



**Academic Catalog
2023-2024**



INTRODUCTION FROM THE PRESIDENT

Welcome to the great adventure of Christian higher education! Earning an academic degree demonstrates to yourself and others that you can accomplish something significant. This academic catalog is an essential resource on your journey to obtaining your degree. It contains a wealth of information that you will need at many steps along the way. I invite you to read about Tabor College and what makes it distinct. Learn how to be admitted and fund your education.

Enjoy browsing the academic programs. May your curiosity be piqued as you explore new topics. Discover a major (or two or three) and consider the courses you might take. Find a path that excites you, challenges you, and equips you for an abundant and meaningful life.

I invite you to embrace your Tabor College education as a time to learn:

- to know and love God and His creation;
- to think critically, analyze situations, focus, and solve problems;
- to be disciplined and motivated because of a God-given purpose;
- to serve others through the study of a range of vocational skills;
- to lead others to follow Jesus.

I pray that you will invite God to guide and be with you on your journey!

A handwritten signature in dark ink, reading "David S. Janzen". The signature is written in a cursive, flowing style.

David Janzen
President of Tabor College

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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/>

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.

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.

1. 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.**

**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.

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 Eastern 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.

STATEMENT ON RACIAL EQUALITY

Tabor College is committed to a culture of racial equity and equality. Every human being has been created in God's image - fearfully and wonderfully made (Genesis 1:27; Psalm 139:14). In the eyes of God, each person has intrinsic value, infinite worth and stands equally before God. Therefore, our desire is to view each person who sets foot on the Tabor College campus as God sees them - with inherent value and immeasurable worth. We believe that each person has the right to be treated with dignity and fairness no matter who they are.

Since God's encounter with Abraham, God's people have been called to be a blessing to the world (Genesis 12:1-3). This involves embracing an ethical standard of biblical righteousness that includes treating others as the image of God with the God-given dignity they innately deserve.

Biblical righteousness is also restorative. It involves seeking out and advocating for the vulnerable and marginalized. It also includes reshaping social systems to prevent injustice. We have seen this righteousness modeled for us in the person of Jesus as a radically selfless way of life (Matthew 23:11; Mark 10:45) - to which He calls his followers (John 12:23-25; 13:12-18).

The presence of injustice throughout history is made manifest when we see others through clouded, self-focused lenses. The human story is one that includes a checkered past of oppression, inequality, and marginalization. It grieves Tabor to know that for some this has been a reality during their experience at Tabor. If even one part of the Tabor community suffers, we all suffer (1 Corinthians 12:26).

Tabor College rejects all forms of injustice and inequality - both personal and structural - and we embrace the life and teaching of Jesus who calls us to love our neighbors as ourselves (Mark 12:30-31). We are committed, in our relationships, interactions and processes, to practicing the words of the ancient prophet, "To do justice, to love mercy and to walk humbly with your God" (Micah 6:8).

Therefore, Tabor endeavors to create and maintain a culture in which each person, including persons of color, has equal access, a voice and an opportunity to grow in depth of character, seek a vibrant faith in Jesus, pursue the love of knowledge and discover the power and beauty of God's truth.

To this end, the following overarching principles will guide and shape our personal interactions and operational processes:

1. To see each person before us as God's image bearer.
2. To recognize that every individual has a valid story to tell, and a voice to be heard. And we choose to listen to the stories and voices.

3. To believe each person can make a valuable contribution to Tabor's campus culture.
4. To go out of our way to create a sense that each person belongs to the Tabor family.
5. To practice selfless service in our personal interactions.

Tabor's hope is that the foundations, values and principles outlined in this statement can serve as a catalyst for others within the Tabor College community to take specific action in the future that ensures and sustains a campus culture that reflects the heart of God and continues to practice racial equity and equality.

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, and Social Work. Students who complete the social work major are eligible to be licensed at the Licensed Bachelor of Social Work level and can continue into a CSWE-approved MSW program with the possibility of completing the degree in one year.

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, the 55,000-square-foot Shari Flaming Center for the Arts, and the Shari Flaming Welcome Center.

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 Wohlgenuth 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, conference room, and greenhouse. The Shari Flaming Education Commons, a state-of-the-art teaching and learning space encompassing nearly 9,000 square feet, was opened on the second floor of the library in fall 2021.

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 20,000 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 Richards 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, furnished with a dresser, single beds, desks, chairs, and window treatments. Students are expected to furnish bed linens, blankets, pillows, and towels.

Hiebert, Loewen, and Wiebe Hall townhouses also provide housing for upper-class students. The College owns several houses and a duplex adjacent to campus, which can be used for additional student housing for juniors and seniors as needed.

Lounges. The Schlichting Center, Kansas, Dakota Halls and the Townhouses have coed lounges which also serve as visiting areas for friends and parents of students.

TABOR COLLEGE ONLINE

Tabor College offers select undergraduate courses and full graduate degree programs online. Students attending Tabor College Online 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. Students can apply electronically by accessing the Tabor College website at www.tabor.edu and paying a \$50 application fee. Students can request a waiver code from a Tabor College employee.
2. 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.
3. ACT (American College Testing Program Examination) and SAT (Scholastic Aptitude Test) Testing:
 - a. ACT and SAT scores are optional for admission to Tabor College.
4. When an applicant has supplied the Enrollment Management Office with the above information, the applicant's file (e.g., application form, optional ACT/SAT 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.
5. After a student has been accepted for admission, the next steps are as follows:

- a. Complete a Student Life Housing Form at www.tabor.edu/housingform to indicate housing plans and residence hall preferences.
- b. Submit a \$200 enrollment 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.
- 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 July 15, the enrollment deposit will increase to \$250. Admissions decisions after July 15 must be approved by the Dean of Enrollment Management & Enrollment Management Committee.
- d. After submitting the enrollment 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

- a. Accelerated admission will be granted to freshmen students using either a minimum high school GPA of 2.75 or a minimum ACT composite score of 20 (or equivalent SAT score; decision made by the Dean of Enrollment). 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.
- b. First-time freshmen students who have a high school GPA between 2.5 and 2.74 or an ACT score between 16 and 19 (or equivalent SAT) will be considered for admission by the Enrollment Management Committee (EMC).
- c. First-time freshmen students with a high school GPA below 2.5 and an ACT composite below 16 (or equivalent SAT score) will not be considered for regular admission to Tabor College.

