experience in Services for Students with Special Needs/1
ED 100 Introduction to Education/3
SE 210 Exceptional Learners/3
ED 455 Reading Diagnosis/1
ED 367 Instructional Strategies for Adaptive Learning Needs/2
* Students who complete the social work major are eligible to be licensed at the Licensed Bachelor of Social Work level. This track does not meet the standards for certification or licensure in teaching.

Supporting Courses **(9 hours)**
PY 215 Human Development/3
MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3

SPORTS INFORMATION DIRECTOR MAJOR 42 HOURS

Core Requirements 30 hours

AR 106-G Basic Photography/3
AR 241 Introduction to Graphic Design/3
BA 210 Information Technology Applications for Business/3
BA 456 Social Media Marketing/3
CO 223 Mass Media Writing I/3
HP 318 Event and Facility Management/3
HP 342 Sport Promotion and Marketing/3
HP 413 History and Philosophy of Physical Education & Sport/3
HP 415 Principles of Sport Management/3
HP 426 Health and Human Performance Internship/3

Electives (choose four courses) 12 hours

AR/CO 352 Digital Storytelling/3
BA 385 Digital Marketing/3
BA/CO 395 Principles of Public Relations/3
CO 110-G Introduction to Communication/3
CO 315 Topics in Communication (Writing Intensive)/3
CO 323 Communication Law and Ethics/3
CO 360 Group Communication and Decision Making/3
EN 305 Professional Writing/3

LIBERAL ARTS MAJORS

ADAPTIVE MINISTRY LEADERSHIP MAJOR 36 HOURS

Adaptive Ministry **24 hours**
PL 263 Christian Ethics/3
RS 221 Living on Mission/3
RS 225 Soul Shaping/3
RS 230 Ministry in Cultural Context/3
RS 310 Authentic Transformation in a Changing World/3
RS 315 Adaptive Leadership/3
RS 355 Essential Skills for Effective Ministry/3
RS 392 Knowing the Story/3

Bible Content Electives **9 hours**
Three courses, including one upper-level Old Testament course and one upper-level New Testament course

Practicum Course (choose one) **3 hours**
RS 440 Individualized Ministry Internship/3
RS 442 Youth Ministry Internship/3
RS 443 Christian Leadership Internship/3
RS 444 Mission Internship/3

Higher overall GPA requirement associated with this major

ART AND DESIGN: GRAPHIC DESIGN 42 HOURS

Art Foundation **18 hours**
AR 101 Basic Design/3
AR 107-G Drawing I/3
AR 216 Art History/3
AR 241-G Intro to Graphic Design/3
AR 301 Color Theory/3
AR 360 Design History/3

Graphic Design Requirements **21 hours**
AR 106-G Basic Photography/3
AR 235 Basic Typography/3
AR 319 Interaction and Web Design/3
AR 335 Advanced Typography/3
AR 341 Advanced Graphic Design/3
AR 355 Graphic Design Process/3
AR 420 Graphic Design Practice/3

Capstone **3 hours**
AR 446 Portfolio and Exhibition/3

ART AND DESIGN: STUDIO ART 42 HOURS

Art Foundation **18 hours**
AR 101 Basic Design/3
AR 107-G Drawing I/3
AR 216 Art History/3
AR 241-G Intro to Graphic Design/3
AR 301 Color Theory/3
AR 360 Design History/3

Studio Art Requirements **21 hours**
AR 105-G Ceramics I/3
AR 108-G Painting I/3
AR 303 Watercolor/3
AR 328 Mixed Media/3
AR 330 Printmaking/3
AR 357 Studio Art Process/3
AR 421 Studio Art Practice/3

Capstone **3 hours**
AR 446 Portfolio and Exhibition/3

BIBLICAL AND RELIGIOUS STUDIES MAJOR 30 HOURS

BRS Requirements 17 hours
RS 110-G The Bible, Community, and Culture/3
RS 400-G Christian Faith in Contemporary Culture/3
RS 470 BRS Senior Seminar/2
Three Bible content elective courses, including one upper-level Old Testament course and one upper-level New Testament course/9

Bible, Religion, and Philosophy Electives 13 hours
Electives may not include more than 3 hours of field work or practicum

COMMUNICATION MAJOR 39 HOURS

Required Courses **18 hours**
CO 110-G Introduction to Communication/3
CO 131-G Public Speaking/3
CO 201-G Intercultural Communication/3
CO 223 Mass Media Writing I/3
CO 301 Theories of Communication/3
CO 412 Senior Seminar/3

Electives (choose seven courses) **21 hours**
AR 241-G Introduction to Graphic Design/3
AR 235-G Basic Typography/3
BA 329 Principles of Marketing/3
BA 415 Human Resource Management/3
BA 430 Organizational Behavior/3
BA 456 Social Media Marketing/3
CO 323 Communication Law and Ethics/3
CO 315 Topics in Communication/3
CO/AR 352 Digital Storytelling/3
CO 360 Group Communication and Decision-Making/3
CO/BA 395 Principles of Public Relations/3
CO 440 Communication Internship/3
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 305 Professional Writing/3
EN 306 Studies in Rhetoric/3

ENGLISH MAJOR 39 HOURS

Literary Studies 15 hours
EN 316 World Literature/3
EN 320 Approaches to Literary Analysis/3
EN 331 Major American Authors/3
EN 416 Major British Authors/3
EN 460 Reading Race, Class, and Gender/3

Composition and Rhetoric 15 hours
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 305 Professional Writing/3
EN 306 Studies in Rhetoric/3

Senior Capstone 3 hours
EN 440 Senior Seminar/3

Electives (choose any two upper-level English, Communication, or Theatre courses) 6 hours

GENERAL STUDIES MAJOR

It is anticipated that students will declare a specific program of study during TC 101 (freshmen) or TC 310 (transfers). Should a student desire to continue as a general studies major, he or she will need to:

1. Secure a faculty sponsor to serve as an advisor.
2. Propose a course of study consisting of a minimum of 40 upper-division hours from at least four disciplines (10 hours minimum per discipline) to be approved by the SLA or SPS Council.
3. Earn a grade of C- or higher in each course within the major.

HISTORY MAJOR 42 HOURS

United States History 18 hours
HI 121-G U.S. History I/3
HI 122-G U.S. History II/3
HI 309 Colonial and Revolutionary U.S. and the World/3
HI 316 Antebellum and Civil War/3
HI 322 The Gilded Age through WWII/3
HI 336 Post-1945 America to the Present/3

World History 12 hours
HI 160-G World History: Ancient World to 1700/3
HI 161-G World History: 1700 to Present/3
World history electives/6

Historical Method 3 hours
HI 400 Historiography and Historical Methods/3

Religious History (choose one) 3 hours
HI 318 American Religious History
HI 390 History of Christianity
HI 313 Mennonite History

Electives (World or U.S. history) 6 hours

History/Government & Social Studies Teacher Licensure candidates take all requirements of History Major, Secondary Education Major, and Political Science Minor.

Higher overall GPA requirement associated with the licensure major

MUSIC MAJOR 42-74 HOURS

Music Major Core or Stand-Alone Major 42 hours
MU 016 Concert Music (8 semesters)/0
MU 125/126/225 Piano Proficiency I-III*/3
MU 141 Music Theory I/3
MU 142 Music Theory II/3
MU 143 Aural Skills I/1
MU 144 Aural Skills II/1
MU 241 Music Theory III/3
MU 341 Music Theory IV/3
MU 361 Music History and Literature I/3
MU 362 Music History and Literature II/3
MU 372 Conducting I/3
MU 445 Senior Project/1
Music Ensembles (8 semesters, Choral Ensemble, Theatre of Voices, Symphonic Band, Chamber Voices, Jazz Band, Instrumental Ensemble, Praise and Worship Band)/8
Applied Music (4 lower-level, 3 upper-level)/7
*Final proficiency exam required.

Performance Concentration 21 hours
Applied Music (2 lower-level, 4 upper-level)/6
Secondary Applied Instrument/4
MU 243 Aural Skills III/1
MU 244 Aural Skills IV/1
MU 367 Music in Christian Worship/3

Vocal
MU 353 Vocal Pedagogy and Diction/3
MU 359 Vocal Literature/3

Piano
MU 280 Piano Pedagogy I/3
MU 382 Piano Literature/3

Instrumental
MU 472 Conducting II/3
Literature Elective (MU 359 or 382)/3

Worship Leadership Concentration 29 hours
MU 334 Music Technology Seminar/2
MU 367 Music in Christian Worship/3
MU 385 Internship in Church Music/4
MU 446 Capstone Project/1
MU 460 Church Music Administration Seminar/1
RS 213 Poets and Sages/3
RS 230 Ministry in Cultural Context/3
RS 355 Essential Skills for Effective Ministry/3
Bible Electives/9

Education Concentration (choose one or both)** **16-32 hours**

Instrumental **16 hours**

MU 243 Aural Skills III/1
MU 244 Aural Skills IV/1
MU 355 Brass/Percussion Methods/1
MU 356 Woodwind Methods/1
MU 357 String Methods/1
MU 358 World Music/2
MU 443 Instrumental Methods and Materials 4-6/3
MU 454 Instrumental Methods and Materials 7-12/3
MU 472 Conducting II/3

Vocal **16 hours**

MU 243 Aural Skills III/1
MU 244 Aural Skills IV/1
MU 353 Vocal Pedagogy and Diction/3
MU 358 World Music/2
MU 451 Methods and Materials for Teaching Vocal Music PreK-6/3
MU 453 Methods and Materials for Teaching Vocal Music 7-12/3
MU 472 Conducting II/3

See Secondary Education Major **37-40 hours**

Higher overall GPA requirement associated with the licensure major

THEATRE MAJOR 42 HOURS

Foundation 36 hours
TH 090 Theatre Cohort/0
TH 215 Voice and Movement/3
TH 216-G Stagecraft/3
TH 230-G Acting I/3
TH 234-G/334-G Participation in Theatre/3
TH 240 Script Analysis/3
TH 290 Theatre Practicum/3
TH 306 Theatre History: Origins through 17th Century/3
TH 330 Acting II/3
TH 385 Directing/3
TH 390 Advanced Theatre Practicum/3
TH 433 Theatre History: 18th Century to Present/3
TH 490 Senior Capstone Project/3

Theatre Electives (choose at least six hours) 6 hours
AR 101 Basic Design/3
AR 107-G Drawing I/3
AR 301 Color Theory/3
AR 328 Mixed Media/3
AR/CO 352 Digital Storytelling/3
CO 360 Group Communication and Decision Making/3
EN 416 Major British Authors/3
EN 303 Creative Writing/3
EN 316 World Literature/3
EN 416 Major British Authors/3
MU 354 Applied Composition/3
TH 223 Auditioning/1
TH 300 American College Theater Festival/0-1
TH 320 Speech for the Actor/3
TH 355 Musical Theatre History/3
TH 440 Internship/3
TH 460 Period Styles/3
TH 485 Advanced Directing/3

ASSOCIATES DEGREE

LIBERAL ARTS MAJOR 60 HOURS

Associate of Arts Degree

To qualify for the A.A. degree, a student must complete a 60-hour program of study, which includes Core Curriculum courses, 15 hours of disciplinary courses, and electives. At least 30 credit hours, including the last 10 credit hours earned toward this degree, must be completed in residence at Tabor College.

For the A.A. in Liberal Arts, the 15 hours of disciplinary emphasis must be from one department approved by either the SLA Council or SPS Council and must be passed with a grade of C- or higher. Students must work closely with their advisor(s) in the selection of both disciplinary and elective courses.

Tabor Distinctive 3 hours

RS 110-G The Bible, Community and Culture/3

Core Curriculum Requirements 28 hours

AR 107-G Drawing *OR* AR 105-G Ceramics I/3
CO 131-G Public Speaking/3
EN 101-G English Composition I/3
EN 102-G English Composition II/3
HI 121-G U.S. History I *OR* HI 122-G U.S. History II/3
HP 216 Introduction to Health and Wellness/3
PY 111-G General Psychology *OR* SO 113-G Intro to Sociology/3
MA 204-G Nature of Mathematics *OR* MA 221-G Elementary Statistics/3
BI 100-G Environmental Science *OR* PH 101-G Physical Science/4

Disciplinary courses* 15 hours
Electives 14 hours**

**Disciplinary courses may be chosen from any SLA or SPS department excluding activity/participation courses, such as HP activity courses, performing ensembles, or studio art courses. (These are permissible electives.)*
***Electives may be selected from any department.*

OTHER PROGRAMMING

CARSON CENTER CONCENTRATION IN GLOBAL ENGAGEMENT 15-24 HOURS

Language and Communication 3-9 hours
Foreign language, proficiency test, or intensive language/culture IAE trip/6
CO/SO 201-G Intercultural Communication/3

Global Engagement Courses 6 hours
TC 290-G/490-G Global Engagement in Perspective/3
TC 390 Global Discipleship/3

Upper-Level International Course 3 hours
Choose an approved International Engagement course in your major or minor (e.g., PS 350, EN 316, RS/TC 348, BA 442)*/3

IAE Abroad Experience 3 hours
IAE Trip, Semester Study Abroad, or Internship Abroad/3

International Focused Departmental Capstone Project 3 hours

*See the Carson Center Director for more information on qualifying courses.

MINORS

A minor is a cohesive set of required and elective courses that, when completed by a student, connotes knowledge, competency, or skills in discipline or topic area, but not to the extent of a major.

A minor requires a minimum of 15 credit hours as set by the respective academic unit and College. A minor must include one upper level course and a minimum of three credit hours earned in residence. All courses in the minor must be passed with a C- or better. A student cannot add a minor unless it includes at least eight hours of coursework not required in the student's major.

A student must formally declare the minor for it to appear on the transcript of record. A minor is not required for graduation. Minors, like concentrations, cannot be added after a degree is granted.

Requirement Checklists

Accounting
Accounting CPA
Bible
Biochemistry
Biology
Business
Chemistry
Coaching
Communication
Criminal Justice
English
English for Speakers of Other Languages
Entrepreneurship
Environmental Science
Global Business
Graphic Design
History
Integrated Marketing Communication
Integrated Media
Management
Marketing
Marketing Analytics
Mathematics
Music
Political Science
Psychology
Social Work
Special Education
*Grade Levels K-6
*Grade Levels 6-12
*PreK-12
Sports Information Director
Sport Management
Studio Art
Theatre
Writing

ACCOUNTING MINOR 15 HOURS

BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 326 Cost Accounting *OR* BA 336 Individual Income Tax/3
BA 320 Intermediate Accounting I/3
BA 325 Intermediate Accounting II/3

ACCOUNTING CPA MINOR 21 HOURS

BA 350 Principles of Entrepreneurship & Small Business Management/3
BA 360 Investments *OR* BA 427 Advanced Finance *OR* BA 410 Financial Management/3
BA 455 Production Operations Management/3
BA 489 Corporate, Partnership, Estate and Trust Taxes/3
CO 360 Group Communication & Decision Making *OR* SW 205 Helping Relationships/3
EN 305 Professional Writing/3
MA 105 College Algebra/3

BIBLE MINOR 18 HOURS

RS 110-G Bible, Community and Culture/3
RS 392 Knowing the Story/3

Lower-Level Bible Content* **6 hours**

RS 202 Life and Teachings of Jesus (NT)
RS 203 Prophets and Kings (OT)
RS 204 The Gospel of John (OT)
RS 212 Life and Teachings of Paul (NT)
RS 213 Poets and Sages (OT)

Upper-Level Bible Content* **6 hours**

RS 301 The Pentateuch (OT)
RS 317 Lovers, Rebels and Heroes (OT)
RS 319 Jesus in the New Testament (NT)
RS 322 Revelation and Apocalyptic Literature (NT)

*Choose one each of Old and New Testament

BIOCHEMISTRY MINOR 20 HOURS

This minor will introduce chemistry with an emphasis on the chemistry of living organisms. Students will learn problem-solving skills and also gain extensive experience working with chemicals and instrumentation in the chemistry laboratory.

CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
CH 312 Analytical Chemistry/4
CH 416 Biochemistry I/4

BIOLOGY MINOR 24 HOURS

BI 110-G College Biology/4
CH 111-G General Chemistry I/4

Biology electives (4 hours must be upper-level) 12 hours

Choose one course:

CH 112 General Chemistry II/4
PH 101-G Physical Science/4
BI 100-G Environmental Science/4
PH 233 General Physics/4

BUSINESS MINOR 18 HOURS

BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 329 Principles of Marketing/3
BA 410 Financial Management/3
BA 430 Organizational Behavior/3
EC 223 Macroeconomics *OR* EC 224 Microeconomics/3

CHEMISTRY MINOR 16 HOURS

These courses will give an overview of all the areas of chemistry, and show students how chemistry is a part of our everyday lives. Students will learn problem-solving skills and also gain extensive experience working with chemicals and instrumentation in the chemistry laboratory.

CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 312 Analytical Chemistry/4
Any upper-level chemistry course/4

COACHING MINOR 18 HOURS

The Coaching minor is designed to give an individual the knowledge and skill necessary for an entry level coaching position in a middle school or high school. It is open to non-Health and Human Performance majors.

HP 202 Individual/Dual/Team Sports/3
HP 220 Care/Prevention of Athl. Injuries/3
HP 306 Psychology of Sport/3
HP 330 Coaching Theory/3

Choose two courses:
HP 331 Coaching of Football/3
HP 332 Coaching of Basketball/3
HP 335 Coaching of Soccer/3
HP 339 Coaching of Baseball/Softball/3
HP 334 Coaching of Volleyball/3
HP 336 Coaching of Track, Field, and Cross Country/3
HP 337 Coaching of Tennis/3

COMMUNICATION MINOR 15 HOURS

Students will find that a Communication minor complements most majors at Tabor College.

CO 110-G Introduction to Communication/3
CO 201-G Intercultural Communication/3
CO 223 Mass Media Writing I/3

Choose two courses:
CO 301 Communication Theory/3
CO 315 Topics in Communication/3
CO 323 Communication Law and Ethics/3
CO 352 Digital Storytelling/3
CO 360 Group Communication and Decision Making/3
CO/BA 395 Principles of Public Relations/3
CO 440 Communication Internship/3

CRIMINAL JUSTICE MINOR 18 HOURS

CJ 203 Criminal Justice in America/3
CJ 304 Criminology/3
CJ 344 Restorative Justice/3
CJ 354 Criminal Procedure/3
CJ 356 Corrections/3
CJ 374 Interviewing/3

ENGLISH MINOR 15 HOURS

The English minor gives students the opportunity to study and interpret literature and to strengthen research and analytical writing skills. The minor allows flexibility so that students may select courses that enhance the major area. This minor is particularly useful for Business, Marketing, Social Science, and Education majors.

Choose three courses:

EN 316 World Literature/3
EN 320 Approaches to Literary Analysis/3
EN 327 Literature for Children and Young Adults/3
EN 331 Major American Authors/3
EN 416 Major British Authors/3
EN 460 Reading Race, Class, and Gender/3

Choose two courses:

EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 305 Professional Writing/3
EN 306 Studies in Rhetoric/3

ESOL MINOR 15 HOURS

English for Speakers of Other Languages

The ESOL minor is designed for two purposes: 1) To provide preparation for education students to pass the ESOL PRAXIS exam and gain an endorsement for ESOL and 2) to prepare all majors to teach English to those who don't know the English language in context.

CO 201-G Intercultural Communication/3
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
ED 417 Methods of Teaching English Language Learners/3
ED 428 ESOL Field Experience (90 clock hours)/3

ENTREPRENEURSHIP MINOR 15 HOURS

BA 315 Introduction to Entrepreneurship/3
BA 375 Digital Marketing/3
BA 460 DECA Team *OR* BA 495-G Travel and Study Experience/3
BA 475 Marketing Research/3
BA 480 Entrepreneurial Experience/3

ENVIRONMENTAL SCIENCE MINOR 24 HOURS

The purpose of the Environmental Science minor is to provide students with foundational knowledge of the chemical nature of life, biological diversity, the human impact on the environment, and scientific approaches for solving ecological problems. This minor is intended to provide basic scientific background in support of career options including: environmental biology, environmental assessment, environmental management, industrial and environmental health and safety, environmental law and policy, and environmental education.

BI 100-G Environmental Science/4
BI 110-G College Biology/4
BI 207 Zoology/4
BI 208 Botany/4
BI 400 Ecology/4
CH 111-G General Chemistry I/4

GLOBAL BUSINESS MINOR 15 HOURS

BA 345 International Business/3
BA 346 International Internship/3
EN 316 World Literature/3
IAE Trip (295-G/495-G or 296-G/496-G)/3
CO/SO 201-G Intercultural Communication *OR* TC 290-G/490-G Global Engagement in Perspective/3

GRAPHIC DESIGN MINOR 18 HOURS

AR 101 Basic Design/3
AR 235 Basic Typography/3
AR 241-G Intro to Graphic Design/3
AR 360 Design History/3

Choose two courses:
AR 319 Web and Interaction Design/3
AR 335 Advanced Typography/3
AR 341 Advanced Graphic Design/3
AR 355 Graphic Design Process/3

HISTORY MINOR 18 HOURS

The History minor is designed to give students a basic knowledge of history, thus enabling them to think historically. Each student may focus in either world history or American history. This minor can be supportive of various majors, especially those in the social sciences, religion and business.

HI 121-G US History I/3
HI 122-G US History II/3
HI 160-G World History: Ancient World to 1700/3
HI 161-G World History: 1700 to Present/3
Choose four history electives/12

INTEGRATED MARKETING COMMUNICATION MINOR 24 HOURS

The Integrated Marketing Communication minor focuses on the theory and skills necessary for non-business majors. It is designed to achieve consistency in a variety of media between all departments within an agency (e.g., creative, copy writing, and relationship building) to form marketing/advertising campaign messages.

AR 106-G Basic Photography/3
AR 235 Basic Typography/3
AR 241-G Intro to Graphic Design/3
AR 301 Color Theory/3
BA 329 Principles of Marketing/3
BA 445 Advertising Management/3
CO 223 Mass Media Writing I/3

Choose one course:
BA 375 Digital Marketing/3
BA 395 Principles of PR/3
BA 470 Marketing Management/3

INTEGRATED MEDIA MINOR 21 HOURS

The Integrated Media minor allows cross-disciplinary collaboration between the Performing and Visual Arts and Humanities divisions and emphasizes digital and multimedia interaction. The minor offers additional options for any students in any major in the college to incorporate increased ability to think creatively and to present their work through multiple media forms.

AR 319 Interaction and Web Design/3
AR/CO 352 Digital Storytelling/3
CO 223 Mass Media Writing I/3
EN 306 Studies in Rhetoric/3
HI 387 Intro to Museum Studies/3
PL 383-G Aesthetics: Art & Faith/3
TH 216-G Stagecraft/3

MANAGEMENT MINOR 15 HOURS

The Management minor focuses on a supervision and leadership and is intended to prepare students with the skills to manage a department within their major field.

BA 327 Business Law/3
BA 410 Financial Management/3
BA 415 Human Resource Management/3
CO 360 Group Communication & Decision Making *OR* SW 205 Helping Relationships/3
EN 305 Professional Writing/3

MARKETING MINOR 15 HOURS

The Marketing minor focuses on the skills necessary for non-Business majors to plan and execute marketing plans. It would be particularly helpful for persons who are interested in selling and promoting goods and services related to their major field.

BA 329 Principles of Marketing/3
BA 365 Fundamentals of Professional Sales/3
BA 370 Consumer Behavior/3
BA 375 Digital Marketing/3
BA 470 Marketing Management *OR* BA 475 Marketing Research/3

MARKETING ANALYTICS MINOR 15 HOURS

MA 221-G Elementary Statistics/3
BA 359 Marketing Analytics/3
BA 375 Digital Marketing/3
BA 456 Social Media Marketing/3
BA 457 Social Media Management Internship/3

MATHEMATICS MINOR 18-19 HOURS

The Mathematics minor will give an overview of mathematics and be a strong support for students pursuing graduate programs that require a significant mathematics background. Additionally, it is available for students who like mathematics but plan to major in some other area.

MA 114 Calculus I/4
MA 206 Linear Algebra/3
MA 214 Calculus II/4
MA 301 Multivariable Mathematics/4

Choose one course:
MA 203 Discrete Mathematics/3
MA 221-G Elementary Statistics/3
MA 321 Applied Differential Equations/4

MUSIC MINOR 20 HOURS

The Music minor gives individuals the understanding and foundational skills necessary to assist and support community and church music-related activities at a higher/broader level of participation and

knowledge. Coupled with other disciplines, the Music minor adds a broader dimension to students' potential in career opportunities. Two major areas of study that couple well with Music as a selected minor are Business and Christian Ministry.

MU 016 Concert Music (4 semesters)/0 Private Lessons (4 semesters)/4
MU 141 Music Theory I/3 Music Ensembles (4 semesters)/4

Choose nine hours:
MU 142 Music Theory II/3 MU 362 Music History/Literature II/3
MU 241 Music Theory III/3 MU 367 Music in Christian Worship/3
MU 361 Music History/Literature I/3 MU 372 Conducting I/3

POLITICAL SCIENCE MINOR 18 HOURS

The Political Science minor is designed to give students a basic knowledge of political science. The focus is on the American political system, international relations, and political ideas. This minor can be supportive of several majors, especially those in the social sciences, history, business, and education.

EC 223 Macroeconomics/3 PS 340 Political & Economic Ideologies/3
GEO 160 World Geography/3 PY 111-G General Psychology/3
PS 112 American Government/3 SO 113-G Intro to Sociology/3

PSYCHOLOGY MINOR 18 HOURS

The Psychology minor is designed to give an overview of psychological principles and theories to students in order to provide them with a foundational knowledge of the scientific study of human behavior and the mind. The minor provides flexibility so that students may select courses that will enhance their course of study to reflect their personal interests while meeting the requirements of the minor. Additionally, the psychology minor is available to students who enjoy learning about human behavior but plan to major in some other area.

PY 111-G General Psychology/3
PY 215 Human Development/3

Choose four courses:
HP 306 Psychology of Sport/3 PY 315 Social Psychology/3
PY 205 Helping Relationships/3 PY 335 Learning and Cognition/3
PY 305 Counseling/3 PY 360 Psychology of Personality/3
PY 311 Marriage and Family/3 PY 405 Physiological Psychology/3
PY 313 Abnormal Psychology/3

SOCIAL WORK MINOR 18 HOURS

Students graduating with a Social Work Minor are not eligible to be licensed as Licensed Bachelor Social Work. To do so, students must complete the Social Work major.

PY 111-G General Psychology/3
SW 200 Introduction to Social Work/3
SW 215 Human Behavior and Social Environment/3
SW 345 Social Work Practice I/3
SW 355 Social Work Practice II/3
PY/SW elective or other course approved by advisor/3

SPECIAL EDUCATION MINOR 22-30 HOURS

Special Education is a teaching endorsement available to licensed educator or taken in conjunction with a program leading to teacher licensure. Through the Kansas Independent College Association (KICA), Tabor College offers programs for endorsements in Adaptive Special Education at the PreK-12, K-6 and 6-12 levels.

High-Incidence K-6 Program Requirements 28 hours
(Students take the following courses in addition to coursework required in the elementary education K-6 licensure program.)
ED 345 Methods of Teaching Reading/3
ED 357 Methods of Teaching Mathematics/3
SE 310 Foundations for Special Education Services/4
SE 315 General Methods for Special Education Services/4
SE 321 Grades K-6 Methods for Special Needs/4
SE 331 Grades K-6 Field Experience/1
SE 345 Behavior Management/2
SE 431 Grades K-6 Clinical Experience*/6
SE 499 Capstone Issues/1

High-Incidence 6-12 Program Requirements 22 hours
(Students take the following courses in addition to coursework required in the Secondary Education 6-12 or PreK-12 licensure program. Students seeking a K-12 Special Education Minor enroll in both ED 345 and ED357 to meet requirements for the K-6 level of endorsement.)
SE 310 Foundations for Special Education Services/4
SE 315 General Methods for Special Education Services/4
SE 345 Behavior Management/2
SE 361 Grades 6-12 Methods for Special Needs/4
SE 371 Grades 6-12 Field Experience/1
SE 471 Grades 6-12 Clinical Experience*/6
SE 499 Capstone Issues/1

***For a second special education endorsement 8 hours**
SE 433 Grades K-6 Internship would replace SE 431/4
SE 473 Grades 6-12 Internship would replace SE 471/4

High-Incidence PreK-12 Program Requirements 27 hours
(Students take the following courses in addition to coursework required in the elementary education K-6 licensure program.)
SE 310 Foundations for Special Education Services/4
SE 315 General Methods for Special Education Services/4
SE 341 Grades PreK-3 Methods for Special Services/5
SE 345 Behavior Management/2
SE 381 Grades 4-12 Clinical Experience/5
SE 451 PreK-12 Clinical Experience *OR* SE 453 PreK-12 Internship/6
SE 499 Capstone Issues/1

SPORTS INFORMATION DIRECTOR MINOR 18 HOURS

AR 241-G Introduction to Graphic Design/3
CO 223 Mass Media Writing I/3
BA 210 Information Technology Applications for Business/3
BA 456 Social Media Marketing/3
HP 318 Event and Facility Management/3
HP 342 Sport Promotion and Marketing/3

SPORT MANAGEMENT MINOR 16 HOURS

HP 301 Field Experience/1
HP 330 Coaching Theory/3
HP 318 Event and Facility Management/3
HP 342 Sport Promotion and Marketing/3
HP 402 Sport in American Culture/3
HP 415 Principles of Sport Management/3

STUDIO ART MINOR 18 HOURS

AR 107-G Drawing I/3
AR 108-G Painting I/3
AR 216 Art History/3
AR 301 Color Theory/3

Choose two:
AR 303 Watercolor/3
AR 328 Mixed Media/3
AR 330 Printmaking/3
AR 357 Studio Art Process/3

THEATRE MINOR 15-19 HOURS

TH 234-G/334-G Participation in Theatre* (4 semesters)/0-4

Choose five courses:
TH 216-G Stagecraft/3
TH 230-G Acting I/3
TH 240 Script Analysis/3
TH 290 Theatre Practicum/3
TH 306 Theatre History: Origins through 17th Century/3
TH 330 Acting II/3
TH 355 Musical Theatre History/3
TH 385 Directing/3
TH 390 Theatre Practicum/3
TH 433 Theatre History: 18th Century to Present/3
TH 440 Internship/3
TH 460 Period Styles/3
TH 485 Advanced Directing/3
TH 490 Senior Capstone Project/3

*Students can register for Participation in Theatre for 0 or 1 credit hour. Students should register for credit only when their involvement will meet or exceed 40 hours within the semester (determined on a case-by-case basis through conversation with Theatre faculty). Total hours should be earned in more than one area of production.

WRITING MINOR 15 HOURS

Choose five courses:
AR/CO 352 Digital Storytelling/3
CO/EN 225/226/425/426 Participation in Journalism (3 semesters)/3
CO 223 Mass Media Writing I/3
CO 315 Topics in Communication (Writing Intensive)/3
CO 440 Communication Internship/3
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 305 Professional Writing/3
EN 430 Practicum in Tutoring Writing/3
EN 460 Reading Race, Class, and Gender/3

Traditional Undergraduate Studies

PROGRAM AND COURSE DESCRIPTIONS

PROGRAM AND COURSE DESCRIPTIONS

Note: The course descriptions are alphabetized by course prefix, with cross references (e.g. "Bible" appears alphabetically, directing the reader to "Religious Studies"). 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. Core Curriculum courses are identified with a "G." The college reserves the right to cancel courses that fail to enroll a sufficient number of students by the end of the registration period.

ART

The Department of Art & Design offers a rigorous art foundation program investigating the fundamental visual principles of composition, color, and drawing, along with a survey of art history and aesthetic theory. The skills and thought processes developed by students in the foundation program will form the basis for thoughtful work throughout their lives as artists and designers.

The Graphic Design Major provides students with the tools to give concrete communicative form to information and ideas. Studies begin with an intensive investigation of typography and visual representation from page composition to iconography and progress to more theoretical design problems. Majors are awarded studio space for a more concentrated experience with classmates and faculty. Students progress from learners to problem solvers to independent creators by addressing pragmatic design problems aimed at preparing a portfolio of work and targeted at the sector of graphic design in which they intend to practice. Throughout the program, emphasis is placed developing conceptually strong, visually sensitive, technically sound, contextually aware work that shows integrity between their faith and their practice. Students completing this course of study will be prepared for practice in the field of graphic design.

The Studio Art major introduces students to the fundamentals of art practice through courses in drawing, painting, ceramics, photography, art history, and artist practicum. Students in the Studio Art major receive a firm foundation blending a solid knowledge of art — past and present — with creative experiences. As they progress, students develop the critical and conceptual skills required to materialize their own artistic vision. The major culminates in a capstone course in which students learn to prepare a professional portfolio, including resume and artist statement, along with making an original body of artwork.

Graphic Design Major Overview

Freshman: Foundational skills: composition, hierarchy, iconography, drawing, art theory, and art history.
Sophomore: Principles of design: page composition, type and image, visual style, editorial design, packaging design, motion design, and letterform design.
Junior: Process of design: design history and philosophy, design research, creative process, problem solving, design strategy, information design, and interaction design.
Senior: Practice of design: design thinking, design for social change, business of design, design industry, and portfolio preparation.

Studio Art Major Overview
Freshman: Acquisition of drawing and composition skills. Learning of visual elements and art history.
Sophomore: Learning of fundamentals of composition, color theory, and advanced drawing skills.
Junior: Exploration of traditional fine art media and modern media (materials, techniques and process), and history/philosophy of art making.
Senior: Development of an individual theme and preparation of an art exhibit and art portfolio.

COURSE DESCRIPTIONS

AR 101 Basic Design/3
Introduction to the visual organization of a two-dimensional surface. Exercises will explore and test the principles of composition (balance, rhythm, proportion, focal point, unity, and contrast) and their interaction with the elements of form (line, shape, texture, and value) in various black and white media. Emphasis will be placed on formal analysis, visual vocabulary, and the process of design. Fall semester, even-numbered years.

AR 105-G Ceramics I/3
Introduction to the fundamentals of clay and methods of forming by hand and with the wheel. Students will become familiar with the basic terminology of ceramics and process of making and firing ceramic objects. Surface decoration and glazing will be introduced. Every semester.

AR 106-G Basic Photography/3
An introduction to basic camera skills and photographic principles (composition, exposure, depth of field, focus, balance, perspective, storytelling, and more) emphasizing seeing photographically, stimulating visual awareness and creativity, and demonstrating the visual literacy needed to critique photographs. Fall semester.

AR 107-G Drawing I/3
This course centers on the most basic cognitive drawing skill: the complexity of translating the three-dimensional world onto a two-dimensional surface. The principles of perspective are covered in detail with the focus on careful observation, achieving accurate optical measurement, and creating volume. The technique of rendering and the application of tonal value is introduced after fundamental drawing skills have been covered. Every semester.

AR 108-G Painting I/3
An introduction to technical and formal problems in painting. Painting I explores methods of image development from realistic to abstract/experimental. Attention is given to the impact that color has on visual form, pictorial space, value, and balance. Emphasis is on the expressive development of the individual. Spring semester.

AR 216 Art History /3
A survey of the chronological sequence of major art styles from prehistory through 19th century. Special attention will be paid to technique, aesthetic criteria, art theory, and criticism, with an emphasis on social and historical context. Building on skills from basic drawing,

students will reproduce the work of the Old Masters in a variety of media, learning the subject, composition, format, and mediums. Prerequisite: AR 107-G. Spring semester, even-numbered years.

AR 235 Basic Typography/3
An introduction to the structure and use of our letter system including the forming of letters, the relationship between form and meaning, type classification and terminology, paragraph formation and alignment, and structural grids. Spring semester, even-numbered years.

AR 241-G Introduction to Graphic Design/3
An introduction to the fundamentals of visual representation including structuring a message by establishing a visual hierarchy, applying compositional principles to typographic material, symbolic display of objects and ideas, and a survey of the field and practice of graphic design exploring some of its uses, forms, and production methods. Every semester.

AR 301 Color Theory/3
A focused study of the formal element color. Exercises will explore color definition, properties of color, and various systems for structuring color application to two-dimensional surfaces. Work will range from fundamental exercises to original individual compositions, as well as written analysis of color usage by various artists. Fall semester, odd-numbered years.

AR 303 Watercolor/3
An introduction to the medium of watercolor. Development of student familiarity with the unique properties and effects of transparent color. Exercises in still life, landscape, figure, and experimental techniques. Prerequisite: AR 101, AR 107-G, or AR 108-G. Fall semester, even-numbered years.

AR 319 Web and Interaction Design/3
A survey of the basic elements and concepts involved in designing for the web and overall user experience including a survey of HTML, CSS, and other languages and tools, content strategy, information architecture, and looking at the different needs of users as they interact with products and services. Fall semester, odd-numbered years.

AR 328 Mixed Media/3
This course introduces students to the integration of mixed media. It offers an opportunity to experiment with a wide variety of media: computer generated art, collage/assemblage, drawing, painting, and other media. Students are encouraged to pursue their own interests. Prerequisite: AR 101, AR 107-G, or AR 108-G. Spring semester, even-numbered years.

AR 330 Printmaking/3
Designed to introduce students to various techniques of production of multiple-original works of art within a variety of techniques including woodcut, linocut, intaglio, and collagraph. Prerequisite: AR 101, AR 107-G, or AR 108-G. Fall semester, odd numbered years.

AR 335 Advanced Typography/3
A study of the role of typography in design projects and communication including pairing typefaces, matching type to content, combining type

and image, and creating typographic rhythm across pages and in motion. Prerequisite: AR 235. Spring semester, odd-numbered years.

AR 341 Advanced Graphic Design/3
A study of design systems and image-making including identity development, branding systems and components, hand and digital illustration technique, methods and styles of design, applying concepts to three-dimensional form, and development of a conceptual process. Prerequisite: AR 241-G. Spring semester, even-numbered years.

AR 352 Digital Storytelling/3
An introduction to storytelling using multi-media, featuring digital media tools and techniques. Students will conceptualize, develop and deliver short stories in digital format, using text, images, audio, video and interactivity. Course includes a survey of digital media applications, fundamentals and issues relating to the use of digital media. Fall semester, even-numbered years.

AR 355 Graphic Design Process/3
A studio course investigating the process and methods of design including problem definition, strategies used to generate original concepts, branding identity and collateral, cohesive and diverse design systems, and information design. Prerequisites: AR 335, AR 341, or AR 360. Fall semester, odd-numbered years.

AR 357 Studio Art Process/3
An intermediate level course with specific emphasis on composition, techniques, painting medium, and art principles. Students will continue to advance their knowledge on the analytical, compositional, and expressive elements of art. In addition, students will be strongly encouraged to develop individual styles through conceptual and technical experiments. Prerequisites: AR 303, AR 328, or AR 330. Fall semester, even-numbered years.

AR 360 Design History/3
A chronological study of design history focusing on influential movements, practitioners, and methods from the Industrial Revolution to today. The course emphasizes design research and writing, using influences and references in the creation of contemporary projects, and development of a thoughtful criteria for evaluating personal work. Prerequisites: AR 235 or AR 241-G. Spring semester, odd-numbered years.

AR 383-G Aesthetics: Art & Faith/3
A Vocation and Values course: A discipline-specific integration of faith with professions in music, theatre, and the arts as it introduces a philosophy of art. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G or PL 110-G and junior standing or instructor permission. Same as PL 383-G. Interterm, even-numbered years.

AR 410 Graphic Design Internship/3
Field experience in a corporate or nonprofit organization supervised by a faculty member. Students will have a hands-on experience that will allow them to apply knowledge and theory they have gained in their course work as well as experienced in the work place. In regular meetings with

faculty and other interns, students will reflect on experiences. Prerequisites: AR 241-G. Offered on demand.

AR 420 Graphic Design Practice/3
A studio course investigating the role of design in society including applying design thinking to community issues, self-initiated and entrepreneurial design, the designer/client relationship, and professional business practices. Prerequisites: AR 335, AR 341, or AR 360. Fall semester, even-numbered years.

AR 421 Studio Art Practice/3
A continuation of the Studio Process with emphasis on advanced proficiency in specialized areas of interests. Students will identify an area of interest and investigate, develop, and practice skills within the chosen medium. Students are expected to create cohesive body of works, developing their own philosophy of art making. Prerequisites: AR 303, AR 328, or AR 330. Fall semester, even-numbered years.

AR 446 Portfolio & Exhibition/3
A capstone course preparing students for successful art or design practice through the development of a comprehensive portfolio that represents their artistic identity and preparation of an exhibition of their work. Students will compile and revise previous work into a portfolio, develop personal identity and branding materials, practice presenting work in professional settings, and create a final exhibition that includes selection of a theme, layout and installation, branding and marketing, and a public reception. Prerequisite: Senior standing or consent of instructor. Spring semester.

BUSINESS ADMINISTRATION

The Business Administration Department offers majors in Accounting-Finance, Agri-Business, Entrepreneurship, Management, Marketing, and Sport Marketing/Management. Faculty with various academic and practical experience emphasize a Christian worldview and incorporate uses of technology in classroom teaching. An internship program provides students with opportunities for work experience and future employment.

COURSE DESCRIPTIONS

BA 101 Practical Business Leadership/0-1
Course is for variable credit. Maximum credit for any one semester is one hour. Course involves being a part of the Business Studies Student Advisory Council. The council represents student interests with the business department faculty. The course requires students in consultation with the department chair to develop individual learning contracts related to leadership. Those contracts will include learning objectives, identification of learning strategies, identification of measurable outcomes, and identification of criteria for validating the measurement of the outcome. All members of the council will be required to read one leadership textbook for group discussion. Course will be credit/no credit.

BA 210 Information Technology Applications for Business/3
The course stresses the use of the computer as a tool used in solving analytical business problems using a computer spreadsheet and a

database application. The course covers a variety of problem-solving techniques with the computer as well as software skill development. Spring semester every year and fall semester even-numbered years.

BA 221 Financial Accounting/3
The study of accounting as a means of communicating financial information about the activities of the business enterprise. Emphasis is placed on concepts and principles underlying the measurement of income and financial position and how this information may be used to evaluate the progress of a firm. Sophomore standing or consent of instructor. Fall semester.

BA 222 Managerial Accounting/3
The study of accounting in terms of management's information requirements. Emphasis is given to the use of accounting in planning and controlling a firm's activities. Topics include budgeting, inventory valuation, cost volume profit analysis, standard costing, and financial statement analysis. Prerequisite: BA 221. Spring semester.

BA 315 Introduction to Entrepreneurship/3
This course is a study in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business. Prerequisite: Sophomore standing. Fall semester odd-numbered years.

BA 320 Intermediate Accounting I/3
This course is a further study in financial accounting theory and practice. It is the first in a sequence of three courses that take an in-depth look at financial accounting theory and practice. Topics to be covered are: accounting conceptual framework, accounting information system, overview of the basic financial statements layout and organization, in-depth look at cash and accounts receivable, in-depth look at inventories valuation cost flow assumptions, inventory valuation methods, gross profit method, retail inventory methods, accounting for the acquisition of property/plant/equipment, accounting for the disposition or impairment of property/plant/equipment, and accounting for depreciation and depletion. Prerequisite: BA 222. Fall semester.

BA 325 Intermediate Accounting II/3
This course is a further study in financial accounting theory and practice. It is the second in a sequence of three courses that take an in-depth look at financial accounting theory and practice. Topics to be covered are: intangible assets, current liabilities, long-term liabilities, stockholders' equity, convertible securities, earnings per share, investments, revenue recognition, installment sales, construction accounting, accounting for income taxes, accounting for pensions, and accounting for leases. Prerequisite: BA 320. Spring semester.

BA 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. Prerequisite: BA 222. Fall semester, odd-numbered years.

BA 327 Business Law/3
This course covers the basic principles of business law as it applies to business operations. Topics covered in this course include understanding of civil procedure and the courts; business and the constitution; torts, strict liability, negligence; intellectual property; common law contracts; Article 2 sales contracts; Article 3 negotiable instruments and commercial paper; Article 9 secured transactions; personal and real property; agency and employment relationships. Prerequisite: Sophomore standing. Fall semester.

BA 329 Principles of Marketing/3
Marketing problems and practices from the managerial point of view: the market, the product, retailing, wholesaling, distribution, selling, and pricing. Prerequisite: Sophomore standing or consent of instructor. Same as EC 329. Fall semester.

BA 336 Individual Income Taxes/3
A study of the income tax laws as they relate to individuals. Spring semester, odd-numbered years.

BA 340 Accounting Information Systems/3
A study of the development, implementation, and operation of advanced accounting information systems. Emphasis is placed on current and emerging issues relating to accounting, controls, and information technology. Spring semester, odd-numbered years.

BA 345 International Business/3
A study from the manager's perspective in the fields of international trade and investment, balance of payments, international financial markets and monetary systems, national trade policy and laws. Also addresses cultural variables in business, and examines how each of a number of basic management activities must be dealt with differently in the international environment than in a purely domestic setting. Fall semester even-numbered years.

BA 346 International Internship/3
Supervised field experience with an international organization or with a company outside of a students' native country. Students gain hands-on experience and knowledge of an international setting, as well as develop reflective thinking skills. Students meet regularly with the faculty supervisor and other interns. Prerequisite: Consent of instructor. Fall, interterm, and spring.

BA 350 Principles of Entrepreneurship & Small Business Management/3
A study of the problems and opportunities encountered and special knowledge needed for the successful operation of the small business enterprise. Case study, lectures, and invited business persons will cover formation and financing of the business, marketing, management, and governmental relations. Prerequisites: BA 221, BA 222, and Junior standing, or consent of instructor. Spring semester.

BA 355 Advanced Accounting/3
Accounting for combined corporate entities, consolidated statements, partnerships, fiduciary and institutional accounting, and other special topics. Prerequisite: BA 325. Spring semester, even-numbered years.

BA 359 Marketing Analytics/3
This course explores data analytic theories and techniques used to solve marketing problems. Students will understand the principles of marketing analytics and a variety of methods to solve marketing issues in the real world. Each student will participate in an online analytics simulation to grow and strengthen their analytic abilities on real marketing problems. Prerequisite: MA 221-G. Fall semester, even-numbered years.

BA 360 Investments/3
Introduction to investments in stocks, bonds, mutual funds, options, commodities, real estate, precious metals, etc. Field trips to various stock exchanges may be included. Prerequisite: Sophomore standing. Same as EC 360. Spring semester, even-numbered years.

BA 365 Fundamentals of Professional Sales/3
This course introduces you to the issues, strategies and relationships that relate to the job of developing sustainable revenue through well managed sales and business development activities. You will become acquainted with managing a sales force and helping them sell. Special emphasis will be put on developing a sales force program, managing strategic account relationships, team development, sales force automation and problem-solving skills. Prerequisite: BA 329, and Junior standing or consent of instructor. Spring semester.

BA 370 Consumer Behavior/3
A study of a variety of concepts in the behavioral sciences related to specific topics in consumer behavior, including mass communications, reference groups and sociological, psychological and economic aspects of consumer behavior. Prerequisites: BA 329 and Junior standing, or consent of instructor. Spring semester even-numbered years.

BA 375 Digital Marketing/3
The purpose of this course is to explore the cutting-edge marketing strategies in the dynamic e-commerce environment. The course introduces students to a wide range of electronic commerce issues for marketers. This course includes readings, lectures, videos, and assignments. Prerequisite: BA 329 and Junior standing or consent of instructor. Fall semester even-numbered years.

BA 395 Principles of Public Relations/3
Introduction to public relations contexts, issues, and practices, including research, planning, communicating, and evaluating. Application to both profit and nonprofit settings. Same as CO 395. Prerequisite: BA 329. Fall semester odd-numbered years.

BA 410 Financial Management/3
The study of financial concepts organized around the management objective of maximizing the value of the firm for its shareholders. This course requires an understanding of certain foundational concepts (cash flows, financial markets, financial performance evaluation, net present value, risk/return, securities valuation, and capital budgeting) and their application to specific management decisions that directly impact the value of the firm. Prerequisite: BA 222. Same as EC 410. Spring semester.

BA 415 Human Resource Management/3
A study of human relations in industry; case studies of labor-management relationship; methods of recruitment, selection, training; employee development, compensation, and employee/labor relations. Prerequisite: Junior standing. Fall semester.

BA 427 Advanced Finance/3
Operational and strategic financial problems including allocation of funds, asset management, financial information systems, financial structure, policy determination and analysis of the financial environment. Junior standing. Fall semester, even-numbered years.

BA 430 Organizational Behavior/3
Examines the complex relationships among individuals, groups, and organizations. Analyzes leadership styles with an emphasis on what constitutes effective leadership given the organization and its context. Focuses on how leaders emerge while assessing leadership styles, values and skills for empowering individuals as they confront organizational change. Prerequisite: Junior standing. Spring semester.

BA 435 Agricultural Management/3
A study of land management, capital management, labor management, and finance management as it relates to the farm enterprise. Prerequisite: Junior standing. Fall semester odd-numbered years.

BA 440 Business Administration Internship/0-4
Supervised field experience in a corporate or nonprofit organization. Students gain hands-on experience and knowledge of a particular setting, as well as develop reflective thinking skills. Students meet regularly with the faculty supervisor and other interns. May be repeated for additional credit. Prerequisite: Consent of instructor. Fall, interterm, and spring.

BA 445 Advertising Management/3
The use of advertising, public relations, and personal selling in supplementing sales programs. Analyzing the market to determine the most effective sales promotion tools to be used. Students will complete an advertising campaign as part of the course. Prerequisites: BA 329 and Junior standing. Spring semester odd-numbered years.

BA 452 Auditing/3
Auditing principles and techniques as they apply to the examination of accounting records and financial statements. The course includes a comprehensive review of generally accepted auditing standards, auditing techniques, auditing procedures, and reporting requirements. Students will complete a comprehensive audit case as part of the course. Prerequisite: BA 325. Fall semester.

BA 455 Production Operations Management/3
Capital installations, inventory control, purchasing, plant layout, site location, scheduling, and staffing. Experience in decision-making via the computer simulation. Prerequisites: Junior standing or consent of instructor. Spring semester odd-numbered years.

BA 456 Social Media Marketing/3
Social Media Marketing is the use of social media by marketers to increase brand awareness, identify key audiences, generate leads and

build meaningful relationships with customers. Social media allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant and consistent content to attract and retain clearly-defined audiences. Prerequisite: BA 329 Fall semester odd-numbered years.

BA 457 Social Media Management Internship/3

Students will partner with a business and use social media to gain a competitive advantage in accordance with the company's marketing goals. Students will actively use social media to increase the company's brand awareness, identify key audiences, generate leads and build meaningful relationships with customers. Prerequisite: BA 329 and concurrently enrollment in BA456. Fall semester odd-numbered years.

BA 460 DECA Team/3

This course involves being an active member of Tabor's DECA chapter. The DECA chapter is an experience for students preparing to be emerging leaders and entrepreneurs. Students are required to participate in DECA events during the enrolled semester. Events may include but are not limited to challenges, competitive events, and meetings, case study events, and meetings. Course may be taken for 0 credit. Spring semester.

BA 470 Marketing Management/3

Designed to acquaint the advanced marketing student with executive management decisions, capital and expense budgets, personnel problems, corporate marketing policies and pricing policies. Prerequisite: BA 329. Fall semester even-numbered years.

BA 475 Marketing Research Seminar/3-4

This course is designed to give the advanced marketing student the opportunity to increase his or her knowledge in a specific area of marketing through the completion of marketing research study. Students will be expected to do independent research on a project approved by the instructor, read and defend papers, and participate in group discussions. Spring semester.

BA 480 Entrepreneurial Experience/3

The Entrepreneurship internship experience helps students develop effective reasoning skills, identify goals, and learn strategies for developing and evolving objectives for their own company. Students will test their use of the basic principles of entrepreneurship as in individual or in a team. Students meet regularly with the faculty supervisor and other interns. Prerequisite: Consent of instructor. Fall and spring.

BA 474 Agency Experience/6-12

The Agency Experience allows upperclassman apply and develop their marketing, management, and accounting skills for multiple clients in an agency setting. Students will simulate a marketing agency to identify goals, learn strategies for developing and evolving objectives for a variety of clients and client needs. Students meet regularly with the faculty supervisor and other students. Prerequisite: Consent of instructor. Spring.

BA 489 Corporate, Partnership, Estate, and Trust Taxes/3

This course is designed to give students a study of income tax law as it applies to corporations, partnerships, estates, and trusts. Specific topics

include: taxation of corporation basic concepts, corporate non-liquidating distributions, corporate distribution in complete liquidation, corporate reorganizations, accumulated earnings and personal holding company tax, partnership formation and operation, partnership distribution, sales, exchanges, S corporations, federal estate tax, federal gift tax, generation-skipping transfer tax, income taxation of trusts and estates, deferred compensation and education savings plans, and multi-jurisdiction taxation: international, state, and local transaction. Spring semester, even-numbered years.

BIBLE See Religious Studies Later In This Section

BIOLOGY

Biology is the study of life and is at the heart of a Christian liberal arts education. To this end, the overall goal of the Tabor College Biology Department is to explore the ever-changing mysteries of life in a curriculum that generates scientific curiosity and intellectual growth. More specifically, the Biology curriculum is designed to prepare students for careers in research, education, environmental science, the health professions, conservation, or a range of other fields. It is also designed to help the student become more scientifically literate by learning how to pose questions as well as gather and interpret data. We are committed to the development of spiritual growth, personal integrity, and the responsible stewardship of resources in our community of faculty and students.

COURSE DESCRIPTIONS

BI 100-G Environmental Science/4
This is an introductory laboratory course in the fundamentals of environmental science. Environmental Science is a course that examines environmental issues such as environmental stewardship, sustainability, renewable resources, pollution, population growth, loss of biodiversity, and energy use. It is an integrated subject combining scientific areas of chemistry, biology, and earth science. Although a general education course, BI 100 also serves majors in environmental biology. Upon completion of this course, students should be able to incorporate a global world view to define their personal environmental belief systems and communicate a basic understanding of college environmental concepts. Spring semester.

BI 110-G College Biology/4
A concentrated study of the principles and fundamentals of biology. Basic biochemistry, cellular structure and function, energetics, concepts of basic molecular biology, and genetics are included. Readings on the integration of Christian faith and science will be considered. A course for science majors. Three hours of laboratory per week. Spring semester.

BI 202 Research Design and Analysis/1
This course provides an introduction to using the statistical computer package R in research design and data analysis. This course will build on the topics covered in MA 221-G Elementary Statistics, focusing on study design in the biological sciences. Topics include descriptive statistics, hypothesis testing, study design, ANOVA, regression, and contingency tables. Prerequisite/co-requisite: MA 221-G. Spring semester.

BI 207 Zoology/4
This is a rigorous lecture/laboratory course in the introduction to organismal diversity, structure, and function. Class discussions cover animal taxonomic characteristics, ecology, and physiology, while labs focus on a survey of the animal kingdom with emphasis on taxonomic, anatomical, and evolutionary topics. This course is appropriate for students pursuing further study in the sciences. Prerequisite: High School Biology with a grade of C or better and sophomore standing. Fall semester, odd-numbered years.

BI 208 Botany/4
This introductory course covers the fundamentals of plant biology and ecology. Lectures and activities will focus on the breadth of plant biology from the cellular activities through studies of anatomical and physiological problems, growth, development, ecology, and diversity of the plant kingdom. Laboratory activities will also include regional plant identification. This course is appropriate for students pursuing further study in the sciences. Prerequisite: High School Biology with a grade of C or better and sophomore standing. Spring semester, odd-numbered years.

BI 211 Human Anatomy and Physiology I/5
This introductory lecture/laboratory course explores the organization and processes of human systems from the cellular and tissue activities through studies of anatomical and physiological problems, growth, and development. Three laboratory hours per week complement the lecture topics and focus on intense anatomical study of human systems. Prerequisite: BI 110-G College Biology and sophomore standing.

BI 214 Microbiology/5
This fundamental lecture/laboratory course will provide students with basic concepts in microbiology and the interaction with humans and the environment. Medical, biotechnical, and environmental aspects of microbiology will be covered. The laboratory exercises/experiences will provide practical exploration of lecture topics and stress lab safety/aseptic techniques in microbial culturing. In addition to learned course content, students will also pursue independent research and critical analysis in isolating and identifying unknown bacteria. Prerequisite: College Biology (BI 110-G) is highly recommended. Fall semester.

BI 301 Medical Terminology/1-3
This course is an interactive lecture/discussion course in the fundamentals of Scientific Terminology. It explores the Greek and Latin base of scientific terms utilized in the medical field. The application of terminology, pathophysiology description and abbreviations in particular areas of the medical profession will be accentuated in each unit. Upon completion of this course, students will be able to break down terms into their meaning, know how the term is applied in each area of the medical field and communicate a basic understanding of general anatomy/physiology terms and concepts. This course is a requirement for PA/PT (Physician Assistance and Physical Therapy) Graduate Programs. There is no laboratory component to this course. Prerequisites: BI 110-G or BI 211 and Sophomore Standing. Fall, interterm, and spring.

BI 306 Wildlife Management/4
This course provides an introduction to the field of wildlife management. Topics covered include habitat management, wildlife monitoring, wildlife habitat use, care and handling of wildlife, and wildlife laws. Students will learn wildlife management techniques and visit local wildlife management areas in the laboratory portion of the course. Prerequisite: MA 221-G, BI 202. Fall semester, odd-numbered years.

BI 311 Human Anatomy and Physiology II/4
This is a rigorous lecture/laboratory course in the stud of human physiology, growth, and development. The topics deal with the various systems and organs and how they develop and function at the tissue, cellular, and molecular level to maintain life. Three hours of lab work complement the lecture topics and include experiential and experimental studies of human systems. Discussions will cover current research and ethical concerns. Prerequisite: BI 110-G, CH 111-G (BI 211 highly recommended). Spring semester, odd-numbered years.

BI 315 Nature Study/1-4
This course is an upper-level, field- and laboratory-oriented course designed to emphasize the principles of systematic identification of local animals and plants. The student is expected to master a certain body of fact (the vocabulary of science) to recognize the characteristics implied in the scientific naming system. Students will produce a pressed plant collection, an insect collection, and a photographic animal collection to demonstrate learned content. In addition to learned course content, students will be challenged to articulate their understanding of the relevance of biodiversity and conversation. Course is designed for serious study in species identification. Prerequisite: introductory course in biology, zoology, and botany.

BI 321 Entomology/2-4
This is a rigorous lecture/field course on the taxonomic characteristics of insects (Arthropoda class Hexapoda). Class discussions and activities cover taxonomic characteristics, evolutionary relationships, ecology, and physiology. An insect collection emphasizes classification and identification of insect orders. Prerequisite: BI 110 and BI 207. Offered on demand.

BI 327 Cell Biology/4
This is a rigorous lecture/laboratory course focusing on metabolic pathways, cellular replication, interactions, signaling, and regulation. Laboratory exercises cover cell and tissue identification, cellular fractionation, cell tissue culture, and molecular techniques. Discussions will cover current research, research technology, and ethical concerns. Prerequisite: BI 110-G and CH 303 (can be concurrent) or consent of instructor. Spring semester, even-numbered years.

BI 328 Genetics/4
This is a lecture/laboratory course in the basic genetic concepts including classical Mendelian inheritance, cytogenetics, population genetics, and the molecular basis of gene action. Laboratory experiences cover transmission genetics, electrophoretic studies, and simulations of evolutionary processes. A research project will emphasize the analysis of genes at the

molecular level and the study of gene expression. Prerequisite: BI 110-G and MA 105. Fall semester, odd-numbered years.

BI 330 Animal Behavior/4
The course entails a large amount of guided, independent work by the student and emphasizes an observational and scientific approach to the study of animal behavior, including humans. Course content focuses on the mechanisms and evolution of animal behavior, including neural, hormonal, and genetic substrates; foraging; anti-predator defenses; mating systems and sexual selection; social behavior; communication; parental care; kin selection and recognition; and territoriality. Laboratory and field work provide experience in quantifying behavioral observations and the process of designing independent study. Animal behavior is a seminar/discussion course designed for students majoring in biology or psychology. Same as PY 330. Prerequisite: BI 207 or BI 211. Fall semester, even-numbered years.

BI 400 Ecology/4
A field-based course with an experimental study of the natural environment, particularly the inter-relationships between organisms and their surroundings. Field experiences consist of studies of various biological communities (streams, ponds, prairies) where data will be collected on physical and biological factors, which determine the distribution and abundance of organisms in those habitats. Students engage in independent ecological research projects to demonstrate learned content and investigation and the critical evaluation of ideas in ecology. In addition to learned course content, students will be challenged to assess their personal value systems within an ecological context. Prerequisite: BI 207 or BI 208. Fall semester, even-numbered years.

BI 403 Immunology/2-4
This course will provide students with an introduction to fundamental concepts in immunology. Topics covered include innate and adaptive immunity as well as the molecular activities and disorders of the system. The holistic function of the immune system as well as individual cells/tissues will be discussed. Discussions will cover current research, research technology, and ethical concerns. Upon completion of this course, students will be able to assess current immunology research, relate knowledge and application, and demonstrate an understanding of current immunopathology models, including cancer biology and AIDS. Prerequisite: A cellular- or physiology-based course; BI 214 Microbiology; or BI 211 Anatomy & Physiology and CH 112. Interterm.

BI 404 Conservation Biology/3
This course provides an introduction to the concepts, theory, and practice of conservation biology. Topics will focus on biodiversity, extinction, ecosystem management and restoration, conservation genetics and management of small populations, and environmental policies. The course will include reading and discussion of primary literature and will require students to write a management plan for an endangered or threatened species. Prerequisite: BI 328. Fall semester, even-numbered years.

BI 405 Ornithology/4
This course provides an introduction to ornithology focusing on the taxonomy, ecology, anatomy, and physiology of birds. The laboratory will be primarily field-based with trips to local wildlife management and conservation areas and will focus on field identification, population dynamics, and habitat interactions. Prerequisite: BI 207. Spring semester, even-numbered years.

BI 406 Geographic Information Systems (GIS)/3
This course provides an introduction to the field of GIS in relation to conservation biology and ecology. Topics include data capture, data models, projections and coordinate systems, and spatial analysis. The course will be project based. Prerequisite: MA 221-G, BI 202. Spring semester, even-numbered years.

BI 450 Topics in Biology/1-3
Specialized topics, such as neuroscience, cancer biology, population biology, or current research topics. Prerequisite: BI 110-G and CH 112 and sophomore standing. Offered on demand.

CHEMISTRY/BIOCHEMISTRY

Tabor College offers majors in both Biochemistry and Chemistry. A challenging curriculum prepares students for graduate school, secondary teaching, and work in industry. Either major provides excellent preparation for medical school and other health careers. Over 90% of the medical school applicants have been accepted in recent years. The Chemistry major also meets content licensure requirements for secondary teaching. Excellent up-to-date facilities and equipment, laboratory components to every science course, and experienced faculty offer students the opportunity for hands-on experience and individualized education.

COURSE DESCRIPTIONS

CH 111-G General Chemistry I/4
Fundamental principles of chemistry, including an introduction to atomic structure, stoichiometry, thermodynamics, gases, chemical bonding, solutions, and solids. A course for science majors. Three laboratory hours per week. Prerequisite: an ACT math sub-score of at least 20 or Accuplacer Next-Gen QAS score of 253 or at least C- in MA 103 or C- in MA 105 or 3.0 high school GPA or instructor consent. Fall semester.

CH 112 General Chemistry II/4
A continuation of the topics introduced in General Chemistry, including chemical equilibrium, kinetics, electrochemistry, organic chemistry, and acids and bases. Three laboratory hours per week. Prerequisite: CH 111-G. Spring semester.

CH 211 Scientific Glassblowing/1
The fundamentals of scientific glassblowing will be taught. Students will learn the physical properties of glass and how to construct a series of scientific glass objects. Offered on demand. Prerequisite: none.

CH 303 Organic Chemistry I/4
Principles of organic chemistry with emphasis on reaction mechanisms

and structure. Includes introduction to organic spectroscopy. Three laboratory hours per week. Prerequisite: CH 112. Fall semester, odd-numbered years.

CH 304 Organic Chemistry II/4
Continuation of Organic Chemistry I with emphasis on mechanism of reactions, structural determination, and selected topics in organic chemistry. Three laboratory hours per week. Prerequisite: CH 303. Spring semester, even-numbered years.

CH 312 Analytical Chemistry/4
Principles of analytical chemistry with emphasis on the fundamental reactions used for chemical analysis. Topics include chemical equilibria in acid/base, complexation, separations, and redox systems, data analysis, potentiometry, and spectroscopy. Six laboratory hours per week. Prerequisite: CH 112. Fall semester, odd-numbered years.

CH 403 Physical Chemistry I/4
A study of gases and the kinetic theory of gases, introductory atomic and molecular structure, chemical kinetics, thermodynamics and its molecular interpretation, and applications of thermodynamics to solutions and electrochemical cells. One laboratory session per week. Prerequisites: CH 312, PH 233, and MA 114. Fall semester, even-numbered years.

CH 416 Biochemistry I/4
Chemistry of the living organism, including carbohydrates, lipids, proteins, digestion, metabolism, and enzyme action. Three laboratory hours per week. Prerequisite: CH 303. Spring semester, even-numbered years.

CH 417 Biochemistry II/3
A continuation of the concepts presented in Biochemistry I with an emphasis on metabolism and gene expression and replication. Prerequisite: CH416. Offered online on demand.

CH 450 Topics in Chemistry/2-4
Selected topics in analytical, inorganic, organic, or physical chemistry, such as acid-base theories, coordination compounds, chemical bonding, reaction mechanism, quantum mechanics, and others. Laboratory work may be included. Offered on demand.

COMMUNICATIONS

Communication Program Mission Statement:
To prepare students to be effective communicators in diverse settings of learning, work and service.

Communication Program Objectives:

- To convey ideas in a compelling manner to audiences through effective speaking, writing and technology skills;
- To analyze and critique messages in multiple contexts (e.g., theatre, advertising, media, public speaking, intercultural);
- To practice conversational (or interpersonal) competence in varied relationships and settings (listening, conflict management, groups);
- To formulate and support a global perspective in their understanding of communication.

COURSE DESCRIPTIONS

CO 110-G Introduction to Communication/3
A general survey of the discipline of communication that is approached from various perspectives, including public speaking, interpersonal, small group, organizational, and mass media.

CO 131-G 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. Every semester.

CO 201-G 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. Same as SO 201-G. Fall and spring semesters.

CO 223 Mass Media Writing I/3
A basic course in journalism, dealing with the principles of news writing and reporting practices and providing an introduction to the ethics and challenges of the journalistic enterprise. Prerequisite: EN 101-G or concurrent. Same as EN 223. Spring semester.

CO 225/425 Journalism Participation: Newspaper/0-1
Participation on Tabor View staff. Prerequisite: CO/EN 223 or consent of instructor. Same as EN 225/425. Every semester.

CO 226/426 Journalism Participation: Yearbook/0-1
Participation on Tabor *Bluejay* staff. Same as EN 226/426. Every semester.

CO 301 Theories of Communication/3
This class will examine various contemporary theories of communication, including social constructivist, psychological, phenomenological, socio-cultural and critical perspectives. Students will write a position paper and give an oral report on selected theoretical reading, provide outlines of assigned theories on certain topics, and write about their own perspective on communication theory. Fall semester, even-numbered years.

CO 315 Topics in Communication/3-6
Selected topics of interest in communication. Possible subjects could include the study of gender and communication, interpersonal communication, advanced media writing, writing for the Web, sports writing, ethnic media, or advanced public speaking. Fall and/or spring semesters.

CO 323 Communication Law and Ethics/3
Designed to acquaint students with moral and legal issues involving the practice of journalism and other communication professions. Topics such as freedom of expression, slander, libel, privacy, commercial speech, intellectual property, and the public's right to know will be taught. Same as EN 323. Fall semester, odd-numbered years.

CO 352 Digital Storytelling/3
An introduction to storytelling using multi-media, featuring digital media tools and techniques. Students will conceptualize, develop, and deliver short stories in digital format, using text, images, audio, video, and

interactivity. Course includes a survey of digital media applications, fundamentals, and issues relating to the use of digital media. Same as AR 352. Fall semester, even-numbered years.

CO 360 Group Communication and Decision Making/3
Theory and practice of work groups and teams in corporate and nonprofit settings. Decision-making processes and problems are analyzed. Emphasis on communication skills for leading and participating in groups. Spring semester, odd-numbered years.

CO 395 Principles of Public Relations/3
Introduction to public relations contexts, issues, and practices, including research, planning, communicating, and evaluating. Application to both profit and nonprofit settings. Same as BA 395. Fall semester, odd-numbered years.

CO 412 Senior Seminar/3
A special interest course for upper-level students. Students will be expected to do independent research on a project approved by the instructor, read and defend papers, and participate in group discussions. Prerequisite: CO 301 or approval of department. Spring semester.

CO 440 Communication Internship/1-4
Supervised field experience in a corporate or nonprofit organization. Students gain hands-on work experience and knowledge of a particular setting, as well as develop reflective thinking skills. Students meet regularly with the faculty supervisor and other interns. May be repeated for additional credit. Prerequisite: Consent of instructor. Fall, interterm, and spring semesters.

CRIMINAL JUSTICE

CJ 203 Introduction to 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. Fall semester.

CJ 304 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. Interterm.

CJ 314 Field Experience/1-3
Students will have the opportunity to participate in the activities of community agencies in criminal justice practice. Varied experiences are encouraged in areas such as law enforcement, corrections, probation, judicial, victim services, treatment services, and community action organizations. This course may be repeated. Offered on demand.

CJ 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. Does not satisfy core basic skills mathematics requirements. Fall semester.

CJ 324 Juvenile Delinquency and Justice/3
This course is designed to provide an in-depth study of the juvenile offender and the juvenile justice system in the United States. Topics include juvenile delinquency, the form and function of the juvenile criminal justice system, legal rights of juveniles, theories of delinquency, restorative interventions, and other related issues. Spring semester.

CJ 327 Criminology and Deviance/3
Examines the history and theories of crime and deviance, including the rise of relativism in defining crime and deviance; explores the victim's rights and restorative justice movements, theories of the state in social control, and how ethnic stereotypes and prejudices influence law enforcement and the court system. Spring semester, even-numbered years.

CJ 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. Fall semester.

CJ 341 Leadership, Ethics, and Diversity in Criminal Justice/3
Emphasizes the proactive techniques for administration professionals by using a service quality and ethical lens to address administration and management concepts in all areas of the criminal justice system. The course will develop skills for responding to the clients within the industry, to include, criminal justice professionals, offenders, victims, and the community. Students will learn to critique their own views of what constitutes management and leadership in the service sector, while also considering ethics and diversity, all with the goal of improving the effectiveness of the criminal justice system.

CJ 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. Spring semester.

CJ 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 and during trial and post-conviction. Fall semester.

CJ 356 Corrections/3
Students will be involved in an introduction to the philosophy and history of corrections. In depth examination of jails and detention facilities, probation, intermediate sanctions, imprisonment and parole will occur. The course focuses on how today's correctional subsystems function within a larger criminal justice system and the impact on society as a whole.

CJ 360 Physical Security and Loss Prevention/3
This course is an overview of the field of loss prevention/asset protection, and physical security that addresses basic theories, concepts, key terms, definitions, and current critical issues. This course introduces the student to the organizational fundamentals of loss prevention, asset protection, and physical security including goals, missions, objectives, functions, operations and roles. The course is an overview of the industry from a professional and management perspective while keeping the student abreast of industry changes and academic relevance.

CJ 364 Corrections, Probation, and Parole/3
This course is designed to provide the student with an overview of the history and theory behind adult and juvenile corrections, probation, and parole. Correctional philosophies and restorative justice practices are examined including the role of clinical treatment in these settings by professionals in the fields of education, social work, counseling, psychology, and medicine. Spring semester.

CJ 374 Interviewing/3
Students will learn interviewing skills that are critical for solving criminal investigations, obtaining information, and developing intelligence. The course is designed to assist criminal justice practitioners in becoming better interviewers by exploring methods and techniques that enhance the interview process and increase the probability of a successful outcome.

CJ 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. Spring semester.

CJ 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. Spring semester.

CJ 414 Drugs, Alcohol, Crime, and Justice/3
This course reviews the history and prevalence of drug and alcohol use in America, as well as the criminal repercussions. Students are given an

introduction of the criminality, theory, and treatment of substance abuse and addiction in a criminal justice context from a secular and biblical view. Areas of focus include multigenerational addictive behaviors and outcomes, treatment for addiction, governmental responses, drug identification, and enforcement of drug and alcohol laws. Spring semester, odd-numbered years.

CJ 440 Internship/1-3
Supervised field experience in a private or public sector role. Students gain hands-on work experience and knowledge of a particular setting, as well as develop reflective thinking skills. Students meet regularly with the faculty supervisor and other interns. May be repeated for additional credit. Fall, interterm, and spring semesters.

ECONOMICS

EC 223 Macroeconomics/3
Develops an understanding of economics with respect to unemployment, inflation, GNP and the price level, money and the banking system, the role of economics in relation to government policy (fiscal policy and monetary policy), international trade, and the international monetary system. Prerequisite: Sophomore standing. Fall semester.

EC 224 Microeconomics/3
Introduces the student to the basic concepts underlying all of economics. These concepts include supply and demand relationships, prices, scarcity, elasticity, the concept of opportunity cost, market efficiency, economic decision making, questions of monopoly, profit and the government's role in the economic market. Prerequisite: Sophomore standing. Spring semester.

EC 240 Political and Economic Ideologies/3
A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism, democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state. Same as PS 240. Spring semester, alternate years.

EC 329 Principles of Marketing/3
Marketing problems and practices from the managerial point of view: the market, the product, retailing, wholesaling, distribution, selling, and pricing. Prerequisite: Sophomore standing, or consent of instructor. Same as BA 329. Fall semester.

EC 340 Political and Economic Ideologies/3
A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism, democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state. Same as PS 340. Spring semester, alternate years.

EC 360 Investments/4
Introduction to investments in stocks, bonds, mutual funds, options, commodities, real estate, precious metals, etc. Field trips to various stock exchanges may be included. Prerequisite: Sophomore standing. Same as BA 360. Spring semester even-numbered years.

EC 410 Financial Management/3
The study of financial concepts organized around the management objective of maximizing the value of the firm for its shareholders. This course requires an understanding of certain foundational concepts (cash flows, financial markets, financial performance evaluation, net present value, risk/return, securities valuation, and capital budgeting) and their application to specific management decisions that directly impact the value of the firm. Prerequisite: BA 222. Spring semester.

EDUCATION
All programs leading to licensure are approved by the Kansas State Department of Education (KSDE). Program completers qualify for initial teacher licensure through Association of Christian Schools International (ACSI). The College holds membership in the Kansas Association of Private Colleges of Teacher Education (KAPCOTE).

ELEMENTS OF THE CONCEPTUAL FRAMEWORK FOR THE TABOR COLLEGE TEACHER EDUCATION PROGRAM
The Vision for the Tabor College Teacher Education Program
The vision of the Teacher Education Program at Tabor College is to prepare exemplary educators who are committed to Christian values, competent instruction, compassionate service, and collaborative leadership.
This vision embraces the mission of Tabor College which is "Preparing people of a life of learning, work and service for Christ and his kingdom."
For complete program requirements and policy provisions, consult the most current version of the Conceptual Framework, the Teacher Education Handbook, or Student Teaching Handbook.

Goals and Objectives of the Tabor College Teacher Education Program
Goal I: Commitment
The Teacher Education Program at Tabor College is designed for committed candidates who have a passion for teaching and a love for students. They are life-long learners who have a strong desire to continue their professional development.
Evidence of this commitment will be shown by the candidates who meet the following objectives:
1. Involvement with children and youth within or outside education.
2. Integrate research into instructional strategies.

Goal II: Christian Values
The Teacher Education Program at Tabor College is designed for exemplary educators who are committed to Christian values. These values are characterized in Luke 2:52: "And Jesus grew in wisdom and stature, and in favor with God and men." This assumes a holistic view that incorporates the intellectual, physical, spiritual, and social dimensions of educating the child.
This commitment to Christian values will be shown by the candidates who meet the following objectives:
1. Intellectual: Integrity and academic mastery.
2. Physical: Live a balanced and disciplined life.
3. Spiritual: Embrace a Christian worldview.
4. Social: Lovingly and humbly serve all human beings.

Goal III: Competent in Content and Pedagogy
Upon the foundation of a strong general (liberal arts) education, the Teacher Education Program is designed for exemplary educators who are committed to competent instruction. This requires demonstrated excellence in content knowledge and pedagogical skills, resulting in a positive impact on the learning of all students. It assumes that the educator is knowledgeable regarding the national, state, and local standards in both Core Curriculum and those related to specific content areas.
This commitment to competent instruction will be seen in the candidates who meet the following objectives:

1. Possess a thorough knowledge of the content to be taught.
2. Exhibit scholarship in professional education.
3. Effectively communicate both orally and in writing.
4. Show an understanding of child and adolescent development.
5. Participate successfully in a wide range of successful clinical experiences.
6. Manage a safe and stimulating classroom environment.
7. Incorporate learning strategies appropriate for varied learning styles.
8. Relate to students of varied cultural, racial, socio, and economic backgrounds.
9. Can adapt instruction to meet the needs of students with special needs.
10. Creatively motivate students by planning engaging lessons with varied teaching strategies.
11. Skillfully utilize technology to enhance learning.
12. Design curriculum that integrates material from several disciplines and teaches reading across the curriculum.
13. Utilize problem-solving and effective questioning strategies to assist students in developing critical thinking.
14. Use assessment results to plan instruction.

Goal IV: Compassionate Service
The Teacher Education Program at Tabor College is designed to provide opportunities for educators to demonstrate their commitment to compassionate service. These opportunities are built through an emphasis upon self-acceptance and personal growth, a loving and respectful attitude toward others, regardless of gender, ethnic/cultural, racial, and religious differences.
This commitment to compassionate service will be observed in the candidates who meet the following objectives:

1. Lovingly and humbly serve all.
2. Model before their students a caring spirit toward those who have special needs.

Goal V: Collaborative Leadership
The Teacher Education Program at Tabor College is designed to develop and enhance skills for those candidates committed to collaborative leadership. The basis for collaboration is the extended community of learners involved in the education of the child: parents, extended family, religious and civic leaders, business owners, law enforcement, health providers, and general citizenry.

This commitment to collaborative leadership will be validated in the candidates who meet the following objectives:

1. Serve as a team member.
2. Interact with Special Education teachers.
3. Support all school personnel.

EDUCATION PROGRAMS

Programs available at Tabor College that have been approved by the State of Kansas for teacher licensure are:
Biology (6-12)
Chemistry (6-12)
Elementary (K-6)
English Language Arts (6-12)
Health (PreK-12)
History/Government & Social Studies (6-12)
Instrumental Music (PreK-12)
Mathematics (6-12)
General Music (PreK-12)
Physical Education (PreK-12)
Special Education (KICA) - See advisor for most current information.
Vocal Music (PreK-12)
The following additional endorsements are also available for those completing one of the most initial licensure programs listed above:
Adaptive Special Education (K-6 or PreK-12)
Middle Level Endorsements (5-8)
History and Government
Language Arts
Science
Programs are detailed alphabetically in the section called Programs of Study.

PHASES

The Education Program has four phases that are designed to prepare students to become professional teachers. Students move through each phase sequentially, completing requirements and meeting major outcomes along the way.

PHASE 1: Foundation Phase (Freshman or Sophomore Year)
Students planning to enroll in the Teacher Education Program must meet the following Preliminary Requirements:

1. Students interested in either elementary or secondary education are advised to enroll in ED 100 during their freshman year.
2. Students on “academic probation” are not advised to enroll in ED 100.
3. Students with a sophomore or higher classification need a cumulative GPA of 2.50 or higher for all courses attempted at all institutions to enroll in ED 100.
4. Name Tags. Tabor students and faculty are required to wear approved name tags whenever they are in elementary or secondary schools, i.e. all field and clinical experiences. These name tags provide immediate identification for school personnel and families that the individual has a purpose for being in the school. Name tags may be ordered in the Tabor College Bookstore. Lost name tags should be replaced immediately.

5. Tabor students must provide verification of a negative Tuberculosis test within the last year. This verification is required by local school districts for the safety of their students.

PHASE 2: Admission to Teacher Education Program - Professional Courses Sequence (Junior and Senior years)
The following admission criteria to this phase should be met by no later than the end of the sophomore year so that students are eligible to enroll in 300- or 400-level education courses beginning their junior year. Juniors and seniors seeking admission to the program may not be admitted provisionally.

1. A grade of "C" or above in ED 100.
2. Completion of a PHASE 2 Application to the Teacher Education Program
3. A grade of "C" or above in SE 210.
4. A cumulative college grade point average (GPA) of 2.5 or higher for all attempted hours at all institutions.
5. Basic Skills testing requirements:
   Students must verify basic skills through one of the following:
   a. Demonstrate competency in reading, writing, and mathematics with the following minimums:
      - Work Keys Reading for Information Level 5
      - Tabor Writing Competence C.U.N.Y. Level 4
      - Meet Tabor's Mathematics Competency requirement
   b. Pass reading and writing sections of the Accuplacer test with minimum scores required by the Teacher Education Department. Test dates and Registration Bulletins are available in the Education offices (LOHR 19).
      Original scores must be sent directly to the Education Department from the test administrators.
   c. Satisfactory disposition review.
   d. Provide certifiable scores of test comparable to the PPST or other nationally normed test from other states or institutions, subject to approval by the Teacher Education Committee.

PHASE 3: Student Teaching/Clinical Experience
This phase should normally be completed by the end of spring semester of the junior year or one semester prior to student teaching.
Students will:

1. Complete a Phase 3 Student Teaching Application form by the first Friday of December, of the year prior to student teaching. Applications are available in LOHR 19. The application must include a one-page essay: Experiences that have prepared me to be a teacher.
2. Submit the name of their advisor or department chair for a departmental recommendation for student teaching. The Department Chair and the Candidate's Academic Advisor should complete reference forms.
3. Submit a name for Faculty Reference from one additional faculty member (half time or more) outside their major department.
4. Have a cumulative college grade point average (GPA) of 2.5 or higher for all courses attempted at all institutions. (History/Government must have a Cumulative GPA of 3.0 or higher in the major content area)

5. Secure advisor's assurance that the student will have completed all Professional Education Core Courses (with the exception of ED 448) prior to the beginning of the student teaching semester.
6. Prior to an interview by the Teacher Education Committee, all candidates for student teaching must be in good standing in all facets of Tabor College life, including a satisfactory dispositional review.
7. Candidates will only be eligible for student teaching after all references have been submitted and all other criteria have been met.

PHASE 4: Teacher Licensure

Qualifications for Teacher Licensure includes the following:

1. A bachelor's degree with a "C" or higher grade in all subject areas and professional education courses. Students must have a cumulative GPA of 2.5 on all college courses attempted at all institutions.
2. Professional Testing Requirements:
   KSDE requires that persons seeking a teaching license from a Kansas college complete professional testing requirements through the Principles of Learning and Teaching Test (PLT).
   Students are required to take only one PLT test for Teacher Licensure and should choose the most appropriate test for the level of Teacher Licensure or level of specialization they are seeking. Check with Tabor College Licensure Officer for details about registration for these tests.
3. Licensure candidate must also pass one or more content tests.
   All education students are required to pass the PRAXIS II content and PLT exams in their major program areas as a program completion requirement. For Elementary Education majors, failure to pass the exams would result in receiving an Educational Studies major instead of a major in Elementary Education. For Secondary Education and PK-12 Education Majors, failure to pass the exams would result in receiving their content area major.
   All education students must complete the Kansas Performance Teaching Portfolio with a score of 20 or higher as a program completion requirement. Candidates are asked to refer to the remediation policy in the student teaching handbook in case a passing score has not been obtained on the first attempt.
4. Completion and submission of Teacher Licensure Application (available on KSDE website).
5. Students wanting to teach in states other than Kansas should check their program of courses with requirements for Teacher Licensure in other states.
6. Candidates for licensure must submit their fingerprints to KSDE who will process them through the KBI and FBI.
7. For ACSI licensure, an application can be found in the Coordinator of Education's office.

Transfer Students

The entire program of a transfer student will be reviewed by the Chair of the Education Department prior to enrollment to determine the equivalency of professional education courses and to plan the remainder of the program at Tabor. Upper-division courses numbered 300- or 400-level in Professional Education are required to be taken at an approved teacher education college. Students who transfer from community colleges are encouraged to take Core Curriculum courses there and

complete their professional education courses at Tabor College. Students who transfer to Tabor College who have had Introduction to Education at a previous institution must take ED 101 in their first semester at Tabor College.

COURSE DESCRIPTIONS

ED 100 Introduction to Education/3
The entry-level course for students entering the teacher education program. It is designed to create awareness of current education trends and assist students in career decisions about the teaching profession. Prerequisite: See Teacher Education Handbook for GPA requirements. Fall semester.

ED 101 Tabor College Education Program/0-1
Designed for transfer students. Provides introduction to education program requirements and conceptual framework. **Must** be taken during the first semester at Tabor College.

ED 206 Educational Psychology/3
Develop an understanding of major learning and developmental theories as applied to students in K-12 classrooms. Behaviorist, Cognitive, Humanistic, and Socialist learning theories are explored. Physical, Cognitive, Social, Emotional and Moral Development theories are outlined for humans from birth through late adolescence. Practical classroom models of application for each theory are discussed. Harmony and conflict of various applications with a biblical world view are examined. Prerequisite: PY111-G. Must be of sophomore standing. Fall semester.

ED 215 Planning for Instruction/2
Provides preparation in methods for teaching in 6-12 classrooms and serves as a prerequisite to all upper level secondary methods courses. Students will plan, create and evaluate lessons that integrate state standards into lesson goals and objectives. Students will be introduced to Bloom's Taxonomy of Educational Objectives as well as learning modalities and the theory of multiple intelligences. A fifteen-hour practicum in a nearby school is attached. Sophomore standing required. Fall semester.

ED 216 Methods in the Arts/3
Students will develop an understanding of the goals and objectives of art, music, dance, and drama in the elementary classroom. Emphasis will be placed on techniques and strategies to integrate these arts into other content areas of the elementary classroom. Fall semester.

ED 224 Technology in the PreK-12 Classroom/2
Designed to introduce teacher candidates (PreK-adult) to computer technology and its applications to the classroom and curriculum. The major focus of the course will be interactive technology via the computer, although other forms of technology will be explored. Special emphasis will be placed on customizing instruction to meet learning styles of a diverse student population and evaluation of current software applications. Spring semester.

ED 317 Adaptive Physical Education/3
Course deals with planning, organizing, and conducting physical

education for the disadvantaged student. Same as HP 317. Fall semester, even-numbered years.

ED 327 Literature for Children and Young Adults/3
An analysis and evaluation of literature read by children and young adults. Prerequisite: EN 102-G. Same as EN 327.

ED 328 Classroom Management in the Elementary/Secondary School/2
Building upon the foundation established in the elementary school, the course provides techniques for preventing and resolving behavioral issues of children and youth in the classroom and school. Includes resources for working with challenging students. It provides a foundation for discipline policies in middle and high schools. Prerequisite: Admission to Teacher Education Program. Fall semester.

ED 345 Methods of Teaching Reading/3
Provides preparation in methods and materials of teaching reading in the elementary classroom. Students will explore, evaluate, and plan units of instruction based on state and national recommendations for reading curriculum and relate instruction to local, state, and national assessments. Prerequisite: Admission to Teacher Education Program. Concurrent enrollment in ED 365. Fall semester.

ED 347 Elementary School Language Arts/3
Provides preparation in methods and materials of teaching language arts in the elementary classroom in the integrated approach of reading, listening, speaking, and writing. Students will explore, evaluate, and plan units of instruction based upon state and national recommendations for language arts curriculum and relate instruction to local, state, and national assessments. Prerequisite: Admission to Teacher Education Program. Concurrent enrollment in ED 365. Spring semester.

ED 357 Methods of Teaching Mathematics/3
Provides preparation in methods and materials and professional guidelines for teaching mathematics in elementary school classrooms. Candidates will explore the major concepts, procedures and reasoning processes of mathematics; developmentally appropriate instructional strategies; national, state and local standards; and assessment strategies. Candidates will explore, evaluate and design units of instruction culminating in a micro-teaching exercise. Prerequisite or concurrent enrollment in MA 204-G and ED 365, and admission to Teacher Education Program. Fall semester.

ED 365 Elementary Field Experience I/1
This field experience requires five weeks of observation, participation, and teaching of reading, science, and mathematics in an approved elementary school. Taken concurrently with elementary methods courses during the fall semester or with consent of department chair. Student is responsible for transportation costs to and from school site. Fall, interterm, and spring.

ED 367 Instructional Strategies for Adaptive Learning Needs/2
This course will focus on planning and participation in adaptive teaching strategies designed by a collaborative, interdisciplinary team and will focus on strategies for individualizing outcomes in the instruction and

assessment of exceptional students in the regular classroom. Prerequisite: SE 210; Concurrent enrollment in ED 365. Fall semester.

ED 368 Elementary Field Experience II/1
This field experience requires four weeks of observation, participation, and teaching of reading, language arts, science, adaptive learning strategies, and mathematics in an approved elementary school. Emphasis is on adapting instruction to meet the needs of special learners. Taken concurrently with elementary methods courses during the spring semester or with consent of department chair. Student is responsible for transportation costs to and from school site. Fall, interterm, and spring.

ED 374 Elementary School Health and Physical Education/3
A study of appropriate health, sexuality, and physical education instruction for the elementary teacher. Selection of activities for appropriate developmental level of students is stressed. This course includes exposure to a wide variety of health and physical education methods, materials, and resources. Spring semester.

ED 385 Elementary School Science/2
Provides preparation in methods and materials of teaching science in elementary school classrooms. Students will explore, evaluate and plan units of instruction based upon state and national recommendations for science curriculum, and relate instruction to local, state, and national assessments. Prerequisite: Admission to Teacher Education Program. Concurrent enrollment in ED 365. Spring semester.

ED 395 Elementary School Social Studies/2
Provides preparation in methods and materials of teaching social studies in elementary school classrooms. Students will explore, evaluate, and plan units of instruction based upon state and national recommendations for social studies curriculum, and relate instruction to local, state, and national assessments. Prerequisite: Admission to Teacher Education Program. Concurrent enrollment in ED 365. Fall semester.

ED 405 Assessment Proficiency/0-1
This course is taken concurrently with clinical experience course (ED 421, 423, or 424) for zero credit. If clinical experience course is failed because of not passing the PLT or PRAXIS, this course will need to be repeated for credit (up to three attempts for the PLT/PRAXIS for one academic year). Graded CR/NC. Fall and spring semesters. See Education Department Conceptual Framework for separate provisions applying to the Danielson Instrument and KPTP. Remediation may include a second, complete, clinical placement in a subsequent semester.

ED 414 Classroom Assessment/2
Develop classroom assessment skills common to classrooms at any level. Includes working with local, state, and national standards as well as the accreditation process. Prerequisite: Admission to Teacher Education Program. Spring semester.

ED 415 Methods for Teaching English Language Arts in the Secondary School/3
Designed to assist student teachers in becoming confident, effective professional educators in secondary level English (Grades 6-12). Students will become familiar with a variety of specific methods to use in teaching

literature, composition, and language. Among topics to be considered will be: current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: ED 215 and acceptance into the Teacher Education Program. Offered through KICA. Spring semester.

ED 416 Methods for Teaching Speech and Theatre in the Secondary School/3
Requires students to apply speech and drama content to the techniques needed for effective secondary level (Grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion, and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: ED 446. Offered through KICA. Spring semester.

ED 417 Methods of Teaching English Language Learners/3
This course is designed to explore contemporary approaches, methods, and best practices for appropriate instruction of second language learners. Candidates will be instructed in language proficiency assessment and placement for programming in second language classrooms. Philosophical perspectives on ESL and dual language approaches, including communicative, cognitive, and grammatical implications will also be discussed. Strategies for advocating for ELLs in the school environment and effectively collaborating with parents of ELLs will be presented. Approaches to differentiation of regular classroom instruction for cultural and linguistic diversity will be presented. Offered through KICA. Fall semester.

ED 419 Opening School Clinical Experience/1
This one-credit hour clinical experience requires a minimum of five days in a school under the direction of a cooperating teacher. Required experiences include: 1) preparing the classroom for opening school; 2) attending staff meetings, 3) the first day of school for students; and 4) two more days during the first week of school for students. Prerequisite: Full acceptance for student teaching or the department chair. August/September only.

ED 421 Elementary School Clinical Experience/6-12
Practical application of professional education preparation. Includes lesson planning and participation in school activities. Candidates will be assigned to an elementary classroom and cooperating teacher, with gradual assumption of full responsibility for instruction. Includes attendance at clinical and professional seminars. Prerequisite: Approval for clinical experience and completion of major and professional education coursework. Fall, interterm, and spring.

ED 423 K-12 Clinical Experience/6-12
Practical application of professional education preparation. Includes lesson planning and participation in school activities. Clinical experience for music and physical education. Candidates will be assigned to both and elementary and secondary classroom and cooperating teacher, with gradual assumption of full responsibility for instruction. Includes attendance at clinical and professional seminars. Prerequisite: Approval for clinical experience and completion of major and professional education course work. Fall, interterm, and spring.

ED 424 Secondary School Clinical Experience/6-12
Practical application of professional education preparation. Includes lesson planning and participation in school activities. Candidates will be assigned to a secondary classroom and cooperating teacher, with gradual assumption of full responsibility for instruction. Includes attendance at clinical and professional seminars. Prerequisite: Approval for clinical experience and completion of major and professional education coursework. Fall, interterm, and spring.

ED 425 Methods for Teaching Business in the Secondary School/3
Designed to provide the prospective secondary-level (Grades 6-12) Business teacher techniques for effective classroom teaching, including such issues as inclusionary practices, assessment, classroom application of various forms of technology, and professional organizations. It pulls together business and education concepts and theories just prior to one's student teaching experience and covers methods and materials for teaching business courses such as accounting, general business, keyboarding, and office practice. (Shorthand is covered on demand.) Prerequisite: ED 215 and acceptance into the Teacher Education Program. Spring semester.

ED 428 ESL/Dual Language Field Experience/3
A minimum of 90 clock hours is spent in the field with a licensed ESOL teacher that is actively teaching ELLs in either an ESOL setting or a dual language setting. This practicum involves a minimum of 30 hours of the actual delivering of ESOL instruction implementing ESL lessons and methodology. This instruction can be delivered either as a team teacher or primary instructor as agreed upon by the candidate and the cooperating teacher. This is a culminating course for the minor. Prerequisites: Completion of all other courses in the minor, liability insurance, GPA of 2.5 or higher.

ED 430 Methods for Teaching Mathematics in the Secondary School/3
Designed to provide the prospective secondary-level (Grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, micro-teaching of a mathematics lesson, selecting materials, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: ED 215 and acceptance into the Teacher Education Program. Offered through KICA. Spring semester.

ED 435 Methods for Teaching Natural Science in the Secondary School/3
Designed to provide the prospective teacher with knowledge and skills

for teaching the natural sciences at the secondary level (Grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Micro-teaching, classroom observation and group and self-evaluation are included. Prerequisite: ED 215 and acceptance into the Teacher Education Program. Offered through KICA. Spring semester.

ED 440 Methods for Teaching Social Science in the Secondary School/3
Designed to prepare students for successful teaching at the secondary level (Grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations, and the inclusive classroom. Prerequisite: Admission to Teacher Education Program. Prerequisite: ED 215 and acceptance into the Teacher Education Program. Spring semester.

ED 446 Reading/Strategies for Secondary Teaching/2
Develop teaching skills common to various content areas in secondary education. Includes instruction in reading and study skills improvement, writing objectives, lesson planning, evaluation of learning and videotaping of teaching. Includes field experience. Prerequisite: ED 215 and acceptance into the Teacher Education Program. Fall semester.

ED 448 Philosophy in Education/2
Capstone course for students completing Teacher Licensure requirements. Includes international education as well as historical, philosophical, scientific, and structural multicultural foundations of education in the United States. Prerequisite: Admission to Teacher Education Program or consent of department chair. Fall semester.

ED 455 Reading Diagnosis/1
An advanced seminar designed for learning diagnostic methods of assessing students' needs in reading, with an emphasis on developmental approaches to teaching reading. Prerequisites: ED 345 and ED 346. Spring semester.

ENGLISH

EN 100 College Reading and Writing/3
A preparatory course with emphasis on reading comprehension and writing skills, including sentence structure, paragraphs, and brief essays. Students who have an ACT English sub-score less than 16, an SAT Critical Reading score less than 470 (taken before March 2016) or SAT Evidence-Based Reading and Writing score less than 520 (taken March 2016 or later), an Accuplacer Next-Gen Reading score less than 243 or have not received credit for EN 101-G are required to take EN 100 during their first semester of attendance. Fall semester.

EN 101-G English Composition I/3
A study of various types of writing, including descriptive, argumentative, and expository (including the research paper), and a brief introduction

into literary types and forms. Prerequisite: A grade of C- or higher in EN 100, or a sub-score of 16 on the ACT English exam, or a score of 470 on the SAT Critical Reading exam (taken before March 2016), or an Accuplacer Next-Gen Reading score of at least 244, or a score of 520 on the SAT Evidence-Based Reading and Writing exam (taken March 2016 or later). Fall and spring semesters.

EN 102-G English Composition II/3
English Composition II progresses from writing learned in EN 101-G. 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: EN 101-G.

EN 301 Descriptive Linguistics/3
An examination of the core areas of linguistic theory: phonetics, phonology, morphology, syntax, and semantics. Additional areas of study include sociolinguistics, historical linguistics, cognitive linguistics, and language acquisition. Prerequisite: EN 101-G. Fall semester, even-numbered years.

EN 302 Modern English Grammar/3
An intensive study of the principles of grammar. Prerequisite: EN 101-G. Fall semester, odd-numbered years.

EN 303 Creative Writing/3
Emphasis on poetry, drama, and/or fiction. Prerequisite: EN 102-G. Spring semester, odd-numbered years.

EN 305 Professional Writing/3
A course designed to help students master career-related writing including a research-based report. Priority given to business majors. Prerequisite: EN 101-G and junior standing. Spring semester.

EN 306 Studies in Rhetoric/3
A study of the principles of classical and contemporary rhetoric, including argumentation and stylistic analysis. This course will cover analysis rhetorical strategies used in text, visual art, public speaking, film, television, and electronic and social media. Prerequisite: EN 101-G.

EN 316 World Literature/3
A study of influential works of world literature from ancient to contemporary. Prerequisite: EN 102-G. Fall semester, odd-numbered years.

EN 320 Approaches to Literary Analysis/3
A study of classical and contemporary literary analysis. Prerequisite: EN 102-G. Fall semester, even-numbered years.

EN 327 Literature for Children and Young Adults/3
An analysis and evaluation of literature read by children and young adults. Prerequisite: EN 102-G. Same as ED 327.

EN 331 Major American Authors/3
A study of major American authors from the colonial period through the mid-20th century. Prerequisite: EN 102-G.

EN 350 Topics in Language and Literature/3
Selected topics of interest in language and literature. Possible topics

could include the study of major authors, literary movements, genres, or critical theories. Prerequisite: EN 102-G.

EN 383-G Reading, Writing, and Speaking as a Christian/3
A Vocation and Values course: a discipline-specific integration of faith with professions in education, literature, writing, and communication. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisites: RS 110-G or PL 110-G and junior standing or instruction permission.

EN 412 Shakespeare/3
A study of the major plays and sonnets. Prerequisite: EN 102-G.

EN 416 Major British Authors/3
A study of major British authors from the ancient period through the mid-20th century. Prerequisite: EN 102-G.

EN 430 Practicum in Tutoring Writing/3
The practicum offers theoretical bases and practical techniques of tutoring writing. Students will read about tutoring and make weekly reports to the class, as well as gain practical experience throughout the semester. Prerequisite: Consent of the instructor. Fall semester.

EN 440 Senior Seminar/3 – Capstone
Students will develop an integrative understanding of the English discipline and, in consultation with members of the English faculty, will propose, produce, and present a significant work of scholarship in the field of language and literature. Prerequisite: EN 102-G and departmental permission. Fall semester.

EN 460 Reading Race, Class, and Gender/3
A study of race, class, and gender in literature with special focus on contemporary texts. Prerequisite: EN 102-G.

GEOGRAPHY

GEO 160 World Geography/3
A study will be made of the major regions of the world. In addition to learning basic geographic locations, focus will be on the major cultural, environmental, political, and historical features of each region of the planet. Alternate years. Fall semester, odd-numbered years.

HISTORY

Areas of strength in the History Department include western history with an emphasis in religious history, modern America, the Reformation era, British Empire, Greek and Roman history, and the American frontier. The program has a reputation for strong teaching, and faculty have published numerous books and articles. Graduates are prepared for teaching, international relations, law school, or graduate school.

COURSE DESCRIPTIONS

HI 121-G United States History I/3
A survey of United States history from the early native Americans to the end of the Reconstruction era. Emphasis on the major social, economic, and political movements. Fall semester, even-numbered years.

HI 122-G United States History II/3
A survey of United States history from the end of the Reconstruction era to the present. Emphasis on the major social, economic, and political movements. Fall semester, odd-numbered years.

HI 160-G World History: Ancient World to 1700/3
A survey of world history from the ancient world until the eighteenth century. The course will focus on the major political, economic, social, and intellectual developments of the ancient and medieval worlds and during the transition to the modern world. Spring semester, even-numbered years.

HI 161-G World History: 1700 to Present/3
A survey of world civilizations from the seventeenth century to the present. The course will focus on the major political, economic, social, and intellectual developments of the early modern and modern worlds. Spring semester, odd-numbered years.

HI 290/390 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. Same as RS 290/390.

HI 309 Revolutionary World: 1789-1918/3
During the late eighteenth and early nineteenth centuries, the American, French, and Haitian revolutions and the Spanish-American independence wars changed the social, political, and economic structure of the world. This course considers these challenges to established authority resulting in fundamental transformations of governance throughout the region.

HI 311 Colonial and Revolutionary America/3
Survey of United States history from Colonial period through the Revolutionary War and Confederation period to the ratification of the Constitution.

HI 313 Mennonite History/3
The origins, development, teachings, emphases, and lifestyles of persons of Anabaptist-Mennonite persuasion will be studied from a historical, theological, and social perspective. Same as RS 313.

HI 314 Comparative Slavery/3
The course examines the rise and demise of New World slavery: its founding, central practices, and long-term consequences. This course will explore slavery as it developed throughout the Atlantic basin, focusing particularly on West Africa, the Caribbean, and mainland North America.

HI 316 Antebellum and Civil War Era/3
This course will investigate the continuation and escalation of sectional conflict from the Spanish American war through Civil War and

Reconstruction, paying special attention to political, social, economic, and spatial factors in the developing conflict.

HI 318 American Religious History/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. Same as RS 318.

HI 322 The Gilded Age through WWII/3
United States history from the Gilded Age and Progressive era to the end of WWII. Emphasis on the major social, economic, and political movements.

HI 326 Kansas and the American West/3
This course will offer an overview of the culture and society of Kansas and the West. Special emphasis will be placed on Native American culture, Euro-American conquest and settlement, the Civil War period, and the changes in Kansas since the Dust Bowl and the image of the West as a region in American history.

HI 228/328 African American History: 1850-Present/3
This course examines the African American experience from the Antebellum period to the present. At each crucial juncture of African American history, urban industrial transformation, Great Depression, World War II, and the Civil Rights era, and the era of mass incarceration, the course will illuminate the complex interconnection between economic, social, institutional, cultural, and political changes in African American life.

HI 236/336 U.S. History: 1945-Present/3
This course is designed to further students' knowledge of modern U.S. history, beginning with the post-World War II era and continuing to the present day. Students will examine the role the U.S. plays in world affairs and how the political, economic, and cultural climates of the U.S. affect the increasingly global world.

HI 341 The Ancient World/3
Survey of ancient civilizations from prehistoric times to the fall of the Roman Empire and Han Chinese Dynasty. Emphasis on the cultural, religious, economic, intellectual, and military developments of Ancient Civilizations in Africa, China, The Americas, Middle East, Mediterranean, and Southeast Asia.

HI 352 The World in the Middle Ages/3
Medieval history from the late Roman times to the Renaissance. Emphasis on interactions between powers following the fall of the Roman Empire and Han Chinese dynasty including the development of Islamic Empires as well as interactions between major powers through trade, warfare, and disease.

HI 372 Early Modern Europe: 1350-1789/3
Survey of the major events, ideas, institutions, and movements of Europe from 1450 to 1789. Particular emphasis on the development of strong governments, cultural changes, modern warfare, colonization, and the political, social, and economic transformation of Europe society.

HI 382 Modern Europe: 1789-Present/3
Survey of the major events, ideas, institutions, and movements of Europe

from 1789 to the present. Particular emphasis on the cultural transformations, the wars, ideas, and movements that bear a marked effect on our lives. Prerequisite: junior standing or consent of instructor.

HI 385 History Ethics and Public Policy/3
This course focuses equally on the historical understanding of how modern-day policy has evolved and the importance of developing clear criteria for ethical decision-making. Through study of American policy from the 1880s forward, the course will investigate views about the authority of the government and balancing individual and collective interests. Central themes will vary.

HI 387 Introduction to Museum Studies/3
This course explores the theory and method of public history, museum education, and interpretation. The course combines discussion, presentations, readings, and historical writing. Through the collaboration with the Center for Mennonite Brethren Studies, students develop practical skills used to design, implement, and evaluate programs in history museums.

HI 400 Historiography and Historical Methods/3
Readings and research project will focus on the philosophy of history and methods of historical research. Prerequisite: Senior standing or consent of Instructor.

HEALTH & HUMAN PERFORMANCE

The Health & Human Performance Department offers programs designed to prepare students for teaching and nonteaching professions. In the teaching major, students seek a PreK-12 license to teach health and physical education in elementary or secondary school settings. Non-teaching options include Coaching, Sport Management, Sport Information Director, and Strength and Conditioning majors. The Strength and Conditioning major is a National Strength and Conditioning Association recognized program. The Health and Human Performance and Exercise Science majors also prepare students for graduate school. Minors are granted in Coaching, Sport Management, and Sport Information Director.

COURSE DESCRIPTIONS

HP 104 Aerobic Activities/3
A course designed to develop physical fitness through a variety of aerobic activities. Spring semester.

HP 109 Fitness Walking/3
A course designed to develop cardiovascular endurance through an individualized walking program. Offered on demand.

HP 111 Jogging/3
A course designed to develop cardiovascular endurance through an individualized jogging program. Offered on demand.

HP 114 Beginning Weight Training/3
This course is designed for the beginner. Emphasis is placed on proper use of equipment, lifting technique, safety precautions, and establishing a recreational program for non-weightlifters. Fall semester.

HP 116 Advanced Weight Training/3
This course is designed for the experienced weight lifter. Emphasis is on

establishing a knowledge of lifting, fitness, and body development, and developing a program for a specific muscle group or activity. Includes teaching methodology. Spring semester.

HP 117 Intermediate Swimming/3
Designed to analyze and develop the back crawl, side stroke, front crawl, and breast stroke. Offered on demand.

HP 118 Physical Conditioning/3
A course designed to integrate cardiovascular endurance and strength training for a lifetime of fitness. Fall semester.

HP 121 Tumbling/Rhythmic Activities/3
A course designed to acquaint students with games, dances, customs, and traditions of various countries. There is basic instruction in tumbling skills with an emphasis on technique and progression. Spring semester.

HP 131 Field Experience/1
A laboratory experience assisting with on campus athletic events, an individual sport program, or related activities. Prerequisite: Consent of instructor. May be repeated one time. Graded CR/NR.

HP 150 Varsity Baseball/0-1*
One season of continuous participation in varsity baseball. Spring semester.

HP 152 Varsity Basketball/0-1*
One season of continuous participation in varsity basketball. Fall and spring semesters.

HP 154 Varsity Cross-Country/0-1*
One season of continuous participation in varsity cross-country. Fall semester.

HP 156 Varsity Football/0-1*
One season of continuous participation in varsity football. Fall semester.

HP 157 Varsity Swimming/0-1*
One season of continuous participation in varsity swimming. Fall and spring semesters.

HP 158 Varsity Golf/0-1*
One season of continuous participation in varsity golf. Fall and spring semesters.

HP 160 Varsity Soccer/0-1*
One season of continuous participation in varsity soccer. Fall semester.

HP 162 Varsity Softball/0-1*
One season of continuous participation in varsity softball. Spring semester.

HP 164 Varsity Tennis/0-1*
One season of continuous participation in varsity tennis. Spring semester.

HP 166 Varsity Track and Field/0-1*
One season of continuous participation in varsity track and field. Spring semester.

HP 168 Varsity Volleyball/0-1*
One season of continuous participation in varsity volleyball. Fall semester.

HP 169 Varsity Competitive Cheer/0-1*
One season of continuous participation in varsity competitive cheer. Fall or spring semesters.

**Note: Prerequisite for varsity sports: Must be eligible according to NAIA standards and be listed on the NAIA Participation Sheet. A maximum of four hours may be earned.*

HP 185 Anatomy and Physiology Survey/3
An introductory survey of the structure and function of the systems of the human body with an emphasis on the skeletal and musculature systems. This course does not meet the lab science requirement. Spring semester.

HP 202 Techniques of Individual/Dual/Team Sports/3
A study of rules, strategy, and techniques of selected individual/dual/team sports usually included in school physical education programs. Fall and spring semesters.

HP 216 Introduction to Health and Wellness/3
An introduction to health and wellness, including the major health content areas, including mental and emotional health, family living, nutrition, personal health, physical activity, alcohol, tobacco, drugs, communicable and chronic disease, consumer health and environmental health. Application will focus on personal and community responsibility. Prerequisite: sophomore standing. Fall semester.

HP 217 Advanced Swimming and Lifesaving/3
Methods of teaching water safety and developing skills necessary for Senior Lifesaving certification. Lab fee. Offered on demand.

HP 220 Care and Prevention of Athletic Injuries/3
A basic overview of athletic training. Emphasis on the history of athletic training, general principles of sports medicine, and care and prevention of athletic injuries. Spring semester.

HP 245 Nutrition for Performance/3
A study of essential nutrients and the principles of nutrition with an emphasis on the effects on athletic performance and the overall wellness of the individual. Prerequisite: Sophomore standing or consent of instructor. Offered on demand.

HP 301 Field Experience/1-3
A laboratory experience in a health, physical education, wellness, or athletic program that includes student assistantships in teaching, intramurals, wellness, and varsity athletics. Prerequisite: Physical Education major or consent of instructor. Graded CR/NC.

HP 306 Psychology of Sport/3
A study of psychological theories and principles applied to sport. Focus is on performance enhancement and topics include the role of stress, goal setting, motivation, group dynamics, and personality. Prerequisites: PY 111-G and junior standing or consent of instructor. Spring semester.

HP 312 Elementary School Physical Education/3
A study of directed play and physical activities for the physical education teacher. Selection of activities for appropriate developmental level of students is stressed. Focuses on methods of assessing the cognitive, psychomotor, and affective domains. Includes micro teaching. Spring semester, odd-numbered years.

HP 314 Strategies for Teaching Secondary Physical Education/3
A study of physical education activities for the secondary level with emphasis on curriculum planning, progressive selection of materials for middle and high school, community and school involvement, and methods of presentation and strategies for diverse populations. Focuses on methods of assessing the cognitive, psychomotor, and affective domains. Includes micro teaching. Prerequisite: HP 202. Spring semester, even-numbered years.

HP 316 Advanced Health Concepts/3
Advanced principles and concepts of the health content areas and adolescent risk behaviors. Application will focus on public health and collaboration with community resources. Prerequisite for Secondary Education Majors: PY 111-G or consent of instructor. Spring semester.

HP 317 Adaptive Physical Education/3
Course deals with planning, organizing, and conducting physical education for the disadvantaged student. Same as ED 317. Spring semester, odd-numbered years.

HP 318 Event and Facility Management/3
A study of the management of sporting events and sport facilities. Event management focus is on finance, sponsorship, public relations, site preparation, tournament operations, and risk management. Facility management focus is on principles and standards for planning, constructing, using, and maintaining sport venues. Prerequisite: Junior standing or consent of instructor. Fall semester, odd-numbered years.

HP 322 Kinesiology/3
A study of the anatomical and mechanical principles involved in human movement. Integrates and applies principles of motor learning. Fall semester.

HP 323 Outdoor Pursuits/3
This course discusses planning, organizing, leading, and managing outdoor pursuit activities. Risk management will also be discussed. Emphasis is divided between achieving cognitive and physical experience in selected outdoor pursuits. Interterm. Offered on demand.

HP 324 Physiology of Exercise/3
A study of the specific effects of exercise on the human body, including an emphasis on training regimens. Spring semester.

HP 326 Strategies for Teaching Health/3
A study of health education in grades K-12. Emphasis is on examining and evaluating appropriate health education content information, establishing community and school involvement, selecting methods of presentation, and developing strategies for diverse populations. Prerequisite: HP 216. Fall semester, even-numbered years.

HP 327 Principles of Personal Training/3
A study of the principles of aerobic conditioning. Stresses the integration of health-related fitness components with exercise testing and prescription and the design and implementation of individual training programs. Fall semester, odd-numbered years.

HP 330 Coaching Theory/3
Designed for students who intend to enter the coaching profession. Theory, philosophy, administration, and the socio-psychological dimensions of physical activity and sports are included, along with a study of successful coaching styles employed by modern-day coaches. Prerequisite: Junior standing. Fall semester.

HP 331 Coaching of Football/3
Offensive and defensive philosophies, organization, and scouting are included along with a study of the skills and training necessary for different positions. Prerequisite: Sophomore standing. Spring semester, even-numbered years.

HP 332 Coaching of Basketball/3
Theory, strategy, fundamentals, and coaching techniques are included along with a study of offensive and defensive play. Prerequisite: Sophomore standing. Fall semester, odd-numbered years.

HP 334 Coaching of Volleyball/3
Offensive and defensive strategies, skill fundamentals and team organization are included. Prerequisite: Sophomore standing. Offered on demand.

HP 335 Coaching of Soccer/3
Strategies and fundamentals are included along with a study of successful modern offensive and defensive play. Prerequisite: Sophomore standing. Spring semester, odd-numbered years.

HP 336 Coaching of Track, Field, and Cross Country/3
Meet preparation and management are included along with a study of the skills and training necessary for individual events. Prerequisite: Sophomore standing. Offered on demand.

HP 337 Coaching of Tennis/3
Match preparation and management are included along with a study of skills and strategies. Prerequisite: Sophomore standing. Offered on demand.

HP 339 Coaching of Baseball/Softball/3
Fundamentals in hitting, pitching, and fielding are included along with a study of offensive and defensive strategies. Prerequisite: Sophomore standing. Fall semester, even-numbered years.

HP 342 Sport Promotion and Marketing/3
A study of marketing concepts applied to sport. Focus is on sport consumer behavior, pricing, distribution, promotion of sporting goods and services, and sponsorship. Prerequisites: Junior standing or consent of instructor. Fall semester.

HP 402 Sport in American Culture/3
A study of the institution of sport and its cultural role in society. Focus is on socialization, stratification, gender relations, race and ethnicity, and

social change. Prerequisite: Junior standing or consent of instructor. Spring semester.

HP 413 History, Philosophy, and Principles of Physical Education and Sport /3
A study of the forces that have influenced the development of physical education and sport, with a critical analysis of accepted principles and trends. Includes a research project. Fall semester.

HP 415 Principles of Sport Management/3
A study of management procedures for sport programs. Emphasis is on organization, finance, accounting, marketing, human resources, facilities, contest management, and travel. Prerequisite: Junior standing or consent of instructor. Spring semester.

HP 426 Health and Human Performance Internship/1-6
A course designed to give the student an in-depth practical work experience in health and human performance within an approved setting. The student will work under the direct supervision of a qualified professional. Fall, interterm, and spring.

HP 524 Advanced Exercise Science/3
A study of the specific effects of exercise on the human body, including an emphasis on training regimens. Prerequisite: BI 211 and HP 324. Fall semester.

MATHEMATICS

The Mathematical Sciences curriculum prepares students for employment in business, industry, and education. Challenging courses and a strong pre-engineering program also prepare students for success in graduate school. The program is strengthened by its excellent faculty as well as its participation in the cooperative mathematical sciences program with Bethel College.

COURSE DESCRIPTIONS

The Cooperative Department of Mathematical Sciences requires a student to have achieved at least a C grade in any prerequisite before going on to the next course.

MA 103 Basic Mathematics/3
Subject matter includes elementary algebra and flow charts. The student acquires some technical competence in computer use to aid in solving elementary practical problems. Does not meet Core Curriculum requirement. Spring semester.

MA 104 Intermediate Algebra/3
Emphasis on using simple mathematical operations to explore polynomials, linear equations and inequalities, quadratic equations, exponential and logarithmic functions, and graphs of each. Prepares students to take MA 105, MA 106, MA 221-G, and MA 222. Fall semester.

MA 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 sub-score of 21 or SAT Math sub-score of 500 (taken before March 2016) or SAT Math sub score of 540 (taken March 2016 or later) or Accuplacer Next-

Gen QAS score of 256 or at least a C- in MA 103 or MA 104 or in any transfer course that is at least the equivalent of MA 104. Spring semester.

MA 106 Precalculus/5
A detailed study and analysis of algebraic and transcendental functions. Includes their properties, related analytic geometry, limits, continuity, propositional logic, sets, relations, and functions. Prerequisite: ACT Math sub-score of 21 or SAT Math sub-score of 500 (taken before March 2016) or SAT Match sub score of 540 (taken March 2016 or later) or Accuplacer Next-Gen QAS score of at least 256 or at least a C- in MA 103 or MA 104 or in any transfer course that is at least the equivalent of MA 104. Fall semester.

MA 114 Calculus I/4
Logic, sets, relations and functions. An introduction to limits, the derivative, and the Riemann integral for algebraic and elementary transcendental functions. Prerequisite: MA 106 or ACT Math sub-score of 25 or SAT sub-score of 580 (taken before March 2016) or SAT sub-score of 600 (taken March 2016 or later) or Accuplacer Next-Gen QAS score of at least 272 or consent of instructor. Fall semester.

MA 203 Discrete Mathematics/3
Covers topics in mathematics that are especially useful in computer science: logic, functions and relations, combinatorics, trees, analysis of algorithms, and elementary modern algebra. Prerequisite: MA 106. Spring semester, even-numbered years.

MA 204-G Nature of Mathematics/3
A course designed to acquaint the students with the nature, philosophy, methodology, significance, and use of mathematics from ancient times to the present and in various cultural contexts. The concept of a mathematical system is emphasized. The following topics are included: inductive/deductive reasoning, logic, set theory, concepts, and relations in number theory, numeration systems, probability, and statistics. This course is required of all prospective math education teachers preparing for licensure in the state of Kansas. Prerequisite: ACT Math sub-score of 19, SAT sub-score of 460 (taken before March 2016) or SAT sub score of 520 (taken March 2016 or later), Accuplacer Next-Gen QAS score of 246, or at least a C- in Basic Math or Intermediate Algebra or in any transfer course that is at least the equivalent of MA 104, or consent of instructor. Fall semester.

MA 205 Mathematics for Elementary Teachers/3
This is a continuation of MA 204-G and is required of those preparing to teach kindergarten through sixth grade. The course will include topics from algebra, geometric figures and their properties, transformational geometry, analytic geometry, contrast of Euclidean and non-Euclidean geometries, measurement, representations of algebraic and geometric situations/solutions. Students will be encouraged to recognize patterns, and form and test conjectures. Prerequisite: MA 204-G. Spring semester.

MA 206 Linear Algebra/3
This course comprises an in-depth study of vectors, matrices and vector spaces, including systems of equations, vector methods, eigenvectors and eigenvalues, linear independence, dimension and linear transformations. Prerequisite: MA 114. Interterm.

MA 214 Calculus II/4
A continuation of MA 114, the course includes methods and applications of integration, indeterminate forms, parametric and polar equations, and sequences and series. Prerequisite: MA 114 or MA 203. Spring semester.

MA 221-G Elementary Statistics/3
This course includes both discrete and inferential statistics, probability, binomial, normal and chi-squared distributions, tests of hypotheses, confidence intervals, regression, and correlation. A statistical package is used throughout the course. Recommended for students in biology, environmental studies, pre-nursing, economics, business, psychology, and sociology. Prerequisite: ACT Math sub-score of 19, SAT Math score of 460 (taken before March 2016) or SAT Math score of 520 (taken March 2016 or later), Accuplacer Next-Gen QAS score of at least 253, at least a C- in Basic Math or Intermediate Algebra or in a transfer course that is at least the equivalent of MA 104, or consent of instructor. Spring semester.

MA 301 Multivariable Mathematics/4
A continuation of MA 214, this course is a generalization of Calculus concepts to multidimensional spaces. Topics include multidimensional limits, continuity, differentiation, and integration, also includes discussion of the grad, div, curl, and Laplace operators with the goal of reaching Green's and Stokes' theorems by the end of the semester. Prerequisite: MA 214. Fall semester.

MA 311 Advanced Analysis/4
Fundamental concepts of analysis, functions of bounded variation, integration, sequences of functions. Fourier series and functions of a complex variable. Prerequisite: MA 301. Fall semester, odd-numbered years.

MA 321 Applied Differential Equations/4
A continuation of MA 301. Differential equations, Laplace transforms, and Fourier series. Prerequisite: MA 301. Spring semester.

MA 341 Modern Geometry/4
A survey course that includes selected topics in Euclidean geometry, projective geometry, non-Euclidean geometry, foundations of geometry, and convex figures. Prerequisite: MA 301. Interterm, odd-numbered years.

MA 411 Modern Algebra/4
Groups, rings, polynomial rings, fields, vector spaces, and modules. Prerequisite: MA 301. Fall semester, even-numbered years.

MA 462 Mathematical Theory of Statistics/4
Significance tests, the theory of estimation, theory of hypothesis testing, and elements of sequential analysis. Prerequisite: MA 301. Spring semester, even-numbered years.

MUSIC

The Music program is accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, (703) 437-0700. The music program's mission statement and objectives are:

The Tabor College Music Department seeks to serve the students of Tabor College, as well as the Tabor College and greater Hillsboro

communities, by preparing students for roles of musical leadership, and by providing enriching arts events, such as recitals, concerts and music theatre productions.

Graduates of the Tabor College Music Department will be prepared to:
1. Fulfill roles of musical leadership in the classroom and studio through knowledge of music fundamentals, literature, pedagogy, and performance practice.
2. Fulfill roles of musical leadership in the church through knowledge of worship theology and knowledge of music fundamentals, literature, pedagogy, and performance practice.
3. Perform as soloists, ensemble members and conductors through experience in recitals, concerts, and rehearsals.
4. Demonstrate knowledge of music literature and theory through the study of standard classical music repertoire.

COURSE DESCRIPTIONS

MU 016 Concert Music/0
Attendance at professional, school, and church concerts. Meets weekly for student recitals. Required of all music majors, minors, and music concentrations.

MU 080 Piano Seminar/0
Weekly repertoire and technique sessions for performance and discussion of topics related to piano playing. Required for piano majors and minors.

MU 102 Voice/1-2
The content of this course is designed to develop and improve healthy vocal technique. Students will learn the essential elements of alignment, breathing, release, resonance, coordination of vocal registers, and vocal health through the study and performance of appropriate vocal repertoire in various styles. Additionally, students will learn the terminology of singing, essentials of lyric diction, and various performance-based skills. One credit = 30-minute lesson; 2 credits = 60-minute lesson.

MU 106 Piano/1-2
The content of this course is designed to establish a thorough technical foundation, obtain a well-balanced introduction to piano literature, obtain efficient practice techniques and systematic practice habits, and develop fine musicianship in all forms of piano performance. One credit = 30-minute lesson; 2 credits = 60-minute lesson.

MU 110 Organ/1-2
The content of this course is designed to establish a thorough technical foundation, obtain a well-balanced introduction to organ literature, obtain efficient practice techniques and systematic practice habits, and develop fine musicianship in all forms of organ performance. This course also serves as an introduction to liturgical organ repertoire and development of the skills necessary for service as a church organist. One credit = 30-minute lesson; 2 credits = 60-minute lesson.

MU 112-124 Private Instrumental Lessons/1-2
The content of this course is designed to establish a thorough technical foundation, obtain a well-balanced introduction to

literature, obtain efficient practice techniques and systematic practice habits, and develop fine musicianship in all forms of performance. One credit = 30-minute lesson; 2 credits = 60-minute lesson.

MU 112 Brass Instrument
MU 116 Woodwind Instrument
MU 117 Guitar
MU 120 String Instrument
MU 124 Percussion Instrument

MU 125/126/225/226 Piano Proficiency I, II, III, IV/1
Instruction in keyboard skills in preparation for proficiency exams. See instructor for placement.

MU 128-G/328-G Concert Choir/Concerto Bella Voce/0-1
Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 328-G.

MU 130-G/330-G Theatre of Voices/0-1
Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 330-G.

MU 132-G/332-G Symphonic Band/0-1
Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 332-G.

MU 136-G/336-G Chamber Strings/0-1
Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 336-G.

MU 138-G/338-G Chamber Voices/0-1
Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 338-G.

MU 139-G/339-G Instrumental Ensemble/0-1
Enrollment by audition for both fall and spring semesters by demonstrating basic musical knowledge. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 339-G.

MU 140-G/340-G Jazz Band/0-1
Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 340-G. Enrollment in Jazz Band requires concurrent enrollment in MU 132-G.

MU 141 Music Theory I/3
Introduction to the fundamental of music. Through study, listening, analysis, and part-writing, the student becomes familiar with scales, intervals, and chords of 18th-century harmony. Concurrent with MU 144 Aural Skills I. Fall semester.

MU 142 Music Theory II/3
Through study, listening, analysis, part-writing, and composition, the student practices 18th-century harmony and compositional practice. Includes introduction to composition style periods. Prerequisite: MU 141. Concurrent with MU 143 Aural Skills II. Spring semester.

MU 143 Aural Skills I/1
Fundamentals of ear training involving aural perception of materials of

Music Theory I. Laboratory in aural skills drill and keyboard harmony included. Students will develop aural analysis skills in meter, mode, harmonic function, and song forms through solfeggio, singing, and dictation. Taught as a companion course to MU 141. Fall semester.

MU 144 Aural Skills II/1
Ear training involving diatonic and beginning chromatic materials. Laboratory in aural skills drill and keyboard harmony included. Students will develop aural analysis skills in meter, mode, harmonic function, and song forms through solfeggio, singing, and dictation. Taught as a companion course to MU 142. Prerequisite: MU 143. Spring semester.

MU 145-G/345-G Instrumental Ensemble/0-1
Instrumental ensemble formed of various instruments, dependent upon student interest.

MU 146-G/346-G Vocal Ensemble/0-1
Vocal ensemble formed of various voicings, dependent upon student interest.

MU 148-G/348-G Praise & Worship Band/0-1
Enrollment by audition for both fall and spring semesters. Prerequisite: Students must enroll in each level in consecutive order.

MU 160/360 Performance Seminar/1
This course offers a six-semester, rolling curriculum on professional practice and performance topics, including audition protocol, the business of singing (resumes, cover letters, young artist program, graduate study, headshots); movement for singing including surveys of Alexander technique and Feldenkrais, basic ballroom dance for theatre, basic stage combat safety, elements of acting for opera, recitative study, basic directing for opera, and production topics related to the semester's opera production. The course will be offered every semester with a rolling curriculum. Students can enter the program at any time in the six-semester sequence, and students wishing to enroll as an elective at any point in the sequence would be welcome.

MU 241 Music Theory III/3
Through study, listening, analysis, part-writing, and composition, the student becomes familiar with 19th-century harmony, chromaticism, and compositional practice. Prerequisite: MU 142. Concurrent with MU 243 Aural Skills III. Fall semester.

MU 243 Aural Skills III/1
Ear training involving chromatic melodic and harmonic materials. Laboratory in aural skills drill and keyboard harmony included. Students will develop aural analysis skills in meter, mode, harmonic function, and song forms through solfeggio, singing, and dictation. Taught as a companion course to MU 241. Prerequisite: MU 144. Fall semester.

MU 244 Aural Skills IV/1
Ear training involving advanced chromatic harmony and contemporary materials. Laboratory in aural skills drill and keyboard harmony included. Students will develop aural analysis skills in meter, mode, harmonic function, and song forms through solfeggio, singing, and dictation. Taught as a companion course to MU 341. Prerequisite: MU 243. Spring semester.

MU 280 Piano Pedagogy I/3
An introductory study of the philosophy, business procedures, methods, and materials for the independent music teacher. Primary focus will be on the elementary level of all ages of piano students. Spring semester, odd-numbered years.

MU 281/481 Preparatory School Practicum/1
Supervised practice teaching taken by all students doing teaching in the Music Preparatory School (or other approved music school). May be repeated every semester. Prerequisite: MU 280 for MU 281, and four semesters of MU 281 for MU 481.

MU 302 Voice/1-2
The content of this course is designed to develop and improve healthy vocal technique. Students will learn the essential elements of alignment, breathing, release, resonance, coordination of vocal registers, and vocal health through the study and performance of appropriate vocal repertoire in various styles. Additionally, students will learn the terminology of singing, essentials of lyric diction, and various performance-based skills. One credit = 30-minute lesson; 2 credits = 60-minute lesson.

MU 306 Piano/1-2
The content of this course is designed to establish a thorough technical foundation, obtain a well-balanced introduction to piano literature, obtain efficient practice techniques and systematic practice habits, and develop fine musicianship in all forms of piano performance. One credit = 30-minute lesson; 2 credits = 60-minute lesson.

MU 312-324 Private Instrumental Lessons/1-2
The content of this course is designed to establish a thorough technical foundation, obtain a well-balanced introduction to literature, obtain efficient practice techniques and systematic practice habits, and develop fine musicianship in all forms of performance. One credit = 30-minute lesson; 2 credits = 60-minute lesson.

MU 312 Brass Instrument
MU 316 Woodwind Instrument
MU 317 Guitar
MU 320 String Instrument
MU 324 Percussion Instrument

MU 334 Music Technology Seminar/2
This course has three components: the integration of the use of public address equipment in a performance setting; the use of electronic keyboard and computers including the integration into recording, performing, scoring and sequencing; the use of computers in generating worship materials for the contemporary church. Prerequisite: junior level standing. Taken in conjunction with MU 385. Internship in Church Music.

MU 341 Music Theory IV/3
Continued study of chromatic harmony through listening, analysis, part-writing, and composition, including the composition techniques of the 20th century. Prerequisite: MU 241. Concurrent with MU 244 Aural Skills IV. Spring semester.

MU 353 Vocal Pedagogy and Diction/3
The study of the art of teaching voice. Topics include vocal technique and development, physiology of the voice, and teaching philosophies and strategies. Rules for pronunciation of Italian, German, French, and English are included, using the International Phonetic Alphabet. The course will include a practicum in private teaching. Fall semester, even-numbered years.

MU 355 Brass/Percussion Methods and Materials/1
Instruction in the pedagogy, technique, and care of brass and percussion instruments, including appropriate teaching materials to meet the wide range of individual differences in students. Fall semester, odd-numbered years.

MU 356 Woodwind Methods and Materials/1
Instruction in the pedagogy, technique, and care of woodwind instruments, including appropriate teaching materials to meet the wide range of individual differences in students. Spring semester, even-numbered years.

MU 357 String Methods and Materials/1
Instruction in the pedagogy, technique, and care of string instruments (violin, viola, cello, bass), including appropriate teaching materials to meet the wide range of individual differences in students. Fall semester, even-numbered years.

MU 358 World Music/2
World Music is an introductory-level survey of diverse music from around the world. Students will listen deeply to music, think broadly about what it means and why it is significant in human life, and even perform it. The purpose of this multifaceted, experiential approach is to increase the student's understanding of what music is and how it works and to increase the student's appreciation and enjoyment for music from around the world.

MU 359 Vocal Literature/3
This course serves as a survey of Western solo vocal literature beginning with the common practice period and continuing through the 20th and 21st centuries, with a focus on Italian, German, French, English, and American art song, as well as a sampling of literature from the opera and operetta traditions. The course will take a historical and stylistic approach to the study of representative selections of the standard vocal literature through listening assignments, examinations, and projects. Spring semester, odd-numbered years.

MU 361 Music History and Literature I/3
A study of the history and literature of music from the pre-Christian era through the Baroque period. Fall semester, even-numbered years.

MU 362 Music History and Literature II/3
A study of the history and literature of music from the classical period until the present time. Spring semester, odd-numbered years.

MU 367 Music in Christian Worship/3
Reading and discussion regarding biblical definitions, directives, and the nature of Christian worship. Includes the study and formation of various worship practices, ranging from traditional Protestant to contemporary

and blended forms of corporate worship. Exposure to the repertoire and resources of music for Christian worship and methods of organizing and leading corporate worship in a variety of formats. Spring semester, odd-numbered years.

MU 372 Conducting I/3
An introduction to the technique of conducting, including proper beat patterns, cueing, expression, and score preparation. Introduction to orchestral score reading and instrument transposition is included in the course. Conducting small ensembles in both rehearsal and performance provides hands-on experience. Fall semester, even-numbered years.

MU 380 Piano Pedagogy II/2
A continuation of Piano Pedagogy I. This course focuses on the intermediate level for private and group settings. Assessment and grading of teaching literature and research into pedagogical categories will be included. Prerequisite: MU 280. Spring semester, even-numbered years.

MU 382 Piano Literature/3
An examination of the history of the development of the piano and its literature, including music written for early keyboard instruments. Emphasis on 18th, 19th, and 20th century repertoire. Examination of style, structure, and performance practices. Reading and listening assignments will supplement the in-class presentation. Fall semester, odd-numbered years.

MU 385 Internship in Church Music/1-4
Supervised field experience in a church. Students gain hands-on experience and knowledge in a local church setting, as well as develop reflective thinking skills. Students must meet regularly with the faculty supervisor. May be repeated for additional credit. Prerequisite: Consent of the department.

MU 443 Methods and Materials for Teaching Instrumental Music 4-6/3
Materials and procedures for teaching instrumental music in grades 4-6. Emphasis is placed on beginning instrumental ensembles and lesson procedures, beginning band and orchestra techniques, related materials, and instrumental administration. Prerequisite: MU 472. Spring semester, even-numbered years.

MU 445 Senior Project/1
A recital is presented as a culmination of the student's educational experience in the field of music. Consent of instructor.

MU 446 Capstone Project/1
A senior level project culminating the student's experience in the area of church music studies, demonstrating a synthesis of skills and knowledge developed through the coursework in church music. Students will be expected to do independent research on a project approved by the music faculty, read and defend church music processes, participate in group discussions and make a formal presentation of findings to church music majors and minors and the music faculty. Prerequisite: consent of instructor. Offered senior year. Spring semester.

MU 451 Methods and Materials for Teaching Vocal Music PreK-6/3
Materials and procedures for teaching general music in grades PreK-6. Emphasis is placed on understanding the basic concepts of music as they relate to specific age levels, as well as studying the major approaches to music education. Proper vocal technique for young students and the teaching of music fundamentals is covered as well. Spring semester, odd-numbered years.

MU 452 Methods and Materials for Teaching Vocal Music 7-12/3
Materials and procedures for teaching vocal music in grades 7-12. Emphasis is placed on voice production, choral literature and rehearsal, diction, and administration of the classroom. Fall semester, even-numbered years.

MU 454 Methods and Materials for Teaching Instrumental Music 7-12/3
Materials and procedures for teaching instrumental music in grades 7-12. Emphasis is placed on advanced band and orchestra techniques, marching band, related materials, and continued instrumental administration. Prerequisite: MU 472. Fall semester, odd-numbered years.

MU 460 Church Music Administration Seminar/1
Principles of structuring and developing a church music program, including graded choirs, music filing, recruiting, working with pastors and music education in the church. Field observations required. Prerequisite: Open to students completing a major or minor in music with an emphasis in church music or by permission. Taken in conjunction with MU 385 Internship in Church Music.

MU 472 Conducting II/3
Advanced instruction in conducting, delving deeper into choral and orchestral conducting and score preparation. Conducting ensembles in both rehearsal and performance provides hands-on experience. Prerequisite: MU 372. Spring semester, even-numbered years.

MU 480 Pedagogy Capstone/2
A senior-level course synthesizing skills and principles outlined and used in the pedagogy courses and practicums. Students will be expected to do a research project/presentation on an approved pedagogical topic, teach group piano lessons in the Music Preparatory School, as well as complete a literature review of piano repertoire. Prerequisite: MU 380, senior standing. Offered on demand.

NATURAL SCIENCES

COURSE DESCRIPTIONS

NS 219 Science Seminar I/1
Introduces the scientific process and methodology of scientific research/exploration for the development and participation in an independent laboratory research project. Prerequisite: sophomore standing. 0.5 credit in fall, 0.5 credit in spring.

NS 230 Principles of Nutrition/3
This course is designed to give the most current information regarding nutritional standards and guidelines regarding diet, exercise, and health. Areas of emphasis include the physiological processes and requirements of carbohydrates, lipids, proteins, vitamins, and minerals. Research

projects promote reflection on current nutritional concerns. Learning will be assessed with chapter exams, discussion, and research projects. Prerequisites: BI 110-G or BI 211 and CH 111-G. Offered on demand.

NS 311 History of Mathematics/Science Survey/1
This course comprises an in-depth study of the history of topic in mathematics and or science and culminates in comprehensive research report. Prerequisite: MA203 Junior Standing. Concurrent with enrollment in NS 319. Fall semester.

NS 319 Science Seminar II/1
Students will continue exploration of their research project proposed in NS 219. There will also be discussions about faith/science issues, ethics, and career options in the sciences. Prerequisites: NS 219 and junior standing. 0.5 credit in fall, 0.5 credit in spring.

NS 420 Independent Research Project/2-4
A laboratory research experience for science majors in biology, chemistry, and biochemistry.

NS 440 Natural Sciences Internship /1-3
A supervised field experience in the areas of mathematics and the sciences. Students are involved in a practical professional experience in an approved setting. They will work and/or observe under the supervision of professionals in their field of interest. Students will be required to complete related academic assignments that could include provided readings, journaling, reports, and presentations. Prerequisite: Declared Natural Sciences Division major (Biology, Biochemistry, Chemistry, Mathematics)

PHYSICS

PH 101-G Physical Science/4
A Core Curriculum course designed to expose the student to various aspects of the physical world. Physics, chemistry and Earth Science are emphasized. Two laboratory hours per week. Spring semester.

PH 233 General Physics I/4
Physics course covering the topics generally classified as classical mechanics. The class will meet 3 lecture hours per week with a 3-hour lab each week. This course is designed for students in the medical profession or physical science fields of study. All students are expected to have some knowledge of trigonometry from high school or MA 114. Fall semester, even-numbered years.

PH 234 General Physics II/4
Physics course covering the topics of electricity, magnetism, light, and selected topics from modern physics. The class will meet 3 lecture hours per week with a 3-hour lab each week. This course is designed for students in the medical profession or physical science fields of study. Prerequisite PH 233. Spring semester, odd-numbered years.

PHILOSOPHY

PL 110-G Worldviews in Christian Perspective/3
Students will be introduced to the idea of a worldview and to several contemporary, living worldviews. The course specially emphasizes the content and plausibility of Christianity as a worldview. It does not

presume prior knowledge of or commitment to Christianity or any other worldview. Freshmen on academic probation are not eligible during their first semester. Must be passed with C- or better to count as a Distinctive course toward graduation. Fall and spring semesters.

PL 250/450 Topical Philosophical Seminars/2-4
Topics could include: Violence and War, Medical Ethics, Business Ethics, Philosophical Anthropology, and others.

PL 263 Christian Ethics/3
An introductory study of the elements of ethics, including metaethics, normative principles, moral character, moral development, and case studies. The development of the Christian tradition in ethics will be emphasized. Must be passed with C- or better to count as a Distinctive course toward graduation. Prerequisite: PL 110-G or consent of instructor. Spring 2020.

PL 383-G Aesthetics: Art & Faith/3
A Vocation and Values course: A discipline-specific integration of faith with professions in music, theatre, and the arts as it introduces a philosophy of art. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G or PL 110-G and junior standing or instructor permission. Same as AR 383-G. Interterm, even-numbered years.

POLITICAL SCIENCE

PS 112 American Government/3
An introductory course devoted to the organization and actual working of the federal government. Spring semester, odd-numbered years.

PS 240 Political and Economic Ideologies/3
A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism, democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state. Same as EC 240. Spring semester, even-numbered years.

PS 340 Political and Economic Ideologies/3
A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism, democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state. Same as EC 340. Spring semester, even-numbered years.

PS 345 Comparative Politics/3
A comparison of major governments of non-western nations with that of the United States. Three-year rotation, fall or spring semester.

PS 350 International Relations/3
Basic factors of world politics; theories of international relations, the nation-state system, nationalism, the sources of conflict among nations, the means of adjudication of conflict, war diplomacy, and international law agencies of control. Fall semester, odd-numbered years.

PS 360 Politics and the Developing World/3
A study will be made of the major political institutions and ideologies that prevail in the developing world. The focus will be on select countries

in various parts of the developing world. Fall semester, even-numbered years.

PSYCHOLOGY

The mission of Tabor College Department of Psychology is to prepare students for a lifetime of integrative faith, critical thought, and open inquiry in the broad field of psychology science, equipping them to serve Christ as they serve others.

PY 111-G General Psychology/3
A comprehensive survey of the basic areas of psychology with emphasis on the scientific study of human behavior. A technical and critical evaluation of motivation, learning, perception, thinking, emotions, personality, and abnormal behavior. This course is a prerequisite for other psychology courses. Fall and spring semesters.

PY 205 Helping Relationships/3
Intentional interviewing knowledge and skills are presented as a means of equipping persons to become more effective helpers. A microskills hierarchy is used as the guide for the sequence of skills taught. Application of these skills occurs through an ongoing individual relationship with another class member and systematic group practice. The objective of this course is to develop beginning helping skills applicable to community service work, summer camp work, or other "helping" situations. Prerequisite: PY 111-G or SO 113-G, or consent of instructor. Same as SW 205. Every semester.

PY 215 Human Development/3
A study of theory and research related to human growth and development through each of the life cycle stages—prenatal through old age. The influence of adverse societal conditions on the "normal" developmental process will be explored. Attention will be given to intercultural aspects of child rearing, family practices, and adult/old age role expectations. Prerequisite: Consent of instructor. Spring semester.

PY 305 Counseling and Ethics/3
An analysis of the theoretical foundations and technical applications of the major approaches to counseling It emphasizes the role of the counselor's values and promotes appropriate methodologies and communication techniques. Same as SW 305. Prerequisites: PY 111-G and PY/SW 205, or consent of instructor. Spring semester.

PY 311 Marriage and 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, sociocultural influences on the family, and a biblical perspective will be gained through various readings of current authors. A discussion format will be used to apply these principles to students' lives as they attempt to gather, separate, mature, argue, and communicate in today's society. Fall semester, even-numbered years.

PY 313 Abnormal Psychology/3
An analysis of mental, emotional, and behavioral disorders. Emphasis is

on etiology, symptomatology, classification, and methods of treatment. Prerequisite: PY 111-G or consent of instructor. Fall, odd-numbered years.

PY 315 Social Psychology/3
An analysis of how people think about, influence, and relate to one another. Attention is given to such topics as persuasion, conformity, group dynamics, stereotyping, prejudice, altruism, and aggression. Prerequisite: PY 111-G or SO 113-G or consent of instructor. Same as SO 315. Fall semester.

PY 335 Learning and Cognition/3
This course provides a comprehensive overview of research and theory related to learning. Topics may include; theories of learning, problem solving, motivation, testing and evaluation, and the nature of intelligence. Prerequisite: PY 111-G or consent of instructor. Fall semester, odd-numbered years.

PY 360 Psychology of Personality/3
An analysis of the theoretical foundations and clinical applications of the major theorists who have contributed to the development of the psychology of personality. The course will cover the basic theoretical perspectives such as psychoanalytic, trait, cognitive, humanistic/existential, and social-behavioristic approaches to understanding personality. Prerequisites: PY 111-G or consent of instructor. Spring semester, even-numbered years.

PY 405 Physiological Psychology/3
This course is an overview of the physiological basis of behavior. Overall structure and role of the nervous system will be covered with emphasis on the role of the brain in physiological functioning. Topics include communication of the nervous system, drug interactions, motivation, stress, sleep, emotions, and cognitive functioning. Prerequisite: PY 111-G. Fall semester, even-numbered years.

PY 420 Psychology Seminar/2-4
A repeatable course for advanced students. Seminar topics vary from year to year depending on interest and needs of students. Topics included are group dynamics, health psychology, psychology of religion, contemporary problems, therapeutic issues, etc. Prerequisite: PY 111-G or consent of instructor. Offered on demand.

PY 430 Research Methods I/3
An introduction to methods of research in the social and behavioral sciences. Emphasis is on the structure of scientific theory, the logic of explanation and inquiry, experimental design, sources or variation and internal and external validity, and reliability. Same as SW 430. Prerequisite: MA221-G or consent of instructor. Fall semester.

PY 432 Research Methods II/3
This course focuses on the formal completion of the Research Project proposed in PY 430 Research Methods I. A public presentation of research results will be required. Same as SW 432. Prerequisites: PY 430 Research Methods I and MA221 Statistics. Spring semester.

PY 428 Field Instruction/3-10
The student will be placed in an agency setting under the supervision of an agency field instructor. Ten hours of field instruction is required for

students double-majoring in psychology and social work. Offered on demand.

RELIGIOUS STUDIES

The Department of Bible, Religion, and Philosophy offers bachelor's degrees in Biblical and Religious Studies and Adaptive Ministry Leadership as well as a Bible minor. Courses are designed to introduce students to vital contemporary issues of faith and reason, and to equip them for Christian service. In addition to classroom work, Tabor College works closely with regional churches to provide students with mentored ministry opportunities. These majors and the spectrum of courses allow students to tailor their study to meet specific vocational and educational goals. For example, some students may wish to prepare for youth work or music ministry, others for mission or Christian education, and yet others for graduate study or seminary. The course requirements for the Biblical and Religious Studies major (30 credits) overlap with the Core Curriculum. All majors require sixteen hours of upper-level credit.

COURSE DESCRIPTIONS

RS 110-G The Bible, Community and Culture/3
An introduction to biblical Christian faith employing a variety of study methods. God's strategy of abundant life, human community, relationship with God, and salvation are central themes. Freshmen on academic probation are not eligible during their first semester. Must be passed with a C- or better to count as a Distinctive course toward graduation. Fall and spring semesters.

RS 202 Life and Teachings of Jesus/3*
A study of the life and teachings of Jesus as presented in the gospels of Matthew, Mark, and Luke. The centrality of Jesus for contemporary discipleship will be emphasized, and the Sermon on the Mount will receive special attention. Prerequisite: RS 110-G.

RS 203 Prophets and Kings/3*
An introduction to Old Testament history, with focus on the period represented by the books of Joshua, Judges, Samuel, and Kings. The study will evaluate recent research on the history and archaeology of Israel. Prerequisite: RS 110-G.

RS 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. Prerequisite: RS 110-G.

RS 212 Life and Teachings of Paul/3*
An introduction to the writings of Paul in the context of his life and ministry. This study will survey several Pauline letters and will include a basic construction of a theology of Pauline thought that engages various perspectives. Special attention will be paid to contemporary ethical implications of Paul's writings for the church today. Prerequisite: RS 110-G.

RS 213 Poets and Sages/3*
The first part of the course is a study of the Psalms, with concern for contemporary worship and for an understanding of God. The second part

is a study of Proverbs, Job, and Ecclesiastes. The distinctive contribution of wisdom to the teachings of Scripture will be investigated. Prerequisite: RS 110-G. Fall 2020.

RS 217 Life and Writings of C.S. Lewis/3
An introduction to the writings of C. S. Lewis and to aspects of his life. The focus will include his fictional/imaginative works, theological/philosophical writings, and others as time permits. The heart of the course will be reading the material and discussing it together in class. Spring 2021.

RS 221 Living on Mission/3
The course explores a theology of calling and provides a setting for discovering and developing spiritual gifts, strengths, and personal qualities. In addition, various inventories will be utilized to help formulate a ministry profile and growth plan in the context of one's call. Fall 2021.

RS 223/323 Topics in Old Testament Literature/3*
Selected topics of interest in Old Testament studies. Possible examples include war and peace, the Dead Sea Scrolls, law and covenant, apocalyptic literature, and Old Testament theology. Prerequisites: RS 110-G (for RS 223) and any 200-level Bible content course (for RS 323).

RS 224/324 Topics in New Testament Literature/3*
Selected topics of interest in New Testament studies. Possible examples include the Jesus of history and Christ of faith, the Sermon on the Mount, Pauline theology, Johannine literature, and Christian apocalyptic literature (including the Book of Revelation). Prerequisites: RS 110-G (for RS 224) and any 200-level Bible content course (for RS 324).

RS 225 Soul Shaping/3
The course provides an experiential framework for exploring the essential practices of a growing Christian faith and an effective spiritual life. It moves from developing spiritual vitality to experiencing God's presence to living a life of purpose. Spring 2021.

RS 250/450 Topical Religious Seminars/3-4
Topics offered in the past have included ethical issues in the medical profession, women in religion and society, post-biblical Judaism, and spiritual warfare.

RS 230 Ministry in Cultural Context/3
The course studies Christian interaction with culture at significant transition points in Church history. Special focus will be on effective and faithful engagement with our current cultural context. Spring 2022.

RS 290/390 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. Same as HI 290/390.

RS 301 The Pentateuch/3*
A study of the first five books of the Old Testament, with concern for problems of interpretation and for contemporary relevance. The course will identify various forms of literature found in these texts, with an

evaluation of proposed sources. Prerequisite: Any 200-level Bible content course.

RS 310 Authentic Transformation in a Changing World/3
A study of Jesus' call to go and make disciples. The course examines the personal aspects, corporate expression, and societal application of discipleship and effective models of evangelism in today's culture. Spring 2022.

RS 313 Mennonite History/3
The origin, development, teachings, emphases and lifestyles of persons of Anabaptist-Mennonite persuasion will be studied from a historical, theological, and sociological perspective. Same as HI 313.

RS 315 Adaptive Leadership/3
The course provides an experiential framework for exploring the principles of adaptive leadership. It includes interpreting leadership inventories, discovering personal leadership practices, and developing essential leadership competencies. Fall 2020.

RS 317 Lovers, Rebels and Heroes/3*
A study of love, war, vengeance, and reconciliation in the Old Testament. Students will be introduced to principles of biblical ethics and theology. They will test the thesis that the Old Testament – in its poetry, law, prophecy, wisdom, and narratives - presents several perspectives on these issues that are in some tension with each other. The relevance of these materials for contemporary discipleship will be explored. Prerequisite: Any 200-level Bible content course.

RS 318 American Religious History/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. Same as HI 318.

RS 319 Jesus in the New Testament/3*
A study of Jesus as he is presented throughout the New Testament, including both historical and theological approaches to the questions. The two main emphases include an engagement with contemporary scholarship on the "search for the historical Jesus," as well as an attempt to understand Jesus' Kingdom theology as it is manifested in all four gospels as well as the Pauline epistles. Prerequisite: Any 200-level Bible content course.

RS 322 Revelation and Apocalyptic Literature/3*
This course seeks to help the student become familiar with the specific genre of biblical apocalyptic literature, especially the book of Revelation as its prime canonical representative. The main focus will be an exegesis of Revelation that takes into account the literary, historical, and theological context of the book. The course will also place an emphasis on the hermeneutical methods used to interpret apocalyptic literature. Other apocalyptic texts will also be read in order to better understand the roots, the standard images and language, and the worldview of apocalyptic communities. Attention will also be given to the implications the book has for eschatology. Prerequisite: Any 200-level Bible content course. Spring 2021.

RS 348 Global Discipleship/3
This course will explore 1) the basic call for all Christ-followers to make disciples of all the nations and the theological ramifications of following a missional God; 2) the history of global disciple-making; 3) the relationship between culture and global discipleship; and 4) current trends in global discipleship. Fall semester, even-numbered years. Same as TC 348.

RS 355 Essential Skills for Effective Ministry/3
The course explores and develops the essential skills that are vital for effective ministry. Skills include creative communication of Scripture, conflict resolution tools, helping skills, vision-casting, and personal leadership and organization in ministry contexts. Spring 2021.

RS 367 Music in Christian Worship/3
Reading and discussion regarding biblical definitions, directives, and the nature of Christian worship. Includes the study and formation of various worship practices, ranging from traditional Protestant to contemporary and blended forms of corporate worship. Exposure to the repertoire and resources of music for Christian worship and methods of organizing and leading corporate worship in a variety of formats. Same as MU 367.

RS 381-G Faith, Ethics, Science, & Math/3
A Vocation and Values course: a discipline-specific integration of faith with professions in the natural and mathematical sciences. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G or PL 110-G and junior standing or instructor permission. Interterm, odd-numbered years.

RS 383-G Faith & Profit/3
A vocation and values course: a discipline-specific integration of faith with business professions. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G or PL 110-G and junior standing or instructor permission. Interterm every year.

RS 384-G The Spirit of Sports/3
A Vocation and Values course: a discipline-specific integration of faith with professions in the health, athletic, and exercise sciences. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G or PL 110-G and junior standing or instructor permission. Interterm every year.

RS 385-G Valuing Connections/3
A Vocation and Values course: a discipline-specific integration of faith with professions in the social sciences and history. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G or PL 110-G and junior standing or instructor permission. Interterm every year.

RS 392 Knowing the Story/3
The course provides a durable framework for understanding faith and Scripture. Special emphasis will be on examining faith through the lenses of systematic theology and biblical theology within the context of the Bible's overarching story of salvation and mission. Prerequisites: RS 110-G and any 200-level Bible course. Fall 2020.

RS 400-G Christian Faith in Contemporary Culture/3
This seminar addresses dimensions of Christian faith and vocation, both individually and in groups. This Tabor distinctive course is required of all graduates. Prerequisites: senior standing or consent of instructor; requirement for spring semester only: graduation enrollment; RS 110-G and any one of RS 202/203/204/212/213, or PL 110-G and PL 263 or RS 110-G/PL 110-G and any one of RS 381-G, AR/PL 383-G, RS 383-G, RS 384-G, EN 383-G, or RS 385-G (all prerequisite courses must be passed with a grade of C- or better). Fall and spring semesters.

RS 440 Internship/1-8
A supervised field experience of Christian ministry. Possible involvements include youth ministry, counseling, Christian education of adults and children, preaching, and worship leading. Course includes concurrent field experience and weekly classroom meeting for discussion and reflection. The student may also participate in a preapproved field experience in the summer and enroll for the classroom component the next fall term. Fall and spring semesters.

RS 442 Youth Ministry Internship/1-6
Supervised orientation to youth ministry. Forty hours of experience per unit is required. Course includes concurrent field experience and weekly classroom meeting for discussion and reflection. The student may also participate in a preapproved field experience in the summer and enroll for the classroom component the next fall term. Fall and spring semesters.

RS 443 Christian Leadership Internship/1-6
Supervised orientation to ministry in a church setting. Forty hours of experience per unit is required. Course includes concurrent field experience and weekly classroom meeting for discussion and reflection. The student may also participate in a preapproved field experience in the summer and enroll for the classroom component the next fall term. Fall and spring semesters.

RS 444 Mission Internship/1-6
Supervised orientation to ministry in a mission or church setting. Forty hours of experience per unit is required. Course includes concurrent field experience and weekly classroom meeting for discussion and reflection. The student may also participate in a preapproved field experience in the summer and enroll for the classroom component the next fall term. Fall and spring semesters.

RS 470 Biblical and Religious Studies Senior Seminar/2
A senior-level capstone course for Biblical and Religious Studies majors that invites the student into intentional reflection and preparation for anticipated educational, ministry, and/or professional contexts. Students will research and present a thesis project. Prerequisite or concurrent: RS 400-G Christian Faith in Contemporary Culture. Offered on demand.

SOCIOLOGY

COURSE DESCRIPTIONS

SO 113-G Introduction to Sociology/3
This course provides an introduction to sociological ways of thinking, social science research methods, and sociological theories. By examining

various areas of social interaction, the course enables students to explore how groups influence each other at the macro and micro levels. Fall semester.

SO 201-G Intercultural Communication/3
The ability to effectively give and receive messages in different cultures is heightened by developing sensitivities about worldviews, cultural patterns, and appropriate communication behaviors. Fall and spring semesters. Same as CO 201-G.

SO 315 Social Psychology/3
An analysis of how people think about, influence, and relate to one another. Attention is given to such topics as persuasion, conformity, group dynamics, stereotyping, prejudice, altruism, and aggression. Prerequisite: PY 111-G or SO 113-G. Same as PY 315. Fall semester.

SOCIAL WORK

The mission of the Tabor College Social Work program is to equip students with values, knowledge, and skills to be helping agents in a diverse world while integrating a Christian faith perspective and enabling students to serve those in need with compassion and professionalism. Students will integrate a Christian faith perspective with social work practice that emphasizes and promotes the following core social work values: utilizing a strengths-based perspective, social and economic justice, peace and reconciliation, and dignity and worth of all persons. *This program is accredited by the Council on Social Work Education. Social Work students are eligible to be licensed at the Licensed Bachelor of Social Work level.*

The Social Work program of Tabor College acknowledges the strong academic, professional, and ethical standards expected of professionals in the field of social work. While every effort should be made to help students develop in these areas, students whose performance fails to display such standards will be held accountable, and may be prevented from continuing in the program. The following guidelines are intended to maintain the integrity of the licensure program, and create a sense of responsibility in social work students. All policies are included in the program handbook available for review at any time and provided to students when admitted to the program.

I. Academic Integrity (refer to the Tabor College Academic Catalog for the definition of academic integrity) Any violations of the Academic Integrity Policy will be reviewed by the Social Work Review Committee to determine what additional steps, if any, need to be taken. Any violations that meet the conditions for dismissal from Tabor College may also result in dismissal from the Social Work program. The Social Work Review Committee is comprised of the Social and Behavioral Science Department Chair, the Social Work Program Director, and member(s) of the Social Work faculty. A member of the faculty may be appointed by the department chair or program director as necessary.

II. Academic Performance: A student must carry a cumulative 2.5 GPA in the social work major to graduate from the Social Work Program. If the student falls below a 2.5 in any semester after admittance to the Social Work Program the student is required to meet with the Social Work

Review Committee. The committee will review the case and make recommendations to the student to foster improvement. Students who are Juniors (completed 56+ credit hours) and are below the 2.5 standard will be required to provide midterm status reports for all coursework to their Social Work advisor. The advisor will follow up with the Social Work Review Committee if further action is required. The Social Work Review Committee will decide what action is required such as, but not limited to, remedial work, tutoring, or conditional status in the Social Work Program.

III. Suspension: If a student has been suspended from Tabor College and is re-applying to the institution the student must also re-apply to the Social Work Program (refer to the Tabor College Academic Catalog for the suspension policy)

IV. Program Dismissal: Students will be considered for dismissal from the Social Work Program if they breach any of the criteria outlined in the NASW Code of Ethics or BSRB regulations. The NASW Code of Ethics can be obtained through www.socialworkers.org/pubs/code/default.asp. The BSRB unprofessional conduct section 102-2-7 can be obtained through http://www.ksbsrb.org/pdf/statutes_regs/102-2-7.pdf. The Social Work Review Committee will convene to review each case and determine recommendation(s) on the offense which may result in dismissal from the Social Work Program.

COURSE DESCRIPTIONS

SW 200 Introduction to Social Work/ 3

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

SW 205 Helping Relationships/3

Intentional interviewing knowledge and skills are presented as a means of equipping persons to become more effective helpers. A microskills hierarchy is used as the guide for the sequence of skills taught. Application of these skills occurs through an ongoing individual relationship with another class member and systematic group practice. The objective of this course is to develop beginning helping skills applicable to community service work, summer camp work, or other "helping" situations. Prerequisite: PY 111-G or SO 113-G, or consent of instructor. Same as PY205. Every semester.

Note: SW 200 and PY/SW 205 or consent of the Social Work Program Director is required prior to taking the following social work courses.

SW 215 Human Behavior and Social Environment/3

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

SW 301 Junior Field Experience/1
The purpose of this field placement is to expose learners to social work practice outside the classroom and prepare learners for their senior field placement. This course is developed to expose learners to the professional roles and boundaries of social work; the importance of difference in providing services to clients; the policy contexts of services; and the function of social workers in the engagement, planning, intervention, and evaluation phases of service delivery. One credit per semester, two total credits required. Prerequisite: open only to junior social work majors enrolled in respectively SW 345 and SW 355 in corresponding semesters.

SW 305 Counseling/3
An analysis of the theoretical foundations and technical applications of the major approaches to counseling. It emphasizes the role of the counselor's values and promotes appropriate methodologies and communication techniques. Same as PY 305. Prerequisites: PY 111-G and SW/PY 205, or consent of instructor. Spring semester.

SW 325 Child Welfare and Families/3
This is an upper-level elective course that builds on basic understandings related to the child welfare system in social work or other disciplines. It will cover a range of services and issues in the child welfare field (e.g., abuse and neglect, mental illness in children, foster care, the juvenile court system, etc.). A wide variety of approaches will be used in the class: lecture, guest speakers, films, discussion, and individual and group projects. Prerequisites: SW 200 or PY 111-G or consent of instructor.

SW 335 Social Work in Today's World/2
An elective that covers issues such as substance abuse identification and implications for individuals and families, HIV, health care, crisis intervention, and international social work to keep students current in the field of social work.

SW 345 Social Work Practice I/3
A study and application of models, theories, strategies, and techniques of social work practice with individuals and families. Emphasis is placed on the integration and synthesis of valuing, thinking, and behaving in the social work practice process. Prerequisites: SW 200 or consent of instructor. Must be admitted to the social work program. Fall semester.

SW 350 Social Welfare Policy/3
The course examines policies and programs that have been developed to meet human needs in American society. The student will analyze current and past social welfare programs and reforms, policy responses to social issues, and strategies for shaping and influencing policy. This course establishes a connection between social welfare policy and social work practice. Spring semester.

SW 355 Social Work Practice II/3
The study and application of models, theories, strategies, and techniques of social work practice with groups, organizations, and communities. Emphasis is placed on the integration and synthesis of valuing, thinking, and behaving in the social practice process. A process model considers practicing three phases: beginnings (engagement and assessment), middles (action/intervention), and endings (evaluating and concluding).

The purpose of this course is to explore social work in each of these three dimensions and help students build social work practice skills in each of them. However, since social work skills in working with groups, communities, and organizations are essentially group, community, and organizational leadership skills, the purpose of this course is also to help students develop leadership skills. The skills that this course seeks to impart, moreover, are life skills, since they should not only provide a foundation for building technical skills in working with groups, communities, and organizations, but also the capacity to manage the difficult personal challenges involved in addressing human problems. Prerequisites: SW 200 or consent of instructor. Must be admitted to the social work program. Spring semester.

SW 428 Field Instruction for Social Work/10
The student will be placed in an agency setting under the supervision of an agency field instructor. The student will be exposed to a variety of professional roles and activities to achieve beginning-level social work practice skill. Ten hours of field instruction is required during the spring semester unless otherwise approved by the Social Work Director. To be taken concurrently with SW 442. Prerequisite: all social courses required for social work major (including those that do not begin with SW). Fall and spring semesters.

SW 430 Research Methods I/2
An introduction to methods of research in the social and behavioral sciences. Emphasis is on the structure of scientific theory, the logic of explanation and inquiry, experimental design, sources or variation and internal and external validity, and reliability. Same as PY 430. Prerequisite: MA221-G or consent of instructor. Fall semester.

SW 432 Research Methods II/2
This course focuses on the formal completion of the Research Project proposed in SW 430 Research Methods I. A public presentation of research results will be required. Same as PY 432. Prerequisites: SW 430 Research Methods I and MA221 Statistics. Spring semester.

SW 442 Senior Seminar/2
The course is a synthesizing experience whereby students bring together the various components of the social work practice generalist model through ethical case studies and presentations. Prerequisite: all social work courses required for Social Work major (including those that do not begin with SW), to be taken concurrently with SW 428. Fall and spring semesters.

SPECIAL EDUCATION

Tabor College offers licensure in Special Education through programs at the Kansas Independent College Association (KICA). (*Students seeking a K-12 Special Education Minor should be enrolled in both ED345, Methods of Teaching Reading and ED357, Methods of Teaching Mathematics I to meet the requirements for the K-6 level of the endorsement.)*

COURSE DESCRIPTIONS

SE 210 Exceptional Learners/3
A survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws, service

delivery systems, advocacy groups, the concept of natural environments and least restrictive alternatives, and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking endorsement in education, is designed to introduce all preservice teachers to mild and moderate disabilities. A field experience is included that consists of 12 clock hours of observation and participation at an approved school working with special needs students. The course also serves as a foundation for additional special education coursework and is a prerequisite for SE 325, SE 330, and SE 338. Fall and spring semesters.

SE 220 Field Experience in Services for Students with Special Needs/1
An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities. Fall, interterm, spring, and summer semesters.

SE 310 Foundations for Special Education Services/4
This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and effects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D).

SE 315 General Methods for Special Education Services/4
This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience with Math Intervention (Module D). Concurrent: Modules A-D. Prerequisite: SPED 310.

SE 320 Beginning American Sign Language/2
This course provides a beginning study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. American Sign Language is the sign language of the deaf community in the United States. No prerequisites. This class is intended as an elective education course and is a prerequisite to SE 322. Students may enroll for full credit only.

SE 321 Grades K-6 Methods for Special Needs/5
This course addresses IEP implementation using evidence-based practices at the K-6 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades K-6 who have an identified disability with Reading/Writing Intervention. Prerequisites: SPED 310 and 315.

SE 322 Intermediate American Sign Language/2
This course provides an intermediate study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. American Sign Language is the sign language of the deaf community in the United States. This class is intended as an elective

education course. Students may enroll for full credit only. Prerequisite: SE 320. Offered spring semester only.

SE 331 Grades K-6 Field Experience/1
This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE 321. Students will participate in IPE development, lesson planning, and instruction. Must be taken concurrently with SE 321. Prerequisites: SE 310 and SE 315.

SE 341 Grades PreK-3 Methods for Special Services/5
This course addresses IEP implementation using evidence-based practices at the PreK-3 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades PreK-3 who have an identified disability with Reading/Writing Intervention. Prerequisites: SPED 310 and 315. Offered fall semester only.

SE 345 Behavior Management/2
This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline, systems classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B).

SE 359 Methods for Facilitating Child Development/2
This class deals with methods for facilitating the development of infants, toddlers, children, or youth with at-risk conditions or disabilities. It is intended for upper-level undergraduates or practicing professionals in a child-related field.

SE 351 Grades PreK-3 Field Experience/1
Supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practice and techniques presented in SE 341. Students will participate in IEP development, lesson planning, and instruction. Concurrent: SE 341. Offered by arrangement.

SE 361 Grades 6-12 Methods for Special Needs/5
This course addresses IEP implementation using evidence-based practices at the 6-12 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades 6-12 who have an identified disability with Reading/Writing Intervention. Prerequisites: SPED 310 and 315. Offered fall semester only.

SE 371 Grades 6-12 Field Experience/1
This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE 361. Students will participate in IEP development, lesson planning, and instruction. Must be taken concurrently with SE 361. Prerequisites: SE 310 and SE 315.

SE 380 Topics in Special Education: Topic G: Current Issues in Special Education/1
This course is designed to be taken by the practicing teacher returning for endorsement in special education or adding a high-incidence endorsement to an existing endorsement in special education. This course will focus on bringing the students up to date on current laws, changes in the field of special education, and new information related to the characteristics of children and youth with special needs.

SE 381 Grades 4-12 Methods/5
This course addresses IEP implementation using evidence-based practices at the 4-12 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. The course includes a supervised field experience with children in grades 4-12 who have an identified disability with Reading/Writing Intervention. Prerequisites: SPED 310 and 315. Offered spring semester only.

SE 391 Grades 4-12 Field Experience/1
Requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resources, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through KICA. Outside preparation time will be required (six to nine per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SE 381 Methods course. Fall and spring semesters.

SE 431 Grades K-6 Clinical Experience/5-6
This course is a supervised teaching experience with a special educator who provides services for elementary-level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SE 310, 315, 345, and 321. Concurrent or subsequent semester: SE 499.

SE 433: Grades K-6 Internship/4-6
This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary-level students with high-incidence learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 high-incidence endorsement or for students who have completed a special education clinical experience. Prerequisites: SE 310, 315, 345, and 321. Concurrent or subsequent semester: SE 499.

SE 451 Grades PreK-12 Clinical Experience/5-6
This course is a supervised teaching experience with a special educator who provides services for any PreK-12 level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the

cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SE 310, 315, 345, 341, and 381. Concurrent or subsequent semester: SE 499.

SE 453 Grades PreK-12 Internship/5-6
This course is a supervised teaching experience with a special educator who provides services for PreK-12 level students with high-incidence learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 310, 315, 345, 341, and 381. Concurrent or subsequent semester: SPED 499.

SE 471 Grades 6-12 Clinical Experience/5-6
This course is a supervised teaching experience with a special educator who provides services for secondary-level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SE 310, 315, 345, and 361. Concurrent or subsequent semester: SE 499.

SE 473 Grades 6-12 Internship/4-6
This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary-level students with high-incidence learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 high-incidence endorsement or for students who have completed a special education clinical experience. Prerequisites: SE 310, 315, 345, and 361. Concurrent or subsequent semester: SE 499.

SE 499 Capstone Issues/1
This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and profession role with peers, KICA faculty, and special educators. Topics of discussion include working with families, professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SE 310, 315, 345, 321 or 361 or 341 and 381. Concurrent or previous semester: SE 431 or SE 471 or SE 451 (or comparable Internship).

SE 550 Topics in Special Education: Topic G: Current Issues in Special Education/1 graduate
This course is designed to be taken by the practicing teacher returning for endorsement in special education or adding an adaptive endorsement to an existing endorsement in special education. It will be taken in lieu of SE 310 for those that meet the qualification of three years of teaching children or youth with special needs, a letter documenting satisfactory performance, and a copy of teaching license and transcripts. This course will focus on bringing the candidates up to date on current laws, changes in the field of

special education, and new information related to the characteristics of children and youth with special needs.

Theatre

TH 223 Auditioning/1
Students will study and gain hands-on practice and feedback from mock auditions, audition material formatting, and resume-building to assist them with both graduate-level and professional auditions.

TH 150 Theatre Cohort/0
Students will meet weekly as a full cohort to work on assigned or upcoming audition repertoire/portfolio materials with faculty and peer guidance and feedback. May include solo, duet, or ensemble work. Masterclasses and workshops from guest artists will meet during this time. Required for all Theatre majors, minors, and scholarship holders every semester.

TH 215 Voice and Movement/3
Students will study voice and movement practices for actors with an emphasis on freedom of the body and healthy phonation techniques to aid in greater specificity and control of physical and vocal expression from the actor's instrument. This course will incorporate development of ensemble movement through the use of Viewpoints and other methodologies. Prerequisite: TH 230-G. Fall semester, even-numbered years.

TH 216-G Stagecraft/3
This course gives students foundational skills in the backstage and technical components of live entertainment production. Students gain practical experience in various areas including basic set construction, sound and lighting tech, stage management, and fly system training. Offered every spring.

TH 230-G Acting I /3
A course in foundational principles of acting theory and practice. Students will be introduced to key concepts through in-class exercise and begin to apply them through the development of scenes and monologues. Offered every fall.

TH 234-G/334-G Participation in Theatre/0-1
This is a participatory experience course. Students receive credit for supporting the semester's theatre productions in a range of capacities, including but not limited to acting, management or crew roles, or assisting with props, costumes, scenery, and/or box office/publicity/promotion. Majors must take three times for credit; maximum is six credits.

TH 240 Script Analysis/3
Students will learn and gain proficiency in the analysis of dramatic structure of varying forms and genres across time from multiple playwrights for the purpose of performance, directing, critiques, and/or design.

TH 290 Theatre Practicum/1
This course is required for all majors and minors and must be repeated twice for a total of three credit hours. Students will work in one or more

discipline under the guidance of the Technical Director to gain experience and expertise in technical theatrical production practices. This course will additionally provide the primary technical support for all Tabor Theatre productions, including, but not limited to, lighting and scenic construction elements. Offered in multiple sections every semester.

TH 300 American College Theater Festival/0-1
This course requires attending the Region 5 American College Theater Festival for one week in January (usually the third week) and any preparations required in advance for those presenting work at the Festival. Students who register for this course will be expected to provide their own funding for housing, transportation, and registration costs. Offered every spring.

TH 306 Theatre History: Origins through 17th Century/3
An overview of the global history of theatre, ranging from its origins through the Neoclassical period. Significant movements and representative plays and playwrights from Western and non-Western traditions will be explored.

TH 315 Speech for the Actor/3
Students will study and utilize speech anatomy, Knight-Thompson Speechwork, and Paul Meier accent and dialect acquisition techniques for use of awareness, clear articulation, and informed sociolinguistic choices as they pertain to character in performance on the stage and screen. Prerequisite: TH 230-G and TH 215. Spring semester, even-numbered years.

TH 330 Acting II/3
Building on the work accomplished in TH 230-G, students will work toward fuller engagement of the voice and body, opening the performer to an enriched creative palette. Through increasing vocal and physical agility, students of acting will improve skills in physical storytelling and character transformation. Prerequisite: TH 230-G. Offered on demand.

TH 355 Musical Theatre History/3
Students will study and research musical theatre history from its beginnings in the performance styles of Ancient Greece through opera, operetta, vaudeville, musical comedies and dramas, and into the advent and evolution of the integrated book musical of the 20th and 21st centuries, culminating in a scholarly paper.

TH 385 Directing/3
Introduction to theories at work in directing for theatre, and application of those theories through in-class exercises and a final directing project. Includes the processes of choosing and analyzing a script, casting, blocking, rehearsing, and other aspects of realizing a production. Prerequisites: TH 216-G and TH 230-G, and TH 240. Offered on demand.

TH 390 Advanced Theatre Practicum/1
This course is required for all majors and must be repeated twice for a total of three credit hours. Students will work in one or more discipline under the guidance of the Technical Director to gain experience and expertise in technical theatrical production practices. This course will additionally provide the primary technical support for all Tabor Theatre productions, including, but not limited to, lighting and scenic

construction elements. Students in Advanced Theatre Practicum will be expected to take on leadership roles in the shop and help mentor students in TH 290. Offered in multiple sections every semester. Meets at the same time as TH 290. Prerequisite: three credit hours of TH 290.

TH 433 Theatre History: 18th Century to Present/3
An overview of the global history of theatre, ranging from the English Restoration through present day. Significant movements and representative plays and playwrights from Western and non-Western traditions will be explored.

TH 440 Internship/1-3
Students may earn academic credit for pre-approved internships with accompanying assessment measures created jointly by the student and theatre faculty. Students may inquire with faculty about known internship opportunities available or suggest their own. Offered on demand.

TH 460 Period Styles/3
Students will study and practice historical performance techniques for works including, but not limited to, Ancient Greece, Early Modern England, and Restoration periods. Special attention will be given to the dramaturgical nature of works in a historical context to inform performance further. Prerequisite: TH 215, 230-G, 315, and 330.

TH 485 Advanced Directing/3
Students will pursue in-depth study of theatre theorists and practitioners as well as directing techniques in support of culminating final directing project. Prerequisite: TH 216-G, 230-G, 240, and 385. Offered on demand.

TH 490 Senior Capstone Project/3
In their final year, majors will complete a capstone project. This may include (but is not limited to) designing costumes, sets, or lights for a fully realized production, performing a substantial role in a full-length production, writing/directing a full-length play, etc., with close mentorship from an appropriate faculty member. The projects of students in this course will be held to the same standards of all Tabor Theatre productions. Course work will be assigned to cater individually to the chosen project and student at the discretion of the faculty mentor.

INTRODUCTORY/INTERDISCIPLINARY COURSES

TC 100 Chapel/0
Chapels provide the community a shared opportunity to integrate faith, learning, and living through speakers, drama, music, and videos. Each chapel focuses on specific issues and ideas important to the college community ranging from issues related solely to our campus to broad world issues. One of the objectives is to provide the Tabor College community an opportunity to meet together for the purpose of developing a spirit of unity. Chapels are held every Monday and Wednesday mornings and occasionally on evenings and weekends. Enrollment in chapel is required for all full-time Tabor students and all students living on campus, each semester of attendance.

TC 101 Introduction to the Tabor Experience/1
An experience-based course designed to help first-time freshmen make a positive adjustment to and assimilation into the Tabor College experience

by providing a social context for reflection and interaction on issues pertaining to the transition to college. This will be accomplished through small and large group sessions, readings, journaling and out-of-class activities. Required of first-time freshmen. This Tabor distinctive course (or TC 310) is required of all graduates. Fall semester.

TC 110 Chapel Readings/1
This course provides an opportunity to review three books related to the areas of spiritual formation, faith integration, and Christian worldviews. Through readings, critical review, and personal application, students will process the role of faith in all areas of their lives. Enrollment in TC 110 is required for all students who do not satisfy the TC 100 requirement for the previous semester. Course fee applies.

TC 102 College Skills Seminar/1
This course seeks to help students acquire and develop specific skills for success in college through instruction and practice of skills such as time management, reading techniques, note taking, exam strategies, memory strategies, relating with professors, library usage, writing papers, critical thinking, and study groups. Students will be given the opportunity to consider motivational issues related to their success in college. Graded CR/NC. Offered each semester. Students on Academic Probation are required to enroll.

TC 103 Career Planning Seminar/1
This course seeks to help students discover and develop their own life purposes (even if tentative) and determine ways to carry out their life purposes by choosing a career and planning a path into that career. This will be accomplished through (1) discovering and articulating personal values, temperament, experiences, interests, beliefs, abilities, talents, and gifts as related to career choice; (2) guided exercises in seeking the will of God; (3) understanding the world of work and exploring possible careers; and (4) learning specific job search skills. Graded CR/NC. Second seven weeks of fall semester; second seven weeks of spring semester.

TC 290-G/490-G Global Engagement in Perspective/3
This course facilitates global engagement by looking at seven large Global Challenges that they will face in the next 15 years (as identified by the Center for Strategic and International Studies): Population, Natural Resources, Technology, Information, Globalization, Security, Conflict and Governance, from the perspective of different worldviews (secular, non-western and faith-based). The participants will interact with people working to overcome these challenges and take practical steps of engagement in each area.

TC 310 College, Christianity and Culture/1
The Christian liberal arts tradition will be explored and students will be encouraged to see their college experience and subsequent vocation in the context of God's redeeming work in the world. This course is required for all new transfer students (during their first semester) and is intended to aid students in their transition to Tabor College. This Tabor distinctive course (or TC 101) is required of all graduates. Fall and spring semesters.

TC 348 Global Discipleship/3
This course will explore 1) the basic call for all Christ-followers to make disciples of all the nations and the theological ramifications of following a missional God; 2) the history of global disciple-making; 3) the relationship between culture and global discipleship; and 4) current trends in global discipleship. Offered every other fall. Same as RS 348.

Presidential Leadership Scholarship Program: Leadership Laboratory Mosaic
The Presidential Leadership Scholarship program is a Leadership Laboratory Mosaic is a four-year, eight-semester program. There are eight different courses that the students will enroll in during the four years:

TC 201 Leadership Basics/0-1
TC 202 Leadership Persona/0-1
TC 203 Self Leadership/0-1
TC 204 Leadership Semiotics/0-1
TC 401 Leading Change/0-1
TC 402 Leading Others/0-1
TC 403 Leadership Hindrances/0-1
TC 404 Leadership Legacy/0-1

Each of the courses receiving one credit hour is for those students who are considered "leadership scholars" and have received the Presidential Leadership Scholarship. Students who are leadership scholars need to enroll for one credit hour. All Presidential Fellows will be entered into the course (section B) for 0 credit. Each course is designed around a leadership development mentoring question that will be discussed and explored. Class activities and assignments will provide insight to the questions. The course will meet once a month for a four-hour block, engage in online asynchronous activities, and participate in excursions. The students will learn to lead and lead well. Emphasis will be placed on leading from the inside out, leadership as semiotics, the study of leaders, and the leadership encounter, with a focus on personal leadership development. Each Scholar will receive an iPad, which will be used in all course work.

SPECIAL COURSES

Seminars 220/420
Seminars provide groups of students the opportunity to do research under supervision. They may be offered on demand in any discipline.

Topics 250/450/550
Topics courses are those not offered on a regular basis and not listed in the catalog.

Travel and Study Experiences 295-G /495-G, 296-G /496-G
Travel Study Experiences are administered by the Carson Center for Global Education. These experiences provide learning and service experiences off campus that fulfill the Intercultural Awareness Experience (IAE) requirement. Each trip will require coursework and intercultural interaction that will enable students to develop global awareness and cultural sensitivity. Each trip includes reading assignments specific to the

culture(s)/nation(s) being visited and writing assignments to promote critical thinking and reflection. The writing may be in the form of a personal journal, research paper, and/or reflective essay(s). Each trip will have a level of intentional intercultural encounters that connects students to the reading and assignments. Detailed descriptions of expectations for IAE credit can be found in the Carson Center for Global Education's policies and procedures. The department sponsoring the trip is responsible for obtaining the approval of other departments when course prefixes from those departments are used. Course subtitles are used on the schedule to indicate the location of the experience, e.g., "Travel and Study Experience: Mexico." Travel and Study Experiences are available every year, but locations vary from year to year.

ONLINE UNDERGRADUATE ACADEMIC CATALOG

ADMISSIONS

Admission to Tabor College Online is guided by the best available predictors of academic success of an applicant. Admission is based on the careful review of all credentials presented by applicants, but in no case is admission denied due to age, race, color, national origin, disability, religion, or gender.

The 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 passing GED scores which is defined as earning a minimum of 145 on each of the four subject tests for a total of at least 600 points (on 5th Test Series). Those having tested during the 4th Test Series (2002-2013) are required to, 1) Achieve a standard score of 410 or above on each of the five tests in the battery, and, 2) an average standard score of 450 or above on the five tests in the battery. Those with GED credentials who tested prior to 2002 will be reviewed on an individual basis.

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 passing GED scores which is defined as earning a minimum of 145 on each of the four subject tests for a total of at least 600 points (on 5th Test Series). Those having tested during the 4th Test Series (2002-2013) are required to, 1) Achieve a standard score of 410 or above on each of the five tests in the battery, and, 2) an average standard score of 450 or above on the five tests in the battery. Those with GED credentials who tested prior to 2002 will be reviewed on an individual basis.

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 Tabor Online programs, we adhere 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 associate 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 through Tabor Online.
   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 120 credit hours.
   b. All students must complete Tabor Distinctive courses that are part of the Tabor Online 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.

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 through Tabor Online:

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:

- 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 to be evaluated by an approved organization, i.e. World Education Services (www.wes.org), AACRAO (www.aacrao.org) or National Association of Credential Evaluation Services (http://www.naces.org/members.htm) and an official copy of the international transcript needs to be submitted to the Registrar's Office.

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

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 Tabor Online, or they will be subject to academic suspension.

UNDERGRADUATE ADMISSION PROCESS

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

1. A completed application with a $25 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 Tabor College Online. 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 Tabor Online. Transfer courses from regionally accredited institutions, CHEA- recognized institutions, or institutions with whom Tabor Online has articulation agreements will be accepted at face value. Transfer credits are accepted on a semester hour basis and are subject to Tabor Online 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 Online 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 Tabor Online.

All Associate of Arts and Associate of Science degrees from any accredited college will be accepted as meeting Tabor Online Core Curriculum requirements with the exception of the Institutional Distinctives. Completion of the Tabor Online Core Curriculum does not necessarily satisfy all degree requirements. Specific core curriculum courses required for a program of study are published in the Catalog.

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 Director and the Dean of Academics & Compliance) 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 Colleges:
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 SLA or SPS Associate Dean.
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 Tabor Online after an absence of more than 6 months need to apply for readmission to Tabor Online 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.

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 Tabor Online programs are considered to be "half time," in compliance with federal financial aid regulations.

AWARD NOTICES

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

CHURCH SCHOLARSHIPS AND CHURCH MATCHING GRANTS

Students are encouraged to seek financial assistance from their church congregations. If the church sends scholarships to Tabor Online, 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 are 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.

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 and/or loss of aid.

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 Tabor College. It means that students may not receive government financial aid. They may still be eligible for institutional aid if applicable.

- 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 Tabor Online.
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 any Tabor Online coursework: 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 Tabor Online 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 Tabor Online 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 Student Appeals 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 students' 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 ACCOUNTS

TUITION AND FEE SCHEDULE

Total costs vary by program. This information may be obtained from the Enrollment Specialist. Students are required to complete full financial settlement with the Accounts Receivable Clerk upon enrollment. For additional information, including the tuition and fee schedule, contact the Business Office.

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 through Tabor Online. Some of the benefits we provide for our military students are listed below. This is not an exhaustive list; please contact the Financial Aid Office 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 Financial Aid office 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 Financial Aid office 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 (my.tabor.edu) under My Financial Information).

PERSONAL FUNDS

Students may pay for their program with personal funds by using the monthly payment plan (See the Accounts Receivable Clerk for payment plan information). Financing fees may apply for students selecting the payment plan.

DROP/WITHDRAWAL & REFUND POLICY

Students who wish to withdraw from Tabor College should inform the Online Academic Services Coordinator 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 add/drop 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 from 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 Information Section).
   - Student must notify the Online Academic Services Coordinator prior to the first day of class to drop a course.
   - Once the correct drop procedures are followed and signed

documentation is on file, the student will receive 100% refund on tuition and fees prior to the first day of class.

2) Course Withdrawal/Refund:
   - Follow appropriate guidelines for withdrawing from a course (see Academic Information section).
   - 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 online at my.tabor.edu (see Academic Information section).
   - Once the withdrawal procedures are followed and signed documentation is on file, the student will receive a 100 percent refund on tuition and be responsible for any applicable fees. After the seventh day, online students will be charged in full for tuition and fees and will earn a grade.
   - 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 any applicable fees.

PROGRAM WITHDRAWAL & REFUND

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

- 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.
  - 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 Online Academic Services Coordinator (see Academic Information section for program withdrawal procedures). Title IV financial aid, Tabor College institutional scholarships and grant aid will be prorated. 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 who are suspended or dismissed under disciplinary measures on or after the first day of regularly scheduled classes during a term will be assessed in full for the current course they are in. Title IV aid, Tabor College institutional scholarships, discounts and grant aid will be prorated. 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 Accounts Receivable Clerk within 30 days of the student's official withdrawal.

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.

BOOKS
Students are responsible for purchasing all textbooks and/or other course materials.

STUDENT RESPONSIBILITIES
As 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 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, 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 a Tabor Online 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 Tabor Online. 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

In accordance with the Drug-Free Schools and Communities Act of 1989, Tabor College distributes annually to all students a copy of its policy statement on substance usage.

STUDENT CONDUCT AND DISCIPLINE

Within the context of Tabor College's mission and its determination to be Christ-centered, students are expected to respect the personal worth, dignity, and rights of others as part of their course(s) of study. Instances of non-compliance will be referred to the EVPAC for review and potential corrective action, up to and including dismissal from Tabor College Online.

NEW STUDENT ORIENTATION

Tabor Online 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 Tabor Online 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 50,000 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 emailing or 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.

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 Tabor Online. Degree programs offered by Tabor Online 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

Tabor Online 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

Tabor Online 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 Executive VP of Academics & Compliance who will investigate and issue a ruling in writing to the student.
3. The Executive VP of Academics & Compliance may refer the matter to an ad hoc committee on academic standards. The decision of the Executive VP of Academics & Compliance or the ad hoc committee if so empowered, is the final word in this grievance process.

ACADEMIC HONORS

To be named to the Tabor Online Academic Honors 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 Executive VP of Academics & Compliance.
   b. The Executive VP of Academics & Compliance 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 Executive VP of Academics & Compliance 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, the Online Academic 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 Executive VP of Academics & Compliance requesting a review of the incident, providing specific details and all appropriate information within 30 days of grade posting.
2. The Executive VP of Academics & Compliance will investigate and issue a ruling in writing to the student.
3. The Executive VP of Academics & Compliance may refer the matter to an ad hoc committee on academic standards. The decision of the Executive VP of Academics & Compliance or the ad hoc committee if so empowered, is the final word in this Academic Integrity Appeal process.

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 — Tabor Online 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 — Tabor Online 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 Director 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 Tabor Online 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 for more information.

ARTICULATION AGREEMENTS

Tabor College has articulation agreements with Cleveland University-Kansas City, Hesston College, and Southwest Baptist University, as well as a reverse transfer agreement with Kansas community colleges. For more information about the articulation agreements, contact the Registrar.

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 Advisor. 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. 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.

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 pursing 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 Online Academic Services Coordinator three 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 Executive VP of Academic & Compliance 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, email 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 the class of the term.

DROPS AND WITHDRAWALS

- A student may drop a course by logging into My Tabor (my.tabor.edu) and submitting the Student Status form to the Online Academic 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 Online Academic Services Coordinator (fees and tuition apply as outlined in the Financial Information section).
- If an online student withdraws after the seventh day, 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 the Tabor College Bookstore Manager at 620-947-3121 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.

EMAIL
All students are provided a Tabor College email 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 Tabor Online. Payments and other financial arrangements are to be made with the Accounts Receivable Clerk. 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 the Accounts Receivable Clerk 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 Advisor.

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 (my.tabor.edu). 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 Online Academic 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 Executive VP of Academics & Compliance before the stated date.

INDEPENDENT STUDY POLICY

Tabor Online directed studies provide individualized educational experiences for students under the supervision of Tabor Online 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 Tabor Online 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 Executive VP of Academics & Compliance.

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 Director of the course being offered and by the professor prior to enrolling in the course. Tabor Online Independent Study forms may be secured from the Online Academic Services Coordinator, who 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 Tabor Online 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 CST and end Sunday night at 11:59 pm CST. 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 at least once a week, 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 Online Academic Services Coordinator.
*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.

SATISFACTORY ACADEMIC PROGRESS
All TCO 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, TCO undergraduate students must achieve a cumulative GPA of 2.0 by the completion of the next term at TCO. Undergraduate students admitted on probation must achieve a cumulative GPA of 2.0 by the end of the first term at TCO. 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 Academic Dean. The Academic Dean will rule on the appeal in consultation with 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. A student who has appealed a suspension will not be dropped from current or future courses unless his/her appeal is denied. In such situations, 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 EVP of Academics and Compliance, providing specific details and all appropriate information. Appeals must be made within five days of receiving the suspension notification.
2. Within three days of the deadline for appeals, the EVP of Academics and Compliance and TCO 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.

STUDENTS IN THE MILITARY, NATIONAL GUARD OR RESERVES
Students must submit a request to the Director of Financial Aid and the Accounts Receivable Clerk 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.

TABOR ONLINE 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.

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 Online Academic 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 Accounts Receivable Clerk and the Director of Financial Aid (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 Accounts Receivable Clerk 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 the College must notify the Online Academic Services Coordinator by completing a Student Status Form for approval. The Online Academic Services Coordinator will assist students in completing the withdrawal 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 Tabor Online requirements. The plan must be approved by the Online Academic 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 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 qualify for the A.A. degree, a student must complete a 60-hour program of study, which includes Core Curriculum courses, 15 hours of disciplinary courses, and electives. At least 30 credit hours, including the last 10 credit hours earned toward this degree, must be completed in residence at Tabor College Online.

GRADUATION REQUIREMENTS FOR A BACHELOR DEGREE

To earn a Bachelor of Science or a Bachelor of Science in Nursing 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 120 credit hours for a Bachelor of Science degree, which is composed of core curriculum courses, major courses, and electives
2. A minimum Tabor Online cumulative GPA of 2.0
3. A minimum of 30 credit hours must be earned from Tabor Online. 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 **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

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

Students who have a resident GPA at the appropriate level for honors at the time of Commencement will be recognized with honors at Commencement. 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.

TABOR COLLEGE ONLINE UNDERGRADUATE ACADEMIC PROGRAMS

Bachelor of Science

Major: Business as Mission

Course requirements for Tabor Online Business as Mission degree

Bachelor of Science in Business as Mission Requirements	
Core Curriculum Requirements (see below)	34
Business Major Credit Hours (see below)	33
General Elective or Transfer Hours	53
Total Required Hours	120

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 Tabor Online Business as Mission major.

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 count as 2 requirements), 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 105 College 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 as Mission

Business as Mission Major Courses	33
BUS 306 Business as Mission	3
BUS 380 Organizations and Management	3
BUS 346 Principles of Economics	3
BUS 319 Business Accounting	3
BUS 310 Business Communication	3
BUS 415 Business Law	3
BUS 418 Financial Analysis for Managers	3

BUS 416 Human Resource Management	3
BUS 471 Marketing Management	3
BUS 456 Production Operations Management	3
BUS 490 Strategic Planning	3

Bachelor of Arts

Major: Adaptive Ministry Leadership

Course requirements for Tabor Online Adaptive Ministry Leadership degree

Bachelor of Arts in Adaptive Ministry Leadership Requirements	
Core Curriculum Requirements (see below)	34
Adaptive Ministry Leadership Major Credit Hours (see below)	36
General Elective or Transfer Hours	50
Total Required Hours	120

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 Tabor Online Adaptive Ministry Leadership major.

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 count as 2 requirements), 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 105 College 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 as Mission

Business as Mission Major Courses	36
BRS 317 Adaptive Leadership	3
BRS 392 Knowing the Story	3
BRS 225 Soul Shaping	3

BRS 204 Gospel of John	3
BRS 401 Sermon on the Mount	3
BRS 221 Living on Mission	3
PHL 263 Christian Ethics	3
BRS 310 Authentic Transformation	3
BRS 230 Ministry in Cultural Context	3
300-level Old Testament Course	3
BRS 353 Essential Skills for Ministry	3
BRS 410 Elements of Christian Faith	3

NURSING PROGRAM

MISSION STATEMENT
The mission of the Nursing Department 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.

Bachelor of Science

Major: Nursing
Course requirements for Tabor Online 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	**53**
Total Required Hours	**120**

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 Tabor Online 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)	**9**

3 courses from at least two of the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language (2 semesters count as 2 requirements), History	
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 105 College 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**

Associate of Arts in Urban Ministry
Course requirements for Tabor Online 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	**8**
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 Tabor Online 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 count as 2 requirements), 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 105 College 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 Tabor Online.

Associate of Arts in Christian Studies

Course requirements for Tabor Online 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 Tabor Online 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) 1 course from the following areas: Literature, Fine Arts, Foreign Language (2 semesters count as 2 requirements), 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 cours without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	4

Mathematics: (3 credit hours)	
MTH 105 College 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 Tabor Online.

Associate of Science in Business
Course requirements for Tabor Online 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 Tabor Online 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) 1 course from the following areas: Literature, Fine Arts, Foreign Language (2 semesters count as 2 requirements), 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 cours without a lab along with one of the following mathematics: MTH 105 College Algebra or higher	**4**
Mathematics: (3 credit hours)	

MTH 105 College 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 Tabor Online.

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 hours of laboratory per week.

BRS 101 Biblical Interpretation and Teaching/3
An examination of how to accurately interpret the Bible and communicate it appropriately in practical ministry settings. An exegetical Bible study method will be taught and applied.

BRS 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 221 Living on Mission/3
This course explores a theology of calling and provides a setting for discovering and developing spiritual gifts, strengths, and personal

qualities. In addition, various inventories will be utilized to help formulate a ministry profile and growth plan in the context of one's call.

BRS 225 Soul Shaping/3
The course provides an experiential framework for exploring the essential practices of a growing Christian faith and an effective spiritual life. It moves from developing spiritual vitality to experiencing God's presence to living a life of purpose.

BRS 230 Ministry in Cultural Context/3
This course studies Christian interaction with culture at significant transition points in Church history. Special focus will be on effective and faithful engagement with our current cultural context.

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 310 Authentic Transformation in a Changing World/3
A study of Jesus' call to go and make disciples. The course examines the personal aspects, corporate expression, and societal application of discipleship and effective models of evangelism in today's culture.

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 an unfamiliar culture.

BRS 315 How We Got our Bible/1
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 317 Adaptive Leadership/3
This course provides an experiential framework for exploring the principles of adaptive leadership. It includes interpreting leadership inventories, discovering personal leadership practices, and developing essential leadership competencies.

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 353 Essential Skills for Effective Ministry/3
This course explores and develops the essential skills that are vital for effective ministry. Skills include creative communication of Scripture, conflict resolution tools, helping skills, vision-casting, and personal leadership and organization in ministry contexts.

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 393 Knowing the Story/3
This course provides a durable framework for understanding faith and Scripture. Special emphasis will be on examining faith through the lenses of systematic and biblical theology within the context of the Bible's overarching story of salvation and mission.

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 s 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 & 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, issues of adult learners, and introduction to writing using the APA format.

BUS 306 Business as Mission/3
The course explores how work and careers connect to God's design and calling in the life of the student. The course will help students identify individual strengths, spiritual gifts, passions, interests, personality, and how these attributes can lead to a greater understanding of vocational calling in business.

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 315 Leadership Theory & Practice: Overview & Exploration/3
This course provides an overview of the primary leadership theories and styles, their subsequent categories of leadership behavior, and the best and worst practices that accompany each. Subject matter will observe a historical timeline so that students will gain an understanding of how one theory built upon another, and how cultural influences and generational norms impacted the way organizations functioned. While studying the dozens of leadership styles which can be observed in today's for-profit, non-profit, and faith-based organizations, students will develop a personal manifesto for the manner in which they choose to lead.

BUS 318 Appreciation in the Workplace/ 3
This course discovers the value of authentic expressions of appreciation and encouragement in the workplace. It defines the five different appreciation languages and distinguishes the difference between employee recognition and authentic appreciation. Students will identify their personal appreciation language preferences and blind spots and explore how to incorporate authentic appreciation practices in the workplace.

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 and Ethics/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. This course teaches students a Biblical framework for business ethics that can be applied to contemporary business issues.

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.

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 theatre 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.

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.

MTH 204 Nature of Mathematics/3
A course designed to acquaint the students with the nature, philosophy, methodology, significance, and use of mathematics from ancient times to the present and in various cultural contexts. The concept of a mathematical system is emphasized. The following topics are included: inductive/deductive reasoning, logic, set theory, concepts, and relations in number theory, numeration systems, probability, and statistics.

MTH 221 Elementary Statistics/3
This course includes both discrete and inferential statistics, probability, binomial, normal and chi-squared distributions, tests of hypotheses, confidence intervals, regression, and correlation. A statistical package is used throughout the course.

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.

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 263 Christian Ethics/3
An introductory study of the elements of ethics, including metaethics, normative principles, moral character, moral development, and case studies. The development of the Christian tradition in ethics will be emphasized.

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 215 Human Development/3
A study of theory and research related to human growth and development through each of the life cycle stages—prenatal through old age. The influence of adverse societal conditions on the “normal” developmental process will be explored. Attention will be given to intercultural aspects of child rearing, family practices, and adult/old age role expectations.

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 335 Learning and Cognition/3
This course provides a comprehensive overview of research and theory related to learning. Topics may include theories of learning, problem solving, motivation, testing and evaluation, and the nature of intelligence.

PSY 360 Psychology of Personality/3
An analysis of the theoretical foundations and clinical applications of the major theorists who have contributed to the development of the psychology of personality. The course will cover the basic theoretical perspectives, such as psychoanalytic, trait, cognitive, humanistic/existential, and social behavioristic approaches to understanding personality.

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.

TABOR ONLINE ADMINISTRATIVE PERSONNEL

Frank Johnson, Ph.D.
Executive Vice President of Academics and Compliance
frankj@tabor.edu

Charles Beale, B.A.
Enrollment Specialist
charlestbeale@tabor.edu

Mark Posson, M.B.A.
Director of Business Programs
markposson@tabor.edu

Rick Bartlett, D.Min.
Director of Theological Education/Associate Professor of Ministry
rickb@tabor.edu

Sadonia Lane, M.A.
Director of Financial Aid
sadonialane@tabor.edu

Tammy Stefek, D.N.P., M.S.N., R.N.
Director of Nursing Programs and Associate Professor
tammys@tabor.edu

Ruth Funk, B.A.
Business Office Accounts Receivable Clerk
ruthf@tabor.edu

Lynette Bartsch, M.Ed.
Online Academic Services Coordinator
lynettebartsch@tabor.edu

ONLINE GRADUATE ACADEMIC CATALOG

ADMISSIONS

Admission to Tabor College graduate degree programs is guided by the best available predictors of academic success of an applicant. Admission is based on the careful review of all credentials presented by applicants, but in no case is admission denied due to age, race, color, national origin, disability, religion, or gender.

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

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

MASTER OF BUSINESS ADMINISTRATION ADMISSION CRITERIA

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

1. An official transcript showing a conferred bachelor's degree from a regionally accredited college or university.
2. Any other official transcripts needed to verify undergraduate prerequisite courses or graduate transfer credit. Students may transfer up to 6 semester hours of graduate coursework toward an MBA degree, provided that the courses are approved by the SGS Associate Dean.
3. An overall grade point average of 2.7, or a GPA of at least 3.0 in the last 60 semester hours of undergraduate study. Probationary admission is possible for GPAs between 2.50 – 2.69.
4. International students are also required to take the Test of English as a Foreign Language (TOEFL) before being considered for admission. The minimum TOEFL score is 560.
5. A professional resume with relevant work experience noted.
6. Three letters of recommendation from persons who can attest to an applicant's readiness for graduate-level study.
7. $25 application fee.

ADMISSIONS DECISION

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

MASTER OF ARTS IN MINISTRY ENTREPRENEURSHIP AND INNOVATION ADMISSION CRITERIA

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

1. An official transcript showing a conferred bachelor's degree from a regionally accredited college or university.
   a. In special circumstances, a student may be admitted without a completed bachelor's degree. In such instances, the following requirements would be required for admission:
      i. A transcript showing a minimum of 2 years (60 semester credit hours) of college.
      ii. A resume documenting substantial experience in a ministry.
      iii. 2 years with increasing experience in teaching, coaching, representing, leadership development
      iv. Evidence of life experience and maturity which demonstrates readiness for graduate theological education.
2. An overall grade point average of 2.7, or a GPA of at least 3.0 in the last 60 semester hours of undergraduate study.
3. Any other official transcripts needed to verify undergraduate prerequisite courses or graduate transfer credit. Students may transfer up to 6 semester hours of graduate coursework toward an MEI degree, provided that the courses are conducive to the program are approved by the Program Chair and the SGS Associate Dean or EVPAC, should the Chair and Associate Dean be the same person.
4. International students are also required to take the Test of English as a Foreign Language (TOEFL) before being considered for admission. The minimum TOEFL score is 560.
5. All students wishing to enroll in the MEI program will submit a Personal Goals Essay that clearly articulates applicant's reasons for seeking admission to Tabor (500 words maximum).
6. A professional resume with relevant work/ministry experience noted.
7. Submission of all application materials.
8. Three letters of recommendation from persons who can attest to an applicant's readiness for graduate-level study. These may be from such references as Pastors, church leaders, or an employer.
9. $25 application fee.

ADMISSION DECISION

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

MASTER OF SCIENCE IN NURSING ADMISSION CRITERIA

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

1. An official transcript showing a conferred bachelor's degree from a nationally accredited nursing program.
2. An overall cumulative grade point average of 3.0 in the last 60 semester hours of undergraduate coursework.
3. International students are also required to take the Test of English as a Foreign Language (TOEFL) before being considered for admission. The minimum TOEFL score is 560.
4. All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, or work supervisors who can evaluate your potential for success in a graduate program.
5. All applicants must submit an online application for admission, reference letters, a goal statement and admission fee. The Goal Statement is your opportunity to tell faculty what you are planning to do with your career after you finish your master's degree. Before writing your goal statement, please carefully review information about the specialty on our website so that you clearly indicate to the faculty that you are a fit with the specialty.
6. All students must be able to efficiently use Microsoft Office or a comparable program, check and maintain email and have internet access.
7. RN applicants must be eligible to practice in the state where they will be completing their program practicum.
8. A criminal background check is required to enter into the program.
9. $25 application fee.

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

INTERNATIONAL STUDENT ADMISSION CRITERIA
In addition to meeting the appropriate set of criteria listed above, those whose first language is not English must have suitable TOEFL scores (70 internet-based, 195 computer-based, or 525 paper-based), and all prospective international students must have proof of financial support and a specified cash deposit in U.S. dollars. International applications for admissions will be considered once all required documents have been received including:

- proof of financial support
- current copies of the I-94
- passport
- Visa
- I-20

International applicants may not consider themselves admitted to the College until they have received an official letter of acceptance and, if applicable, an I-20 issued by Tabor College. International

transcripts must to be evaluated by an approved organization, i.e. World Education Services (www.wes.org), AACRAO (www.aacrao.org) or National Association of Credential Evaluation Services http://www.naces.org/members.htm) and an official copy of the international transcript needs to be submitted to the Registrar's Office.

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

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

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

READMISSION TO THE COLLEGE
Students returning to Tabor Online after an absence of more than 6 months need to apply for readmission by filling out a new application. Students returning to the college after an absence of more than 12 months will be subject to the requirements of the current *College Catalog.* Students must be in good academic and financial standing with the College to be considered for readmission.

FINANCIAL AID

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

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

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

The FAFSA is the application to determine eligibility for a Federal Direct Unsubsidized Loan. Graduate students must be enrolled at least half time (4.5 credit hours) per term to qualify for Federal Aid programs.

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

AWARD NOTICES

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

SCHOLARSHIPS

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

CHURCH SCHOLARSHIPS AND CHURCH MATCHING GRANTS

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

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

Federal Pell Grant: Graduate Students are not eligible to receive Pell Grant funds.

Federal Direct Student Loan Program: This program provides for a guarantee of a student loan from the federal government. A graduate student must be enrolled at least half time per term to be eligible for a Direct Stafford Unsubsidized Loan. Interest starts to accrue on unsubsidized loans upon disbursement. If a student's grace period has not already been used, repayment begins six months after the student ceases to be enrolled at least half-time. For more information please visit studentaid.ed.gov.

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

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

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

VERIFICATION
Some students completing the FAFSA will be selected for verification by the Department of Education or by Tabor College. Students selected will be notified on their Student Aid Report or by communication from Tabor College. The verification process will require the student to import their IRS tax information to the FAFSA application using the IRS data retrieval tool (if not already done) or provide an IRS Tax Return Transcript.

Per Federal Regulations Tabor College must obtain an IRS processed Tax Return Transcript and are not able to accept unprocessed tax returns. All required documents must be faxed or mailed to Tabor College.

Tax Return Transcripts are available free of charge at http://www.irs.gov/Individuals/Get-Transcript. In addition, a Verification Worksheet will need to be completed. This form will

be sent to the student and is also available at online at http://tabor.edu/online/financial-aid/financial-aid-forms/. Once completed and signed, send all necessary documents to the Office of Financial Aid. For questions regarding the verification process, contact the Office of Financial Aid.

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

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

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS (SAP)
Federal regulations require Tabor College to establish Satisfactory Academic Progress (SAP) standards for student financial aid recipients. Tabor College's standards of SAP measure a student's academic performance both qualitatively and quantitatively by reviewing the following three areas of performance:

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

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

- Financial aid SAP is similar to but not exactly the same as academic progress required for graduation.
- Being declared ineligible for financial aid does not mean a student has been academically dismissed from Tabor Online. It means that students may not receive government financial aid. They may still be eligible for Tabor Online 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 Tabor Online
2. A prescribed completion rate of courses enrolled
3. Proceeding through the program at a pace leading to completion in a time frame of 150% of the average length of a program. This includes all attempted and earned credit hours whether the student receives Title IV aid or not.

The specific expectations include the following:

1. For graduate students, maintain a minimum cumulative grade point average (CUM GPA) from coursework taken at Tabor Online of 3.0.
2. Each student must earn at least 67% of all attempted hours each term. Attempted hours include: transferred hours, and all Tabor Online hours including, incompletes, withdrawals, repeated, pass/fail, and all earned hours.
3. Students are expected to complete degree requirements within 150% of the average length of their program of study, i.e. 54 credit hours.
   a. Maximum time frame will include all accepted and transferred credit hours.
   b. Change in majors or pursuit of a second degree, attempted hours will include all transferred and Tabor Online credit hours.

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

FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS

Satisfactory Academic Progress is reviewed at the end of each term for graduate students. Students not meeting the GPA and/or the completion percentage requirements at that time will be automatically placed on "financial aid warning."

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

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

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

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

FINANCIAL AID APPEAL PROCEDURE

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

The appeal will be reviewed by the Student Appeals 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 students' appeal is approved, federal aid may be allowed for one payment period. The outcome of a student's appeal depends upon the nature of the circumstances causing the violation, documentation provided, and how well the student has demonstrated that they are now making good progress toward earning their degree.

Students must also submit an academic completion plan with their appeal for consideration if it will take longer than one payment term to regain good standing of academic progress. Prior to

submission of the academic plan, the student must work with their academic advisor to ensure the ability to complete their degree within the described time frames.

FINANCIAL AID SUSPENSION AND RE-ESTABLISHING ELIGIBILITY

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

STUDENT ACCOUNTS

TUITION AND FEE SCHEDULE
Total costs vary by program. This information may be obtained from the Enrollment Specialist. Students are required to complete full financial settlement with the Accounts Receivable Clerk upon enrollment. For additional information, including the tuition and fee schedule, contact the Business Office.

EMPLOYER ASSISTANCE
To be eligible for employer assistance (EA), a student must complete their Term Confirmation of Charges & Billing prior to beginning class. This form is for any student whose employer will make payments to the College or to the student personally. The student must select they will receive employer assistance; however, EA is not a method of deferment of waived payment.

Note: If the student's employer requires the student to submit a grade in order to pay for tuition, the student is responsible for submitting the grade to the employer in a timely fashion. If the employer issues a Tuition Voucher, Approval Certificate, etc., the student must submit that to the Accounts Receivable Clerk 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 Tabor Online. Some of the benefits we provide for our military students are listed below. This is not an exhaustive list; please contact the Financial Aid Office 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 Financial Aid Office with the following documents:

Certificate of Eligibility: Can be requested online or by calling 1-888-442-4551. You will need to mail the form to the address indicated on the form and then provide Tabor College with a copy of the *Official Certificate of Eligibility* you receive back.
DD214-Member 4 Copy (Veteran): You may request the form online.
Official Copy of Military Transcript (Veteran):
VA Form 22-1995 or 22-5495 Change of Program or Place of Training (if used VA benefits elsewhere): Can be found online – please type in the form number (either 2201995 or 2205495) at the bottom of the page in the "search" space.

We will need all forms turned in to the Financial Aid Office 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.edu under My Financial Information).

PERSONAL FUNDS
Students may pay for their program with personal funds by using the monthly payment plan (See the Accounts Receivable Clerk for payment plan information). Financing fees apply for students selecting the payment plan.

DROP/WITHDRAWAL & REFUND POLICY
Students who wish to withdraw from Tabor should inform the Online Academic Services Coordinator and the Office of Financial Aid. A withdrawal form will be provided and must be completed. No refunds will be issued without a completed form on file. Any student who has completed any steps of registration and wishes to withdraw must complete the withdrawal process and form. The withdrawal date for prorating charges and refunds will be specified on the official withdrawal form acknowledged and signed by the Business Office.

CHARGE AND REFUND POLICY
All charge and refund policies are subject to change based on federal regulations. Current information is available from the Financial Aid Office and the Business Office.

DROP/WITHDRAWAL FROM A COURSE & REFUND:
Course Drop/Refund:

- Follow appropriate guidelines for dropping a course (see Academic Information section).
- Student must notify the Academic Advisor prior to the first day of class to drop a course.
- Once the drop procedures are followed and signed documentation is on file, the student will receive a 100

percent refund on tuition and fees prior to the first day of class.

Course Withdrawal/Refund:

- Follow appropriate guidelines for withdrawing from a course (see Academic Information section).
- 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 online at my.tabor.edu (see Academic Information section).
- Once the withdrawal procedures are followed and signed documentation is on file, the student will receive a 100 percent refund on tuition and be responsible for any applicable fees. For all online students, after the seventh day of online courses, the student will be charged in full for tuition and fees and will earn a grade.
- The student will receive a 'W' on their transcript for withdrawing from a course up to the seventh class day.
- A WP, WF, or earned grade will be reported after the seventh calendar day and the student will be charged in full for tuition and any applicable fees.

PROGRAM WITHDRAWAL & REFUND

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

- 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.
  - No forms of financial aid, loans or other financial assistance administered by the college will be extended to the individual under these circumstances including Title IV federal aid programs and institutional aid programs.
- Students who withdraw during a term will be responsible for following the same procedures as stated above for a course withdrawal, and will be subject to the course withdrawal fee/refund policy.

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

Students receiving Title IV federal funding, who withdraw, drop out, fail modules, or take a leave of absence may be required to return all or a portion of their financial assistance awards. Title IV funding refers to federal aid, Direct loans (unsubsidized). Federal regulations require that students who withdraw from Tabor College or stop attending classes return the unearned portions of their Title IV aid to the federal government. The amount of aid that

must be returned is based on the percent of the term a student has completed. By attending class, students "earn" a portion of the financial assistance that has been disbursed to their student accounts. At the time a student withdraws or ceases to attend Tabor College, a return to Title IV refund calculation will be done in order to determine the amount of financial assistance a student has earned and, if necessary, what amount must be returned to the federal government.

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

Tuition and fees for students who 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. 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 Accounts Receivable Clerk within 30 days of the student's official withdrawal.

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.

BOOKS
Students are responsible for purchasing all textbooks and/or other course materials.

STUDENT RESPONSIBILITIES
As 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 cancellation of 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 Office.

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

STUDENT RIGHTS

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

1. You have the right to know what financial aid programs are available at your school.
2. You have the right to know the deadlines for submitting applications for each of the financial aid programs available.
3. You have the right to know how financial aid will be distributed, how decisions on the distribution are made, and the basis for these decisions.
4. You have the right to know how your financial need was determined. This includes how costs for tuition and fees, 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 a Tabor Online graduate program, the student's ability to understand and articulate increasingly complex ideas and feelings is intentionally developed. Consequently, both oral and written communication should reflect and demonstrate this search for precision and accuracy. Civility and respect are expected behaviors at Tabor Online. 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

In accordance with the Drug-Free Schools and Communities Act of 1989, Tabor College distributes annually to all students a copy of its policy statement on substance usage.

STUDENT CONDUCT AND DISCIPLINE

Within the context of Tabor College's mission and its determination to be Christ-centered, students are expected to respect the personal worth, dignity, and rights of others as part of their course(s) of study. Instances of non-compliance will be referred to the EVPAC for review and potential corrective action, up to and including dismissal from Tabor College Online.

NEW STUDENT ORIENTATION

Tabor Online begins each term with a new student online orientation for all graduate programs. This required orientation helps graduate students learn and understand how to navigate their Tabor graduate program from a policy, process, and technology perspective. It is a time for students to learn about Tabor Online 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 50,000 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 emailing or by calling 620-947-3121, ext. 1202. General reference assistance is available on a daily basis by contacting the library staff via email at library@tabor.edu.

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

ACADEMIC INFORMATION

In addition to many of the policies outlined in the general Academic Information section of the College Catalog, the academic policies, philosophy, and practices described in this section apply specifically to students enrolled in programs offered by Tabor Online. Currently, Tabor Online offers Master degree programs in Business Administration, Nursing and Ministry, which are available online. Degree programs offered by Tabor Online 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

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

ACADEMIC CALENDAR

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

ACADEMIC DISMISSAL

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

ACADEMIC GRIEVANCE PROCESS

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

1. The student should seek a solution with the concerned instructor within 30 days of the end of the course.
2. If there is no satisfactory resolution with the instructor, the review appeal must be made in writing to the Executive VP of Academics & Compliance who will issue a ruling in writing to the student.
3. The Executive VP of Academics & Compliance may refer the matter to an ad hoc committee on academic standards. The decision of the Executive VP of Academics & Compliance or the ad hoc committee if so empowered, is the final word in this grievance process.

ACADEMIC HONORS

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

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

ACADEMIC INTEGRITY

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

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

PROCEDURAL GUIDE FOR DEALING WITH ACADEMIC DISHONESTY

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

1. If unintentional, the instructor shall deal with the infraction at his/her discretion. The instructor may choose to use the system created for intentional infractions.
2. If intentional, the following procedures will guide the response:
   a. The instructor shall:
      - Impose the appropriate sanction and inform the Executive VP of Academics & Compliance.
   b. The Executive VP of Academics & Compliance shall:
      - Keep a record of reported infractions and sanctions.
      - Place the student on academic probation effective immediately. This shall be understood as a full term's probation.
      - Notify the instructor if the incident reported is not the student's first infraction.
      - Verify that the appropriate sanction has been imposed based on the following schedule:
        Offense 1: fail the assignment, potential of a one letter grade reduction of course final grade (professor's discretion as posted in syllabus), and complete academic integrity remediation session(s) with either – or both – the Executive VP of Academics & Compliance or Program Director.
        Offense 2: fail the course.

Offense 3: immediate suspension from the College for the remainder of the term and one additional full term. Suspended students are not guaranteed re-admittance. Offense 4: dismissal from the College with no right to appeal.
- Notify the course instructor, Online Academic Services Coordinator, and Program Director of sanction(s) with copy of this letter placed in the student's permanent record.

3. With the exception noted above, students have the right to appeal any charge of academic dishonesty.

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

1. The student may initiate an appeal by writing to the Executive VP of Academics & Compliance requesting a review of the incident, providing specific details and all appropriate information within 30 day of grade posting.
2. The Executive VP of Academics & Compliance will investigate and issue a ruling in writing to the student.
3. The Executive Vice President of Academics & Compliance may refer the matter to an ad hoc committee on academic standards. The decision of the Executive VP of Academics & Compliance or the ad hoc committee if so empowered, is the final word in this Academic Integrity Appeals process.

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

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

Auditors with regular attendance receive a final grade of AU on the transcript. No college credit is given for auditing and no requirements are met with an audit course. Supervised studies such as independent studies, internships, and practica must be

taken for credit. Auditing may not be appropriate for all courses, such as those designed to develop skills and those that are "hands-on" in nature. Changes from audit to credit may be made up to the 7th day of an online course from the class start, with the consent of the instructor, and if the student has done the required class work. Credit to audit changes may be made until the 7th class day of an online course from the class start. In both cases, the proper forms must be completed and sent to the Online Academic Services Coordinator.

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 Online Academic Services Coordinator three business days prior to the first day of class.

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

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

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

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

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

DIRECTORY INFORMATION PUBLIC NOTICE
At its discretion, the College may provide Directory information in accordance with the provisions of FERPA to include: student name, local and permanent address, email 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 (my.tabor.edu) and submitting the Student Status form to the Online Academic Services Coordinator for approval.
- A student may drop a course until 11:59 pm CST the day before it meets. Once the class begins meeting, the student may withdraw from the course.
- A student may withdraw from an online course until 11:59 pm CST through the 7th day. Withdraws are completed by submitting a Course drop/add form to the Online Academic Services Coordinator (fees and tuition apply as outlined in the Financial Information section).
- If a student withdraws after the 7th day 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.

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.

EMAIL
All students are provided a Tabor College email 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 Tabor Online. Payments and other financial arrangements are to be made with the Accounts Receivable Clerk. 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 Accounts Receivable Clerk 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.

GPA AT TABOR ONLINE
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.

GPA EXPECTATIONS
Student performance is measured by a variety of methods, which include tools selected for evaluation of student achievement as published in each course syllabus. Grading criteria related to course objectives are published, and grading rubrics for discussions, major assignments, and oral presentations are included in each course. Students are kept apprised of their status in each course through instructor feedback on course assignments. Canvas also provides updated grades throughout the duration of the course as assignments are graded and released to students.

The grading scale used to compute course grades is consistent throughout Tabor College Online and is listed in each course

syllabus. The following grading scale is used for computation of a letter grade.

	87-89 B+	77-79 C+	67-69 D+	
95-100 A	83-86 B	73-76 C	63-66 D	0-59 F
90-94 A-	80-82 B-	70-72 C-	60-62 D-	

Graduate programs have greater rigor and responsibility compared to undergraduate programs. The required grade for passing graduate program courses is a C+ (77 percent) or higher. The cumulative grades for students are to remain at 3.0 or higher. In the event that a student's GPA falls below this level, the Satisfactory Academic Progress (SAP) policy will be initiated.

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

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

Incomplete courses shall be completed and the work turned in to the faculty member by date stated on an Incomplete form. If a grade for the incomplete course is not submitted to the Registrar within two weeks after the due date, the grade for the course shall default to the alternate grade submitted by the instructor at the time the Incomplete grade was given.

If the failure to submit a grade to the Registrar is the fault of the instructor, he/she must use the existing change of grade mechanism to address the problem. Any request for an extension to the completion date must be made in writing to the Executive VP of Academics & Compliance before the completion date.

INDEPENDENT STUDY POLICY
Tabor Online directed studies provide individualized educational experiences for students under the supervision of Tabor Online 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 Tabor Online 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 Executive VP of Academics & Compliance.

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 Director of the course being offered and by the professor prior to enrolling in the course. Tabor Online Independent Study forms may be secured from the Online Academic Services Coordinator who 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 Tabor Online curricular format is accelerated. Interaction among participants is emphasized, and teamwork plays an important role in the learning process. This approach to learning is founded on the philosophical assumption that adult students have significant skills from which to draw and significant experience from which to share.

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

ONLINE ATTENDANCE POLICY
- All online courses begin Monday at 12:00 am CST and end Sunday night at 11:59 pm CST. Each student is required to attend class.
- If a course has not yet begun and a student anticipates missing more than one class session, it is the student's responsibility to request a drop/withdraw from the Online Academic Services Coordinator.
- Two weeks without activity in a course will result in an **Administrative Withdrawal from the course** and the student will receive a (WF) and be financially responsible for the course.

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

SATISFACTORY ACADEMIC PROGRESS
All TCO graduate students must maintain a minimum cumulative GPA of 3.0 to remain in good academic standing. Students whose GPAs fall below this minimum will be placed on academic probation. Only one term of probation is permitted. Courses in

which students received a D or F may be repeated to raise the cumulative GPA. A student who receives an "I" grade must complete all work and receive a letter grade in the course before beginning a subsequent term.

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

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

Should the subsequent term begin before it is feasible for the College to inform a student of his/her suspension, the student will be administratively dropped immediately when the College determines that the student must be suspended. A student who has appealed a suspension will not be dropped from current or future courses unless his/her appeal is denied. In such situations, 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 EVP of Academics and Compliance, providing specific details and all appropriate information. Appeals must be made within five days of receiving the suspension notification.
2. Within three days of the deadline for appeals, the EVP of Academics and Compliance and TCO 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.

STUDENTS IN THE MILITARY, NATIONAL GUARD OR RESERVES
Students must submit a request to the Director of Financial Aid and the Accounts Receivable Clerk 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.

WITHDRAWAL
Students wishing to withdraw from classes must notify the Online Academic 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 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 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 the College must notify the Online Academic Services Coordinator by completing an official Student Status Form for approval. The Online Academic Services Coordinator will assist students in completing the withdrawal form.

GRADUATION REQUIREMENTS

APPLYING TO GRADUATE
An Application for Degree form must be submitted to the Registrar's Office at least six weeks before the date the degree is to be awarded. Diplomas will be issued to students upon completion of all degree requirements and after approval of the faculty and Board of Directors in February, May, or October.

ELIGIBILITY TO PARTICIPATE IN COMMENCEMENT EXERCISES
Participation in the Commencement exercise is defined as a privilege in that it symbolizes completion of a course of study at Tabor. Students who receive their degrees in May are encouraged to participate in Commencement exercises for the conferral of the degree.

Students who had degrees conferred earlier in the year are eligible to participate in the symbolic awarding of degrees at the Commencement exercise.

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

BOARD OF DIRECTORS APPROVAL POLICY
- Students can be approved by the Board in **October** if they will complete all requirements by the end of December.
- Students can be approved by the Board in **February** if they have completed all requirements at that time.
- Students can be approved by the Board in **May** if they will complete all requirements by the end of August.

GRADUATION REQUIREMENTS FOR A MASTER OF BUSINESS ADMINISTRATION DEGREE
To earn a Master of Business Administration degree, students must satisfactorily complete the following graduation requirements:
1. Complete required curriculum with a minimum GPA of 3.0.
2. A minimum of at least 24 semester hours completed at Tabor Online.
3. All graduation requirements must be completed in no more than 5 years after the date of the first course taken at Tabor Online.
4. Payment of tuition and fees.
5. Approval of the faculty and the Board of Directors.

GRADUATION REQUIREMENTS FOR A MASTER OF ARTS IN MINISTRY ENTREPRENEURSHIP AND INNOVATION DEGREE
To earn a Master of Ministry in Entrepreneurship and Innovation degree, students must satisfactorily complete the following graduation requirements:
1. Complete required curriculum with a minimum GPA of 3.0.
2. A minimum of at least 33 semester hours completed at Tabor Online.

3. All graduation requirements must be completed in no more than 5 years after the date of the first course taken at Tabor Online.
4. Payment of tuition and fees.
5. Approval of the faculty and the Board of Directors.

GRADUATION REQUIREMENTS FOR A MASTER OF SCIENCE IN NURSING DEGREE

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

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

DIPLOMAS

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

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

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

GRADUATION HONORS

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

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

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

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

DEGREE CONFERRAL DATES
Tabor College posts degrees four times a year: February, May, August, and December. Degrees will be posted on student transcripts at the next scheduled posting date, following the successful completion of all course work and application for graduation.

TABOR COLLEGE ONLINE GRADUATE ACADEMIC PROGRAMS

GRADUATE PROGRAM LEARNING OUTCOME STATEMENTS

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

Outcome one: A mature self-understanding formed by an encounter with the example and teaching of Christ as understood by the Mennonite Brethren tradition within the broader context of Christian tradition, including an awareness of personal and corporate vocation.

Outcome two: The intellectual skills to engage in a wide variety of contexts using the methods, resources, and standards of the academic disciplines.

Outcome three: Content mastery and practical skills related to the major field of study that prepares the student to be successful in his or her chosen profession or advanced academic endeavors.

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

MASTER OF BUSINESS ADMINISTRATION

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

MBA PROGRAM OBJECTIVES

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

- The student will identify and apply strengths-based concepts and theories to demonstrate an awareness of the ethical considerations in business and management to make moral and ethical decisions to uplift Christ and his Kingdom
- Apply knowledge of the functional areas of business and integrative approaches for the development of solutions to organizational and management challenges from an executive prospective
- Apply a variety of organizing, planning, controlling, team-building and communicating skills necessary to demonstrate effective management and executive leadership of organizations in globally diverse and dynamic environments

- Demonstrate the ability to assess and evaluate the dynamic internal and external elements of the competitive global environment
- Evaluate community responsibilities in organizations and society, and to propose innovative solutions to complex ethical issues faced by organizations
- Work effectively and professionally in teams

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

COURSE REQUIREMENTS
Below is the table showing the courses required for the MBA.

Master of Business Administration Requirements	36
BUS 511 Case Studies in Ethical Leadership	3
BUS 520 Organizational Behavior	3
BUS 523 Learning Orgs & Change Management	3
BUS 530 Managerial Accounting & Finance	3
BUS 541 Managerial Economics	3
BUS 551 HR Management in a Global Environment	3
BUS 640 Operations & Service Management	3
BUS 665 Leadership Studies & Theory	3
BUS 666 Leadership Practices	3
BUS 667 Leadership Strategies	3
BUS 660 Case Studies in Strategic Management	3
BUS 671 MBA Capstone Seminar	3

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

MASTER OF ARTS IN MINISTRY ENTREPRENEURSHIP AND INNOVATION
The Master of Arts degree in Ministry Entrepreneurship and Innovation (MEI) is a specialized graduate degree in ministry designed to prepare men and women for a life of learning and

service. It has been specially designed to equip students with both the theological and practical knowledge and skills to start up or lead ministry organizations at an executive level.

MEI PROGRAM OBJECTIVES

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

MEI DEGREE REQUIREMENTS

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

ONSITE ATTENDANCE POLICY – APPLICABLE FOR THE INITIAL ADVANCE

- Absences will be given if a student arrives more than 30 minutes late or leaves more than 30 minutes early.
- If a course has not yet begun and a student anticipates missing the class session, it is the student's responsibility to contact the Director of Theological Education.
- No absences are allowed for courses less than six weeks.
- Two absences in a course will result in an **Administrative Withdrawal from the course** and the student will receive a (WF) and be financially responsible for the course.

COURSE REQUIREMENTS

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

Master of Arts in Ministry Entrepreneurship and Innovation	39
BRS 508 International Advance	2
BRS 509 Interpreting Culture	2
BRS 510 Faculty Mentor	2
BRS 511 Reflective Practice (The Guild)	1
BRS 512 Missional Church and Theology	2
BRS 513 The Person and Work of a Leader	2
BRS 514 Ministry Design and Delivery	2
BRS 515 Spiritual Formation	3
BRS 516 Entrepreneurial Leadership/Followership	2
BRS 517 Creativity, Innovation and Change	2

BRS 518 Major Project	2
BRS 519 Ministry-based Conflict and Leadership	2
BRS 555 Ethical Leadership in Dynamic Organizations	2
BRS 520 Future Studies	2
BRS 521 Communication Skills	2
BRS 522 Spiritual Formation Advance	2
BRS 523 Faculty Mentor	2
BRS 524 Faculty Mentor	2
BRS 525 Reflective Practice (The Guild)	1
BRS 526 Reflective Practice (The Guild)	1
BRS 527 Reflective Practice (The Guild)	1

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

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

NURSING PROGRAM MISSION STATEMENT:
The mission of the Nursing Department 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 master's degree in nursing.

GOALS OF THE NURSING PROGRAM:
- 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.

PROGRAM OBJECTIVES:
The objectives of the MSN degree are consistent with the mission of the Tabor College. The primary goal of the MSN degree program is to provide a superior graduate level education that will prepare nursing graduates for professional careers in nursing, as well as for positions of leadership and increasing responsibility in healthcare and society. Specifically, graduates of the Tabor College MSN degree program will do the following:
- Synthesize knowledge from nursing as well as behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
- Integrate theory and research in evidence-based nursing and teaching practice to improve patient and population health outcomes.
- Model excellence in nursing leadership to improve nursing practice within a complex health care system.
- Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
- Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
- Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
- Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
- Engage in lifelong learning activities that contribute to professional development as well as to the advancement of nursing.

RECOMMENDED PROGRAM PREPARATION:
Although not required, Tabor Online recommends that each MSN applicant have completed one year of practice in a healthcare setting relative to their interest in specialization.

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

COURSE REQUIREMENTS
The table below lists the courses required for the MSN.

Master of Science in Nursing	36
NUR 510 Theoretical Foundations	3
NUR 520 Foundations of Health Care Systems and Policy	3
NUR 530 Diverse Populations and Health Care	3
NUR 540 Evidence-Based Nursing Practice: Research and Process Improvement	3
NUR 550 Legal and Ethical Issues in Health Care Management	3
NUR 560 Nursing Leadership and Advanced Role Development	3
NUR 670 Building Effective Communication and Relationships	3
NUR 671 Professionalism and Executive Career Development	3
NUR 672 Nursing Leadership and Systems Thinking	3
NUR 673 Financial Management and Resource Allocation in Health Care Systems	3
NUR 674 Advanced Practice Nursing Field Experience	3
NUR 675 Evidence-based Advanced Practice Nursing Capstone Project	3

COURSE DESCRIPTIONS

Course descriptions are alphabetized by course prefix. Courses within the prefix listings are in numerical order. Courses numbered 500-699 are graduate level. The College reserves the right to cancel courses which fail to enroll a sufficient number of students by the end of the registration period.

BRS 500 Evangelical Anabaptist Story/3
An examination of the emergence of the Mennonite Brethren Church in the mid-19th century and its development down to the present day. Crucial events, people and circumstances will be considered.

BRS 501 Evangelical Anabaptist Confessions/3
An exploration of the core beliefs and values of the Mennonite Brethren Church. While some attention will be given to those convictions shared with the wider Christian community, primary emphasis will be placed on those views more distinctive to the Mennonite Brethren (ecclesiology, peace and non-violence, piety, etc.).

BRS 502 Church and God's Mission/3
Biblical theme of God's reign announced by Jesus in his person and work with an understanding of the mission of the Triune God in all of creation as carried out through the church in the power of the spirit.

BRS 503 Discipleship and Ethics/3
Biblical and theological basis and practical application of Christian ethics for a church community as an alternative culture.

BRS 504 Biblical Theology I/3
An exploration of the central message of the OT and God's missional design to create the cosmos, deliver humanity from the powers of evil, call a covenant people to know God and to experience abundant life as a result of God's blessing. Students will be challenged to develop hermeneutical skills in interpreting the various sections of the Old Testament (Pentateuch, Historical Books, Wisdom Literature and Prophetic Books) in order to enable the contemporary church to appropriate the Old Testament in its life and ministry.

BRS 505 Biblical Theology II/3
An overview of the various sections of the New Testament (Gospels, Acts, Epistles, Revelation) and the central theological ideas expressed in them (i.e., ministry of Jesus, sin, salvation, etc.). Particular attention will be given to various ways in which the New Testament might shape and guide the Church in the contemporary world.

BRS 506 Evangelical Anabaptist Mission and Evangelism/3
Biblical basis for mission and evangelism from and evangelical Anabaptist perspective with the MB denomination.

BRS 507 Cultural Hermeneutics and Contextualization/3
Exploration and engagement of cultural context from an evangelical Anabaptist perspective.

BRS 508 International Advance/2
This class will involve a 10- to 14-day experience in a location TBA. Students will spend time in another culture and by so doing will also better understand their own culture. This course will include pre and post reading and assignments in addition to the time on retreat. Students will also set personal and learning goals for the coming year.

BRS 509 Interpreting Culture/2
This course will explore the concept of "culture" and students will practice a model for reading and interpreting the signs of culture in church and society.

BRS 510 Faculty Mentor/2
Students will work with a faculty mentor to design their own course of study dependent on the students' individual learning goals and outcomes. The faculty mentor will assign and evaluate coursework for this class each term.

BRS 511 Reflective Practice (The Guild)/1
Students will work together throughout the semester to share learning and insights with the rest of the cohort. Using reflective practice and case-study, personal and professional insights will be shared.

BRS 512 Missional Church and Theology/2
This course explores the biblical theme of God's reign as the key message announced by Jesus in his person and work. It also integrates the theme of God's reign in Jesus with an understanding of the mission of the Triune God in all of creation as carried out through the church in the power of the Spirit. A general framework for understanding a missiological ecclesiology will be developed and then applied to a specific cultural setting, North America.

BRS 513 The Person and Work of a Leader/2
Leadership is being resulting in doing. Students will explore who they are as a leader and what kind of leadership activities are required to be effective leaders. Included in this is an understanding of their personal strengths, the practice of emotional intelligence, and the various internal and external forces and experiences that shape one's character.

BRS 514 Ministry Design and Delivery/2
In this practical course, students will learn the steps necessary to see a project through from idea to completion to evaluation. Students will practice these steps in their local context.

BRS 515 Spiritual Formation/3
This course will use the resources of contemporary and historical spiritual practices to grow in understanding and faith. It will involve personal retreat days as well as guided assignments from a Spiritual Director.

BRS 516 Entrepreneurial Leadership/Followership/2
This course will explore issues of leadership and followership around the theme of entrepreneurial Christian ministry.

BRS 517 Creativity, Innovation and Change/2
Students will explore what it means to be creative and innovative in the context of a ministry setting.

BRS 518 Major Project/2
Students will design, create, implement, and evaluate an entrepreneurial ministry project in their local context.

BRS 519 Ministry-based Conflict and Leadership/2
This course will focus on the special complexity of conflict in churches and the options for responding constructively. Special attention will be given to the role of structures and leadership in managing and resolving conflict. Primary attention will be directed to comparing and contrasting options with biblical material.

BRS 520 Future Studies/2
This course will focus on how leaders understand and prepare for the future. Another component of the course will be future trends and how to effectively discern the good from the bad.

BRS 521 Communication Skills/2
Students will learn skills necessary for a leader in order to communicate effectively, both verbally and in writing. Maintaining and evaluating an online presence will also be covered.

BRS 522 Spiritual Formation Advance/2
Students will gather for 7-10 days in a location TBD. The primary focus will be personal development, spiritual growth, and setting personal and learning goals for the coming year.

BRS 523 Faculty Mentor/2
Students will work with a faculty mentor to design their own course of study dependent on the students' individual learning goals and outcomes. The faculty mentor will assign and evaluate coursework for this class each term.

BRS 524 Faculty Mentor/2
Students will work with a faculty mentor to design their own course of study dependent on the students' individual learning goals and outcomes. The faculty mentor will assign and evaluate coursework for this class each term.

BRS 525 Reflective Practice The Guild/1
Students will work together throughout the semester to share learning and insights with the rest of the cohort. Using reflective practice and case-study, personal and professional insights will be shared.

BRS 526 Reflective Practice The Guild/1
Students will work together throughout the semester to share learning and insights with the rest of the cohort. Using reflective practice and case-study, personal and professional insights will be shared.

BRS 527 Reflective Practice The Guild/1
Students will work together throughout the semester to share learning and insights with the rest of the cohort. Using reflective

practice and case-study, personal and professional insights will be shared.

BRS 555 Ethical Leadership in Dynamic Organizations/2
This course investigates current theories and research on leadership, including leading change in organizations. Emphasis is placed on development of leadership skills and qualities such as ethical leadership, ethics in business, accountability in government, respect for human rights, communication, relationship building, and a responsible lifestyle in our contemporary world. Strategies for change including using crises, promoting vision, developing empowerment, and building consensus will be discussed. The course includes completion of the Strengthsfinder© personal assessment to enable students to formulate a philosophy of life and explore personal values to become effective organizational leaders.

BUS 511 Case Studies in Ethical Leadership/3
This course provides the graduate student with a firm understanding of the complex issues surrounding ethical decision-making during the leadership of self, other and organizations. Emphasis is given to ethics in a Christian context. Students explore a scriptural model for ethical decision making and apply to practical situations.

BUS 516 Global Leadership Summit/1
Students will attend the Willow Creek Leadership Summit conference offered at Intrust Arena in Wichita, or at 240+ locations worldwide, via live satellite feed from the Willow Creek campus near Chicago. After the conference, students will take a deeper look at the cutting-edge principles of leadership presented at the Global Leadership Summit, analyzing the latest leadership practices and trends, and creating implementation strategies for personal and organizational development.

BUS 523 Learning Orgs & Change Management/3
A discussion of individual and group behavior in organizations, focusing on human problems of adjustment, communication and performance. Topics include staffing and motivation, interpersonal relations, conflict resolution, group and team behavior and the integrative role of management in organizations. This course will include integration of these concepts tied to specific application projects coordinated with the Tabor College Athletic Department.

BUS 525 Legal & Ethical Business Environment/3
This course is a study of the topics in legal environments which impact professionals in organizational settings. An examination of the legal and ethical environment of the firm, including contracts, commercial law, consumer law, business regulation, labor/management relations, litigation and procedure and reasonable accommodation for employees.

BUS 526 Business Law/3
This course is a study of the topics in legal environments which impact professionals in organizational settings. An examination of the legal and ethical environment of the firm, including contracts,

commercial law, consumer law, business regulation, labor/management relations, litigation and procedure and reasonable accommodation for employees

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

BUS 541 Managerial Economics/3
Practical applications of micro and macroeconomic theory will be used to support sound business decisions. Topics include monetary & banking systems, economic business cycles, impact of inflation and interest rate changes, government policy, determining consumer behavior, product prices, market structures, minimizing organizational costs and maximizing profits. This course will include integration of these concepts tied to specific application projects coordinated with the Tabor College Athletic Department.

BUS 550 Governmental and Not-For-Profit Accounting/2
A study of fund accounting as applied to municipal governmental units. Topics include accounting for bond funds, special revenue funds, sinking funds, working capital funds, utility funds, and trust and agency funds. Additionally, accounting for hospitals, colleges and universities, and other not-for-profit agencies is studied.

BUS 551 HR Management in a Global Environment/3
This course challenges students to examine and manipulate the major activities and subject areas necessary for the successful management of an organization's human resources at the executive level. Topic areas include strategic human resource planning, labor law, recruitment and selection, development, talent management, compensation and benefits.

BUS 552 Principles in Auditing/2
A study of basic theory and underlying principles of auditing financial statement for the purpose of rendering an opinion on the fairness of the representations made therein. The purposes, types, procedures, and scope of auditing are presented. The concepts studied are applied to a practical audit case.

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

BUS 612 Accounting Information Systems/2
A study of the development, implementation, and operation of advanced accounting information systems. Emphasis is placed on current and emerging issues relating to accounting, controls, and information technology.

BUS 613 Accounting Information Systems/3
A study of the development, implementation, and operation of advanced accounting information systems. Emphasis is placed on current and emerging issues relating to accounting, controls, and information technology.

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

BUS 633 Strategic Marketing/3
This course discusses methods for optimal marketing of products and services. It emphasizes the role of marketing managers and the facilitation of a marketing orientation throughout the organization. Topics include product planning, promotion, distribution, consumer behavior, market theory and problem solving. This course will include integration of these concepts tied to specific application projects coordinated with the Tabor College Athletic Department.

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

BUS 650 Governmental & Non-For-Profit Taxation/3
A study of fund accounting as applied to municipal governmental units. Topics include accounting for bond funds, special revenue funds, sinking funds, working capital funds, utility funds, and trust and agency funds. Additionally, accounting for hospitals, colleges and universities, and other not -for-profit agencies is studied.

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

BUS 655 Accounting Theory II/2
An integrative study of detailed interpretation, analysis, and application of AICPA and FASB pronouncements essential in the preparation of required and supplemental financial statements. Contemporary controversial accounting issues—such as ethical, behavioral, and judgmental dilemmas faced by individual accountants and the accounting profession—will be examined through case studies and original student research presentations.

BUS 658 Seminar in International Business/3
Determinants of U.S. competitiveness in international markets; the international environment of business; introduction to

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

BUS 660 Case Studies in Strategic Management/3
Students will use skills and knowledge acquired in the MBA program to develop strategic plans. Case studies and simulation exercises are used to support decision-making processes. This course will include integration of these concepts tied to specific application projects coordinated with the Tabor College Athletic Department.

BUS 665 Leadership Foundations/3
This course provides critical analysis and intellectual examination and reflection of core foundational concepts in the practice of leadership. Translational work between theory and practice is applied as students examine current leadership theories in complex work environments.

BUS 666 Leadership Practices/3
This course is designed to equip future leaders with the necessary tools to create and lead a world-class team that can affect substantial and measurable business impact. Contemporary leadership development will be analyzed while developing strategies to create high-performance organizations within the context of current workforce dynamics.

BUS 667 Leadership Strategies/3
Students learn the tools and analytical techniques that leaders need to assess and formulate effective strategies for their organizations. Students study the context of dynamic organizations and implications for creating excellence. Topics include leadership, organizational design, structure, diversity, culture, change, evolution, quality, and strategy. This may be a formal study abroad experience.

BUS 671 MBA Capstone Seminar/3
This capstone course considers theoretical and application issues in developing long-range strategies for organizations. A culminating five-week experience where students synthesize and display subject-matter knowledge they have acquired, integrate cross-disciplinary knowledge, and demonstrates a broad mastery of learning across the curriculum for presentation of original research and further career advancement. Prerequisites: BUS 530 Managerial Accounting and Finance, BUS 551 Human Resource Management, BUS 640 Operations and Service Management

NUR 510 Nursing Theoretical Foundations/3
Concentrates on nursing models and theories that support professional nursing practice. Students analyze and synthesize various theoretical frameworks. Explores application of the various theories and covers both clinical nursing practice and nursing research efforts.

NUR 520 Foundations of Health Care Systems and Policy/3
This course is designed to enable the learner to understand the health care delivery system in the United States. Emphasis is placed on the nursing role related to formulating heath care police and political processes that have the greatest impact on health care. The course focuses on the business of health care, including the internal and external environment financing of health care, and resource management and utilization. The legislative and regulatory processes as they are related to changing the health care system are explored.

NUR 530 Diverse Populations and Health Care/3
This course provides an introduction and exploration of concepts and theories relevant to healthcare for diverse populations. Diversity is examined relative to social organizations, roles and expectations, and communication patters. Values and belief systems underlying health-illness behaviors between western and non-western cultures will be introduced as a key component of the health-wellness continuum.

NUR 540 Evidence-Based Nursing Practice: Research and Process Improvement/3
This course provides students with skills required to systematically research and evaluate current nursing knowledge to promote evidence-based nursing practice. Coursework emphasizes critical analysis of the current literature and proposed research methods, including quantitative and/or qualitative approaches to research, sampling procedures, data collection methods and data analysis planning. Research topics such as ethical and cultural issues, methodological procedures associated with scientific investigation, and potential barriers to evidence-based practice are also course themes. Students are encouraged to critically analyze differing research paradigms as well as current issues surrounding evidence-based research. Student critique current nursing research and develop a research proposal.

NUR 550 Legal and Ethical Issues in Health Care Management/3
This course will introduce students to legal and ethical issues affecting health care and nursing management responsibilities in an ever-changing health care industry. The influence of economic and sociopolitical factors on health care laws will be explored from the perspective of health care providers. The extent to which health care laws attempt to order relationships between providers, payers and consumers will also be examined. Emphasis will be placed on practical legal and ethical problems encountered in professional nursing practice, and the application of legal-ethical principles and theories to resolving ethical dilemmas in health care. Student will be encouraged to develop a process for creating a foundation of personal and professional ethics.

NUR 560 Nursing Leadership and Advanced Role Development/3
The purpose of this course is professional role development related to leadership in advanced nursing practice. Major emphasis of the course will focus on effective communication as a member

of an inter-professional team; strategies to promote change in the healthcare system; and leadership skills necessary to deliver high quality and culturally competent health care to positively affect patient outcomes.

NUR 670 Building Effective Communication and Relationships/3
Students learn communication strategies that address organizational issues and conflicts. Coursework emphasizes advanced communication skills related to diversity in the workplace, generational benefits, collaborative decision-making, recruitment and retention, and shared governance, as well as building trust and credible organizational relationships.

NUR 671 Professionalism and Executive Career Development/3
The major focus of this course will be the planning, organizing, and coordinating aspects of management. The role of the nurse executive from the perspective of transformational, quantum, and organizational leadership theories will be explored. The concepts of creating a vision, planning, power, risk-taking, decision-making, reflective practice, emotional intelligence and competence, forces of magnetism, AONE and IOM competencies, and personal and professional responsibility and accountability will be discussed.

NUR 672 Nursing Leadership and Systems Thinking/3
This course emphasizes leadership and managerial skills as well as organizational assessment as the foundation for advanced nursing practices in complex or integrated health care systems. Theoretical content includes theories of leadership, management and motivation; and principles of quality management, continuous quality improvement, rise management, and patient and employee safety. Frameworks for organizational assessment, program planning, and program evaluation are explored. Students acquire leadership and managerial skills that will be applied in subsequent practicum courses to enhance advanced practice in nursing administration. Learning experiences derived from this course serve as the basis for organizational assessment, and development of interventions to promote the functions of the organization.

NUR 673 Financial Management and Resource Allocation in Health Care Systems/3
Exploration of the financial, marketing and economic concepts and techniques of managing a health care agency or organization in a variety of settings. Focuses on financial knowledge and information as applied to health care agencies/integrated health care delivery systems, including budget concepts, financial analysis, the integration of strategic goals and objectives with financial planning and relation negotiation skills. Current issues related to the economics of health care, including the political ethical issues involved in containing heath care costs are explored.

NUR 674 Advanced Practice Nursing Practicum/3
The student will participate in an immersion experience specifically related to their advanced nursing role specialization emphasis in designated health care setting. The student will be preceptored – mentored by an experienced advanced practice

nurse leader in the area of specialization emphasis. The experience will foster leadership and role acquisition with emphasis on quality improvement, inter-professional team care, patient-centered care, evidence-based practice and utilization of informatics and technology.

NUR 675 Advanced Practice Nursing Capstone Project/3
This capstone course provides an intensive experience in critical analysis, designed to broaden students' perspectives and provide an opportunity for the integration of knowledge gained throughout the curriculum. Students must complete a scholarly project, which synthesizes advanced knowledge and skills, the address an area of relevance to advanced practice nursing.

NUR 680 Curriculum Design Assessment and Learning Outcomes/3
This course introduces the student to traditional and contemporary considerations for curriculum planning and design as applied to nursing education. Emphasis is placed on philosophy, theory, objectives, curriculum designs, and total program evaluation. This course is also designed to provide students with the knowledge and skills necessary to plan and implement formative and summative assessments including assessment of individual progress toward course outcomes as well as assessment of academic programs.

NUR 681 Teaching to Diverse Learning Styles/3
In this course, students will be introduced to the theories of learning styles, multiple intelligences, learning types and environmental effects on learning. Instructor-learners will identify their own learning attitudes, environment preferences, learning styles and intelligences and begin to identify the learning profiles of their students. This course will facilitate instructors to create learning environments that are most conducive to optimal learning and to implement teaching/learning strategies that engage a variety of learning styles for instructional success.

NUR 682 Key Concepts in Pathophysiology, Pharmacology, and Physical Assessment for Nurse Educators/3
The focus of this graduate course is to provide an exploration and synthesis of key concepts in human pathophysiology, physical assessment, and pharmacotherapy, with consideration of varied populations, health-promotion practices, and evidenced-based practice. Students synthesize knowledge and practice from cognitive, affective and psychomotor domains of learning in order to facilitate learning of those key concepts by nursing students and professional nurses.

NUR 683 Organizational Dynamics of Higher Education/3
This course focuses on the organization of higher education institutions and the regulations and accreditation standards that guide the work of academic leadership. This course will introduce students to the standards of accreditation for baccalaureate and graduate nursing programs.

NUR 690 Introduction to Health Care Informatics/3
This course is the foundation of informatics study. It provides the theoretical framework for information management within various healthcare settings. Topics will include an overview of healthcare information systems and applications and national healthcare information management initiatives.

NUR 691 Database Design for Health Care Applications/3
The purpose of this course is to teach how to create online database applications in the health care field. While it is not the goal of this course to train the participants how to create full-fledged hospital management systems and electronic medical record systems, students will develop an understanding of the basic concepts underlying these systems by creating simple database applications on the Web. Database concepts including user interface design, table design, normalization, password protection, and date queries are basically the same regardless of the purpose of the application.

NUR 692 Project Management in the Implementation & Evaluation of Healthcare Information Systems/3
This course examines the knowledge sets, skills, tools and techniques of managing projects with an emphasis on how project management contributes to the strategic goals of the organization. Topics include strategic management process, project management structures, project team and partner management issues. Also explored will be some of the most common change management challenges a Project Manager must face, as well as an overview of change management best practices.

NUR 693 Healthcare Data Analysis & Evidence Based Practice/3
This course presents the concepts related to complex data analysis within the healthcare environment and will focus on healthcare practice outcomes for quality improvement. Principles of data collection, organization, statistical analysis and interpretation will be presented. Students will use data analysis as a tool for problem identification and data mining.

TABOR ONLINE ADMINISTRATIVE PERSONNEL

Frank Johnson, Ph.D.
Executive Vice President of Academics and Compliance
frankj@tabor.edu

Charles Beale, B.A.
Enrollment Specialist
charlestbeale@tabor.edu

Mark Posson, M.B.A.
Director of Business Programs
markposson@tabor.edu

Rick Bartlett, D.Min.
Director of Theological Education/Associate Professor of Ministry
rickb@tabor.edu

Sadonia Lane, M.A.
Director of Financial Aid
sadonialane@tabor.edu

Tammy Stefek, D.N.P., M.S.N., R.N.
Director of Nursing Programs and Associate Professor
tammys@tabor.edu

Ruth Funk, B.A.
Business Office Accounts Receivable Clerk
ruthf@tabor.edu

Lynette Bartsch, M.Ed.
Online Academic Services Coordinator
lynettebartsch@tabor.edu

COLLEGE PERSONNEL & LEADERSHIP

OFFICERS OF THE ADMINISTRATION

President
Jules Glanzer, D.Min.

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

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

Vice President for Business and Finance
Michael James, Ed.D.

Vice President of Philanthropy
Ron Braun, B.A.

Vice President of Advancement
Thomas A. Shaw, Ed.D.

ADMINISTRATIVE PERSONNEL

RUSTY ALLEN, M.S., Executive Vice President for Operations; B.S., McPherson College, 1985; M.S., Peru State College, 1995; Middle/High School Mathematics Teacher and Head Basketball Coach, Kansas, 1985-01; Hesston Recreation Director, Kansas, 1995-01; Head Women's Basketball Coach, Director of Residence Life, Associate Athletic Director, Tabor College, 2001-03; Director of Admissions, Head Women's Basketball Coach, Ibid., 2003-04; Dean of Enrollment Management, Head Women's Basketball Coach, Ibid., 2004-07; EVP of Operations, Ibid., 2007; Vice President of Athletics, 2007-11; EVP of Operations and Intercollegiate Athletics, Ibid., 2011-18; Present position 2018-

RON BRAUN, B.A., Vice President for Philanthropy; B.A., Tabor College, 1975; Production Manager, Barkman Honey Company, 1975-78, 1981-87; Project Manager, Mennonite Central Committee, Bangladesh, 1978-81; Executive Director, MCC Central States, North Newton, KS, 1987-03; Interim Conference Minister, Southern District Conference of Mennonite Brethren Churches, Wichita, 2004; Director of Development, Kidron Bethel Retirement Services, North Newton, 2004-10; Director of Development, Tabor College, 2010-12; Vice President for Advancement, Ibid., 2012-2018; Present position, 2018-

GRANT BRUBACHER, M.B.A., Head Men's and Women's Soccer Coach, Recruiter; B.A., Tabor College, 2006; M.B.A., Ibid., 2019; Staff Accountant, Adams, Brown, Beran & Ball, 2006; Director of Student Financial Assistance, Tabor College 2007; Present position, 2008-

LANCE CARTER, M.B.A., Assistant Men's Basketball Coach; B.A., Tabor College, 2016; M.B.A., Ibid., 2018; Graduate Assistant, Tabor College, 2016-18; Student Accounts Representative, Ibid., 2018-19; Present position, 2019-

ANDREW (Andy) DAVIS, M.A., Assistant Baseball Coach/CRC Director/Recruiter; B.A. Pittsburg State University, 2006; M.A. Ibid., 2007; Assistant Baseball Coach, Peru State College, 2007-2012; Present position, 2013-

NATHAN DUELL, M.Ed., Head Swim Coach and Assistant Sports Information Director; B.A., Wheaton College, 1994; M.Ed., Indiana Wesleyan University, 2008; Teaching credentials, Goshen College, 2001; English Teacher, Goshen High School, 2002-13; Head Swim Coach, Goshen High School, 2010-13, Present position, 2013-

KELLY DUGGER, B.S., Assistant Director of Admissions and Admissions Recruiter, B.S., University of Southern Indiana, 2005; ESL Teacher, Nanchang Institute of Technology, 2006-07; ESL Teacher, Jiangxi University of Finance and Economics, 2007-08; Supervisor, CVS Pharmacy, 2009-13; Office Manager, Dr. Linda Armbruster DDS, INC, 2013-14; Present position, 2014-

TERRY ENS, B.S., Director of Facilities Operations, B.S., Tabor College, 1985; Location Manager, Blick's Agri Center, 1985-86; Agricultural Parts and Equipment Manager, Maxima Corporation, 1986-88; Sales and Technical Service, Fairbank Equipment, 1988-96; Owner/Operator, Quiznos Sub, 1996-07; Commercial/Residential Building Contractor and Real Estate Agent, Boundaries Unlimited, LLC, 2007-09; Regional Operations Manager/Senior Operations Manager, The Quiznos Corporation, 2009-11; Business Consultant, Dairy Queen International, 2011-14; Owner/Operator, The Oil Spot, LLC, 2014-16; Sales Representative, Hunter Engineering, 2015-2017; Present position, 2017-

SCOTT FRANZ, M.S., Registrar, B.A., Tabor College, 1988, MSA, University of Notre Dame, 1998; Certified Consumer Credit Counselor, Consumer Credit Counseling Service of Northern Indiana (CCCS/NI), 1991-00; Administrative Assistant, Goshen College Adult Program, Goshen College, 2000-01; Finance Assistant, Mennonite Mission Network, 2001-07; Director of Student Financial Assistance, Tabor College, 2007-15; Present position 2015-

RUTH FUNK, Accounts Receivable Clerk; Tabor College 1975; Office Secretary, Hillsboro Chamber of Commerce, 1975-77; Key punch operator/NDSL collections, Tabor College, 1977-80; Office Secretary, Hillsboro Mennonite Brethren Church, 1993-02; Administrative Assistant to the Vice President for Business and Finance, Tabor College, 2002-19; Present position, 2019-

MIKE GARDNER, M.A., Head Football Coach, Recruiter,; B.A., Baker University; M.A., Hastings College, Hastings, Nebraska; Special Teams and Recruiting Coordinator, Hastings College, 1990-93; Quarterbacks and Receivers Coach, Bethel College, 1993-96; Special Teams Coordinator, Lindenwood University, 1996-99; Defensive Coordinator, Ibid., 2000; Defensive Coordinator, Tabor College, 2001-03; Head Football Coach, Ibid., 2004-05; Head Football Coach, Malone University, 2006-09; Present position, 2010-

CHRIS GLANZER, B.A., CNA, N+, Director of Information Technology Infrastructure; B.A., Tabor College, 1999; Recording Engineer, Cornerstone

Studios, 1999-00; Computer Systems Administrator, Tabor College, 2001-08, Director of Information Technology, Ibid., 2008-2014; Present position, 2014-

JULES GLANZER, D.Min., President; B.A., Tabor College, 1974; M.Div., Mennonite Brethren Biblical Seminary, 1978; D.Min., Fuller Theological Seminary, 2000. Youth Director, Sanger First Presbyterian Church, California, 1974-77; Assoc. Pastor, Lincoln Glen MB Church, California; 1977-78; Pastor, Ulysses MB Church, Kansas, 1978-82; Church Planter, Bear Creek New Life Fellowship, Texas; 1982-85; Bi-vocational Church Planter, Evangelical Covenant, Texas, 1985-87; Sales Manager, Houston Pool & Spa, Texas, 1985-87; Founding Pastor, Faith Community Church, Texas, 1987-01; Dean of the Seminary – George Fox University, Oregon, 2001-08; Present position, 2008-

PEGGY GOERTZEN, B.A., Director of Center for Mennonite Brethren Studies, Tabor College Archives; B.A., Tabor College, 1992; Research Assistant, Fresno CMBS, 1975-77; Research Assistant, Tabor CMBS 1989-92; ESL Instructor, Tabor College, 1991-93; Director of Center for Mennonite Brethren Studies Tabor College Archives 1992-; Present position, 1992-

C.J. HILL, M.Ed., Assistant Football Coach, Defensive Coordinator; B.A., Tabor College, 2005; M.Ed., East Central University, 2008; Assistant Football Coach/Special Team Coordinator/Walk-On Coordinator, East Central University, 2005-06; Assistant Football Coach/Head Administrator of Home Basketball and Volleyball Games, Malone University, 2006-07; Graduate Assistant Football Coach, East Central University, 2009-11; Present position, 2016-

FRANK JOHNSON, Ph.D., Executive Vice President for Academics and Compliance, Professor of History; B.A., Olivet Nazarene University, 1986; M.A., Michigan State University, 1991; Ph.D., Ibid., 1996; Assistant Professor of History, MidAmerica Nazarene University, 1996-01; Distributed Learning Coordinator, Associate Professor of History, Ibid., 2001-03; Associate Academic Dean for Graduate and Adult Studies, Professor of History, Ibid., 2003-06; Vice President for Academic Affairs, Director of Institutional Effectiveness, Professor of History, Sterling College, 2006-07; Associate Vice President for Adult and Graduate Studies, Professor of History, Mount Vernon Nazarene University, 2007-08, Special Assistant to the President for Institutional Planning, Strategy and Research, Professor of History, Goshen College, 2008-10; Vice President of Academic Affairs and Academic Dean, Professor of History, Tabor College, 2010-2018; Present position, 2018-

CRAIG A. JOST, M.Div., Director of the Carson Center for Global Education; B.A., Kansas State University, 1990; M.Div., Mennonite Brethren Biblical Seminary, 1998; Good News Intern, Mennonite Brethren Missions and Services, 1991-95; Church Planting Intern, Mountain View Community Church, 1995-98; Regional Director of Youth Ministries, State of Santa Catarina, Brazil, 1998-00; Core Plus Missionary, Mennonite Brethren Missions Services International, Brazil, 1998-00; Long-Term Missionary, Ibid., Portugal, 2000-06; Adjunct Professor of Evangelism and Discipleship, Instituto Bíblico Português, 2003-06; Regional Mobilizer,

Mennonite Brethren Missions Services International, 2006-09; Adjunct Professor, Tabor College Wichita, 2008-10; Long-Term Missionary, Mennonite Brethren Missions Services, France, 2009-18; Present position, 2018-

MICHAEL KLAASSEN, B.A., Digital Content Manager; B.A., Tabor College, 2013; Graphic Designer, Baker Bros. Printing, 2013-16; Graphic Designer/Marketing, Fresno Area Community Enterprises, 2016-18; Communications Director, North Fresno Church, 2018; Present position, 2018-

MIRIAM KLIEWER, B.A., Executive Administrative Assistant to the President; B.A., Tabor College, 1990; Lifelong Learning Coordinator, Tabor College, 2014-2017; Present position, 2017-

WAYNE KLIEWER, B.A., Network +, MCP, Director of Information Technology Operations; B.A., Tabor College, 1989; Telecommunications Manager/Networking Technician, Colorado Christian University; Computer Consultant/General Construction Employee, Nicholas Construction; IT Analyst II/Service Desk Team Lead, Dynamics Research Corporation; Present position, 2014 -

DAVID W. KROEKER, M.B.A., Head Men's & Women's Cross Country/Track & Field Coach, Recruiter, Associate Professor of Business Administration; B.A., Tabor College, 1978; M.B.A., University of Kansas, 1986; High School Business Teacher/Coach, Washington, Kansas, Colorado, Nebraska, 1979-97; Assistant Professor of Business Administration, Tabor College, 1997-00; Head Men's & Women's Track & Field Coach, Recruiter, Associate Professor of Business Administration, 2000-2019; Present position, 2019-

SADONIA LANE, M.A., Director of Financial Aid; B.A., Wichita State University, 2007; M.A., Wichita State University, 2016; Field Director/Program Coordinator, Girl Scouts Wheatbelt Area Council, 2005-06; Surgery Scheduler/Data Processor, Hutchinson Clinic, 2006-07; Loan Counselor/Compliance Specialist, Office of Financial Aid, Wichita State University, 2008-17; Adjunct Instructor, Hutchinson Community College, 2012-present; Present position, 2017-

RYAN LEE, M.A., Campus Pastor and Resident Educator; B.A., Oklahoma Wesleyan University, 2006; M.A., Denver Seminary, 2017; ESL Instructor, Nanchang Institute of Technology, 2006-07; ESL Instructor, Jiangxi University of Finance & Economics, 2007-08; Youth Minister, Denver Chinese Evangelical Free Church, 2010-11; Director of Youth Ministries, Salina First United Methodist Church, 2011-14; Present position, 2014-

DAVID MARTENS, M.M., Director of Contemporary Christian Music; B.A., Tabor College, 1985; M.M., University of Northern Colorado, 1989; Director of Technology, Fresno Christian Schools, 1998-14; Worship Team Leader, Fresno Christian Schools, 2009-14; Director of Worship & Interim Worship Pastor, Clovis Evangelical Free Church, 1994-00, 2005-06, 2014; Worship Pastor, Parkview Mennonite Brethren Church, 2014-present; Present position, 2014-

KRISTEN MARTENS, B.A., Donor Accountant; B.A., Tabor College, 2017; Administrative Assistant to the Teacher Education Department, Tabor College, 2018; Present position, 2018-

GRANT MYERS, M.B.A., Dean of Enrollment Management; B.A., Tabor College, 2007; M.B.A., Tabor College Wichita, 2012; General Agent, American Income Life, 2012-2014; Master General Agent, Ibid., 2014-2015; Regional Director of Sales and Marketing, Ibid., 2015-2017; Present position, 2017-

EMILY OLSON, B.A., Executive Administrative Assistant to the Executive Vice President of Academics and Compliance; B.A., Tabor College, 2010; Executive Administrative Assistant to the Vice President of Academic Affairs and Academic Dean, Tabor College, 2013-2018; Present position, 2018-

MICAH RATZLAFF, M.A., Head Men's Basketball Coach, Instructor of Physical Education; B.A., Tabor College, 2003; M.A., Union College, 2005; Assistant Men's Basketball Coach, Union College, 2003-05; Assistant Men's Basketball Coach, East Central University, 2005-06; Assistant Men's Basketball Coach, Tabor College, 2006-07; Present position, 2007-

SHAWN REED, M.Ed., Head Women's Basketball Coach, Associate Athletic Director; B.S., Sterling College, 1995; M.Ed., Wichita State University, 1998; Graduate/Teaching and Research Assistant, Wichita State University, 1996-97; Instructor, Sterling College, Kansas, 2004-06; Assistant Professor, Ibid., 2006-11; Sports Information Director, Ibid., 1997-04; Assistant Athletic Director, Ibid., 2001-04 & 2007-11; Assistant Women's Basketball Coach, Ibid., 1997-2006; Servant Leadership Coordinator, Ibid., 2008-11; Head Women's Basketball Coach, 2011-2018; Head Women's Basketball Coach, Interim Athletic Director, 2018-19; Present position, 2019-

KAITLYN REMPEL, B.A., Assistant Registrar; B.A., Tabor College, 2017; Present position, 2017-

EMIR RUIZ ESPARZA, Ed.D. Cand., Dean of Student Life, Learning, and Formation; B.A., Tabor College, 1995; M.S., Cairn University, 2005; M.Ed., Columbia International University, 2012; Head Men's Soccer Coach, Central Christian College; 1994-00; Athletic Recruiter/Assistant Director of Financial Aid, Ibid., 1994-00; Assistant Director of Admissions, Pillar College, 2000-04; Dean of Student Life/Teacher, Somerset Christian Academy, 2004-05; Upper School Principal/Teacher, Ibid., 2005-06; Secondary Principal/Director of Operations, Summit Christian Academy, 2006-16; President/Founder, STRATOS Strategic Solutions, 2013-17; Head of School, Berean Academy, 2016-18; Present position, 2018-

THOMAS A. SHAW, Ed.D., Vice President of Advancement; B.A., Moody Bible Institute, 1989; M.S., University of Tennessee, 1994; Ed.D., Ibid., 2000; Recruitment Counselor, Moody Bible Institute, 1984-86; Director of Recruitment, Cairn University, 1986-89; Dean of Enrollment Management, Bryan College, 1989-00; Executive Director of Alumni, Moody Alumni Association, 2000-03; Vice President of Student & Enrollment Services and Instructor, Moody Bible Institute, 2003-14; Vice President for Enrollment Management and Instructor, Simpson University, 2014-16;

Vice President of Tabor College Wichita and Dean of Adult and Graduate Studies, Tabor College, 2016-18; Vice President of Strategic Initiatives and Dean of Adult & Graduate Studies, 2018-19; Present position, 2018-

DALE SHEWEY, B.A., Assistant Director of Financial Aid; B.A., Tabor College, 1993; Teacher, Hoisington Public Schools, 1993-1995; Teacher, Fairview Public Schools, 1995-97; Flight Attendant, United Airlines, 1998-2013; Transfer Admissions Counselor, 2013-17; Present position, 2017-

SARA SIGLEY, M.S., Director of Residential Education, Residential Educator; B.A., Tabor College, 2007; M.S., John Brown University, 2014; Assistant Resident Director, Administrative Assistant to Director of Alumni Relations, Tabor College, 2007-2008; Resident Director, Student Activities Board Advisor, Ibid., 2008-2009; Assistant Director of Residence Life, Resident Director, Student Activities Board Advisor, Ibid., 2009-2016; Director of Residence Life, Ibid., 2016-2017; Present position, 2017-

MARK STANDIFORD, B.A., Head Baseball Coach, Recruiter; B.A., Wichita State University; Slugger's Baseball Academy, Wichita, Kansas, 1993-08; Present position, 2008-

DIANE K. STEINER, B.F.A., Senior Graphic Designer; B.F.A., Fort Hays State University, 1990; Graphic Designer, Multi-Business Press, 1991-93; Graphic Designer, Western Associates, Inc., 1993-97; Graphic Designer, Tabor College, 1997-98; Graphic Designer, Print Source Direct/Hillsboro Free Press, 1998-00; Graphic Designer, 2000-07; Present position, 2008-

STEVE WARKENTIN, B.A., Director of Donor Development; B.A., Tabor College, 1976; Installation/Repair Foreman, Southwestern Bell, 1976-1978; Manager/Owner, Enid Christian Bookstore, 1978-2012; Director of Donor Relations, Tabor College, 2012-2013; Director of Development-Midwest, Ibid., 2013-18; Present position, 2018-

JANET WILLIAMS, M.S., Reference Librarian and Director of Library Services; B.S., Troy State University/Dothan, 1993; M.S., Florida State University, 1996; Coordinator for On-Campus User Services, Piedmont College, 2006-2011; Assistant Librarian, The McCallie School, 2003-2006; Reference and Instruction Librarian, Lee University, 1997-2003; Present position, 2013-

GREG ZIELKE, D.M.A., Arts Director, Director of Choirs, Professor of Music; B.A., Tabor College, 1979, M.M.E., Wichita State University, 1981; D.M.A., University of Missouri-Kansas City, 1996; Grades 7-9 Vocal Music Teacher, USD 259, 1980-81; Grades 6-12 Vocal Music Teacher, USD 441, 1981-91; Professor of Music, Grace University, 1991-2018; Arts Director, 2018-19; Present position, 2019-

FACULTY

LILLIAN L. ARTHUR, M.S.A., Assistant Professor of Accounting; 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-

ROBERT BUESCHER, Ph.D. Cand., Assistant Professor of Criminal Justice; B.S. (Criminal Justice), Sam Houston State University; M.S. (Security Studies), Ibid.; M.S.Sc. (Administration of Justice), Mississippi College, 2014; Loss Prevention/Security Manager and Investigations, 2002-18; Homeland Security, Loss Prevention/Security Management and Administration of Justice Instructor, Mississippi College, 2011-present; Assistant Professor and Coordinator of Criminal Justice, Assistant Baseball Coach, Strength and Conditioning Coach (Baseball and Softball), Alice Lloyd College, 2018-19; Present position, 2019-

LAUREN CARLTON, M.F.A., Assistant Professor of Theatre, Director of Theatre, Performing Arts Recruiter; B.A., University of Alabama, 2014; M.F.A., Texas Tech University, 2019; Education and Outreach Coordinator, Fantasy Playhouse Children' Theater and Academy, 2014-16; Graduate Part-Time Instructor, School of Theatre and Dance, Texas Tech University, 2017-19; Present position, 2019-

SHIN-HEE CHIN, M.F.A., 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; Associate Professor of Art, 2011-17; Present position, 2017-

DANIEL CREAMER, Ph.D., Assistant Professor of Mathematics; B.S., Wheaton College, 2009; M.S., Northern Illinois University, 2012; Ph.D., Texas A&M University, 2018; Graduate Assistant, Northern Illinois University, 2010-13; Graduate Assistant, Texas A&M University, 2013-18; Visiting Assistant Professor, Le Moyne College, 2018-20; Present position, 2020-

CHRISTOPHER M. DICK, Ph.D., 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; Associate Professor of English, Ibid., 2011-2017; Present position 2017-

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-

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-

DEREK HAMM, M.F.A., Associate Professor of Graphic Design; B.S., John Brown University, 2009; M.F.A., Portland State University, 2018; Designer, Hallmark Cards Inc., 2009-2012; Adjunct Instructor, The University of Kansas, 2011; Assistant Professor of Graphic Design, Tabor College, 2012-18; Present position, 2018-

AUSTIN HARLESON, M.F.A., Assistant Professor of Theatre, Technical Director, Performing Arts Recruiter; B.A., West Texas A&M University, 2015; M.F.A., Texas Tech University, 2018; Residential and Directing Assistant; American Shakespeare Center, 2018; Adjunct Instructor of Theatre, West Texas A&M University, 2018-19; Present position, 2019-

KRISTEN HAYS, M.S., Assistant Professor of Education; B.S., Emporia State University, 1996; M.Ed., MidAmerica Nazarene University, 2001; M.S., Pittsburg State University, 2007; First and Second Grade Teacher, Scarborough Elementary School, 1997-2006; Third Grade Teacher, Community Elementary School, 2006-07; Instructional Coach, Ibid., 2007-08; Title One/Instructional Coach, Abilene Elementary School, 2008-09; First Grade Teacher, Ibid., 2009-10; Library Media Specialist, USD 262, 2010-2020; National Consultant, Catapult Learning, 2012-2020; Present position, 2020-

STACI JANZEN, M.S., Assistant Professor of Business Administration, Chair of the Business Administration Department; B.A., Kansas State University, 2007; M.S., Ibid., 2009; Media Research, Sullivan, Higdon & Sink, 2007; 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-

SHEILA LITKE, D.M.A., Associate Performing Arts Director, Professor of Music, Chair of the Performing and Visual Art Department; B.Mus., Houghton College, 1990; Goethe Institute, Rothenburg, o.d.T., W. Germany, 1988; Guildhall School of Music and Drama, London, England, 1988; M.Mus., University of Colorado, 1992; D.M.A., University of Kansas, 2000; Adjunct Professor of Piano, Ottawa University, 1999-00; Assistant Professor of Piano and Piano Pedagogy, Tabor College, 2000-06; Director of Music Preparatory School, Ibid., 2002-2015; Associate Professor of Piano and Piano Pedagogy, Ibid., 2006-12; Professor of Music, Director of Keyboard Studies, Ibid., 2012-2018; Professor of Music, Director of Piano Pedagogy, Ibid., 2018-19; Associate Performing Arts Director, Professor of Music, 2019-20; Present position, 2020-

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-

GARRETT LOONEY, Ph.D. Cand., Assistant Professor of History, Chair of the History Department; B.A., University of Central Arkansas, 2010; M.A., Denver Seminary, 2015; Admissions Counselor, Denver Seminary, 2011-14; Coordinator of Online Student Services, Sterling College, 2014-15; Director of Online Admissions, Ibid., 2015-16; Teaching Associate, Oklahoma State University, 2016-18; Adjunct Instructor, Northern Oklahoma College, 2017-18; Present position, 2019-

JOSH McLOUD, Ph.D., Assistant Professor of Biology, Chair of the Science and Mathematics Department; 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 the 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, AMBS, 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 Human Performance, Athletic Training Program Director, Athletics Health Care, Chair of the Health and Human Performance Department; 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; Associate Professor of Health and Physical Education, Athletic Training Education Program Director, Assistant Athletic Trainer, Ibid., 2016-2019; Present position, 2019-

LISA MOORE, M.A., Assistant Professor of Education, Chair of the Education Department; B.S., Kansas State University, 1990; M.A., Baker University, 2007; English Teacher, McPherson High School, 1992-2004; English Teacher, Newton High School, 2004-06; Instructional Coach, Ibid.,

2006-09; Principal, Newton Alternative High School, 2009-11; Assistant Principal, Newton High School, 2011-16; Principal, Ibid., 2016-2020; Present position, 2020-

JIM PAULUS, M.S., Assistant Professor of Psychology, Chair of the Social and Behavioral Science Department; 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-

DEBORAH PENNER, Ph.D., Professor of English, Associate Dean of the School of Liberal Arts Studies, Director of Writing Center; 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- 2018; Writing Center Director, 1999-present; Associate Dean of the School of Liberal Arts Studies, 2019-

MELINDA RANGEL, Ed.D. Cand., Associate Professor of Business Administration; B.A., Emporia State University, 1992; M.Ed. (Business Education), Ibid., 1995; M.Ed. (School Leadership), Baker University, 2014; Business Teacher, Maize High School, 1992-2008; Business Teacher, Newton High School, 2008-14; Assistant Principal/Director of Career and Technical Education, Newton High School, 2014-19; Adjunct Professor, Baker University, 2015-18; Adjunct Professor, Bethel College, 2015-19; Present position, 2019-

ALEEN J. RATZLAFF, Ph.D., Professor of Communications, Chair of the Communication and English 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, Associate Athletic Director, Associate Dean of the School of Professional Studies; 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-

DAVID STEVENS, Ed.D., Associate Professor of Education; B.A., Trinity College, 1992; M.S., California State University, 2003; Ed.D., University of Southern California, 2010; Associate Pastor, First Baptist Church of Benicia, 1992-93; Substitute Teacher, Vacaville USD, 1993-94; English/Math Teacher, Benicia High School, 1993-95; Family Services Coordinator, Corvallis School District, 1995-96; Teacher, Bathgate Elementary School, 1996-06; Teaching Assistant Principal, Ibid., 1998-01; Assistant Professor of Education, Point Loma Nazarene University, 2006-10; Assistant Professor of Education, Pepperdine University, 2010-15; Assistant Professor of Education, Azusa Pacific University, 2015-2019; Present position, 2019-

BRIAN STRANGHONER, M.A., Assistant Professor of Music Education; B.A., Northwestern Oklahoma State University, 1991; M.A., Wichita State University, 1995; B.A., Friends University, 2002; Music Teacher, USD 259, 1995-96; Music Teacher, USD 353, 1996-97; Music Teacher, USD 394, 1997-98; Music Teacher, USD 396, 1998-05; Music Teacher, USD 259; 2005-07; Music Teacher, USD 396, 2007-13; Music Teacher, USD 394, 2013-2020; Present position, 2020-

CHRIS TEICHLER, D.M., Associate Professor of Music, Director of Instrumental Music, Performing Arts Recruiter; B.M., Wheaton College Conservatory of Music, 1999; M.M., Northwestern University, 2002; D.M., Ibid., 2006; Adjunct Professor of Music, Trinity International University, 2000-12; Music Director, West Suburban Community Church, 2001-12; Guest Lecturer in Music, Wheaton College Conservatory of Music, 2005-07; Adjunct Professor of Musicianship, DePaul University, 2008-12; Associate Professor of Music Theory and Composition, Southwestern Baptist Theological Seminary, 2012-2019; Interim Minister of Music, Ash Creek Baptist Church, 2015-16; Present position, 2019-

SARAH Y.S. THAM, Ph.D., Assistant Professor of Education; B.Ed., The University of Exeter, 1998; M.S., University of Kansas, 2012; Ph.D., Ibid., 2020; English Instructor, Kuala Lumpur Police Academy; TESL Teacher, SMK Bukit Nanas, SMK Datok Lokman, SMK Selirik, 1998-10; ERICAN English Center, Cambridge Learning Center, SEDAYA University College, 1998-10; National Examiner, Sijil Pelajaran Malaysia National Examinations, 1999-10; Teacher Trainer, Sijil Pelajaran Malaysia National Examinations, 2000-05; Teacher Trainer, Penilaian Menengah Rendah National Examinations, 2000-08; National Examiner, Malaysian University English Test, 2000-10; Cooperating Teacher, SMK Datok Lokman, 2002-09; National Trainer, Malaysian University English Test, 2005-10; Teacher Trainer, Malaysian University English Test, 2008-10; Graduate Research Assistant, University of Kansas, 2012-2020; College Experience Instructor, University of Kansas, 2013; Reading Tutor, Lawrence High School, Free State High School, Cordley Elementary, 2014-15; Orientation Seminar Instructor, University of Kansas, 2019-20; Graduate Assistant, Orientation Coordinator, Student Service Advisor, Academic Accelerator Program, University of Kansas, 2019-20; Present position, 2020-

JAMES TITAH, Ph.D., Assistant Professor of Chemistry; B.Sc. (Hons), University of Buea, 2002; M.Sc. in Chemistry, Ibid., 2006; Ph.D. in Chemistry, University of New Brunswick, 2013; Part-time Lecturer, Graduate Teaching Assistant, University of Buea, 2004-08; Laboratory Assistant/Part-Time Lecturer, University of Yaounde I, 2004; Graduate Teaching Assistant and Research Assistant, University of New Brunswick, 2009-13; Sessional Instructor, University of Regina, SK, 2004; Red Deer College, AB, Canada, 2019-20, Present position, 2020-

LARA VANDERHOOF, D.S.W., L.M.S.W., Associate Professor of Social Work, Social Work Program Director; B.S.W., Roberts Wesleyan College, 1992; M.S.W., Roberts Wesleyan College, 1997; D.S.W., Capella University, 2015; Sociotherapist, Hillside Children's Center, 1992-1994; Foster Care Social Worker, Catholic Family Center, 1994-1998; Sexual Abuse Treatment On-Going Social Worker, Ibid., 1998-2000; Adjunct Assistant Professor of Social Work, Roberts Wesleyan College, 2001-2006; Preventive Supervisor, Catholic Family Center, 2000-2005; Reintegration Supervisor, St. Francis Academy, 2006-2007; Reintegration Area Director, St. Francis Community Services, 2007-2009; Kinship Specialist, Ibid., 2009-2010; Assistant Professor of Social Work, Social Work Program Director, Tabor College, 2010-2014; Assistant Director for Families and Community Services, McPherson/Marion County Early Childhood Program, 2014-2017; Assistant Professor of Social Work, Social Work Program Director, Tabor College, 2017-2020; Present position, 2020-

CHRISTOPHER E. WILLIAMS, B.A., Assistant Professor of Criminal Justice; A.A., Holmes Community College, 2003; B.A., Tabor College, 2006; Kansas Law Enforcement Training Certification, Commission Law Enforcement Officer, 2009; Juvenile Corrections Officer, Sedgwick County Juvenile Detention Facility, 2007-09; Patrol Officer, Wichita Police Department, 2009-2020; Interpersonal Communication Instructor, Close-Quarters Combat Instructor, Ground-Fighting Instructor, Traffic-Stop Instructor, and Defensive Tactics Instructor, Wichita-Sedgwick County Law Enforcement Training Center, Ibid., 2017-2020; Homeless Outreach Officer, Ibid., 2018-2020; Present position, 2020-

ONLINE PROGRAMMING FACULTY

RICK BARTLETT, D.Min., Associate Professor of Ministry, Chair of the Theological Education Department, Associate Dean of the School of Graduate Studies; 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; Director of Theological Education, Assistant Professor of Ministry, Tabor College, 2013-2019; Present position, 2019-

MARK POSSON, M.B.A., Program Director, Nontraditional and Graduate Business Programs; Assistant Professor of Business; B.S., Manhattan

Christian College, 1988; B.A., Wichita State University, 1997; B.S., Tabor College, 2001; M.B.A., Ibid., 2016; Education Pastor, Broadway Christian Church, 1988-89; Education Pastor, Central Christian Church, 1989-97; Business Administrator, Ibid., 1997-16; Business Administrator, Riverlawn Christian Church, 2016-present; Director of Business Programs, Tabor College Wichita, 2016-19; Present position, 2019-

TAMMY STEFEK, D.N.P., R.N., Associate Professor of Nursing, Director of 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; Assistant Professor of Nursing, 2011-2018; Associate Professor of Nursing, Chair, Division of Nursing, Ibid., 2018; Present position, 2018-

EMERITI ADMINISTRATORS

Deanne Duerksen, M.S., Tabor College Registrar
Kirby Fadenrecht, M.B.A., Senior Vice President for Business and Finance
Larry Nikkel, M.Ph., Tabor College President

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
Karol Hunt, Ph.D.
Physical Education
Donald Isaac, Ph.D.
Business
Richard Kyle, Ph.D.
History and Religion
Gary Myers, M.S.
Physical Education
Delmer Reimer, Ed.D.
Physical Education
Marvin Sellberg, M.B.A.
Business
Max Terman, Ph.D.
Biology

EMERITI PROFESSORS (Deceased)

A.R. Ebel, A.M.
History and Art
Allen Hiebert, Ph.D.
Chemistry
Clarence Hiebert, Ph.D.
Biblical/Religious Studies, History
A.E. Janzen, M.A.
Economics
William J. Johnson, Ph.D.
Chemistry
Jonah Kliewer, D.M.A.
Music
S.L. Loewen
Biology
Malinda Nikkel, M.S.
English
Wes Prieb, M.A.
English
Lonn Richards, M.M.E.
Music
H.C. Richert, M.S.
Music
Richard Wall, Ph.D.
Biology
Katie Funk Wiebe, M.A.
English
Sharon Zenger, Ph.D.
Education

2019-20 Clarence R. Hiebert Excellence in Teaching Award Winner

The Clarence R. Hiebert Excellence in Teaching Award is given annually to recognize one faculty member who exemplifies the following qualities:

- A strong Christian Commitment
- Record of excellence in teaching
- Evidence of integrating faith and learning
- Commitment to Tabor College as an institution

The 2019-20 honoree and twenty-first Tabor faculty member to receive this award was Prof. Shin-hee Chin, Professor of Art.

CAMPUS MAP

Tabor College
400 S. Jefferson
Hillsboro, KS 67063
(620) 947-3121
E
S
W
N
4 1/2 block
1 block
7 blocks
LINCOLN STREET
JEFFERSON STREET
MAIN STREET

CAMPUS MAP LEGEND

1. 608D Hall (608 E. D St.)
2. 610D Hall (610 E. D St.)
3. Adams II Hall (315 S. Adams)
4. Adams III Hall (311 S. Adams)
5. Adams VI Hall (402 S. Adams)
6. Adams VII Hall (408 S. Adams)
7. Athletic Center & Locker Room
8. Bluejay Baseball Field
9. Business Studies (BUSN)
10. California Hall
11. Campus Recreation Center (CRC)
12. Carson Hall (305 S. Lincoln)
13. Cedar Hall
14. Center for Mennonite Brethren Studies (CMBS)
15. Courtside Grill
16. Dakota Hall
17. Duplex (206 E. C St.)
18. East Hall
19. Ediger Hall
20. Facility Operations
21. Football Practice Field
22. Graduate Studies Office
23. H.W. Lohrenz Building (LOHR)
24. Harms Residence Hall
25. Hiebert Hall
26. Historic Church
27. Java Jays
28. Jaywash
29. Joel H. Wiens Stadium Complex Reimer Field—Football & Soccer; Track & Field Events Facility
30. Kansas Hall
31. Library (LIBR)
32. Lincoln V (406 S. Lincoln)
33. Lincoln VI (303 E. C St.)
34. Loewen Hall
35. Mary J. Regier Building (MJRB)
36. Nebraska Hall
37. Oklahoma Hall
38. Penner Clubhouse
39. Regier Hall
40. Schlichting Reception Center
41. Shari Flaming Center for the Arts (FCFA)
42. Shari Flaming Welcome Center (SFWC)
43. Solomon L. Loewen Natural Science Center (SLL)
44. South Practice Soccer Field
45. Sports Complex – Softball & Tennis
46. Starbucks
47. Student Center, Gymnasium & Dining Hall (STCR)
48. Tennis Courts
49. Vernon R. Wiebe Soccer Practice Field
50. Wiebe Hall
51. Wohlgemuth Music Education Center (WMEC)