- d. The standard deadline for admission consideration is on or before July 15 of the recruiting cycle in question. In order to be admitted after July 15, a freshman must have a minimum 3.0 high school GPA or minimum composite ACT score of 20 (or equivalent SAT score).
 - e. Any appeals for exceptions to these standards must be made to the Executive VP of Academics and Compliance.
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 minimum 2.5 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. QGPA calculations allow students to replace grades for repeated courses. 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 proof of high school graduation (transcript with graduation date or diploma).
 - c. Transfers who have a QPGA between 1.75 and 2.5 from their most recent term of full-time attendance will be considered for admission by the EMC. Prospective transfers who would otherwise go to the EMC for an admissions decision gain automatic approval if the QGPA from the most recent term of full-time attendance is 3.0 or higher.
 - d. Transfer students with QGPAs lower than 1.75 will not be considered for admission.
 - e. The standard deadline for admission consideration is on or before July 15 of the recruiting cycle in question. To be admitted after July 15, a transfer student must have a minimum QGPA of 2.75.
 - f. A transfer student under disciplinary suspension, probation, or 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.
 - g. Any appeals for exceptions to these standards must be made to the Executive VP of Academics.
 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. Official transcript of coursework.
- b. ACT or SAT scores. The ACT composite or converted SAT score should be 20 or above for direct admission (those with scores in the 16-19 range may be referred to the Enrollment Management Committee).

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, or an IELTS composite score of 6.5, a Duolingo composite score of 100, or internal assessment, 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.

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

1. Application statements indicating a personal view of Christian faith and relationship with God.
2. Written signature agreeing to live by Tabor's Community Life 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.

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 regardless of how or where the learning was acquired. Toward that end, the following represents the college's policy on granting credit for experiential learning:

1. ***Credit Categories.*** Generally speaking, credit for experiential learning will be considered for any of the following:
 - Work-related experience
 - Extra-institutional course work completed (e.g., military, business, or governmental programs of study)
 - Satisfactory performance on standardized examinations
2. ***Standards of Acceptability.*** Credit will be granted for experiential learning only to the extent that the following criteria are met:
 - Experiences for which credit is requested are consistent with the college's mission;
 - The subject area is one in which the college has an existing curriculum; and

- The academic standards for course work and grading are, where applicable, comparable to those used at Tabor College.
3. ***Procedural Guidelines.*** Administrative responsibility for assessing all requests rests with the CAO. The Registrar will, in consultation with the appropriate faculty, make a recommendation to the CAO, whose judgment will be communicated in writing to the student.

Requests for experiential learning credit must be received within one year of the student's entrance at Tabor. Documentation will be required in all cases. For work experiences, this includes a concise job description and a statement of the nature of the work performed; a statement of the prerequisite knowledge and skills; and a performance evaluation from an appropriate superior. For extra-institutional course work, it includes a clear and complete course description, stating the expected outcomes of the course, a statement of the evaluation method used; and an official final grade report. For standardized testing it includes a record of the test score obtained; interpretive guidelines for assessing the score; and a statement of what the test was/is intended to measure.

In cases where credit is granted, this will be entered on the official transcript. All documentation submitted will become a permanent part of the student's official file in the Registrar's office. Students will be charged \$100 for each credit hour of experiential learning that is approved.

The maximum number of credit hours allowable under this system is 30 hours. Additional credit can be earned through Credit by Examination. The maximum amount of credit that can be given for nontraditional hours, which include Credit by Examination and Prior Experiential Learning, is 45 hours.

Specific information regarding CLEP, AP, and DANTES can be found on the Registrar page of the Tabor College website.

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 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 level 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. 60 hours from each three-year institution (maximum 60 hours per cap below)
 3. 40 hours from each two-year institution (maximum 60 hours per cap below)
3. The following are CAPS THAT APPLY TO ALL TRANSFER CREDIT:
 - a. 60 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 Vocation & Values sequence:

- BT 101-G Literature and Theology of the Old Testament OR BT 102-G Literature and Theology of the New Testament (3 hours)
- Any BT course 200-level or above, excluding BT 405-G, 470, field work, and practicum (3 hours)
- BT 405-G Theology and Life (3 hours)

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 residential GPA of 2.0 or higher. 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 transfer hours accepted at Tabor College from any other college or university and all Tabor College hours including incompletes, withdrawals, repeated, pass/fail, and all earned hours. Students who enter during 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. All Tabor College attempted hours and transfer hours accepted at Tabor College from any other institution will 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. Appeals submitted after the deadline may be reviewed on a case-by-case basis. 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.

Achievement Grant. Students must have a GPA of 3.25-3.49 or an ACT composite of 22-23 (SAT 1100-1150). Scholarship value \$46,000 (\$11,500/year) and is renewable with cumulative college GPA of 2.75. 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.

Carson Fellowship Scholarship. A unique international program to develop missional leaders who will impact their communities and world. Available to students who meet standard admissions requirements or a cumulative GPA of 2.8 and evidence of a desire for formation in transformational missional living and a lifestyle of discipleship. This scholarship is valued at \$32,000 (\$8,000/year) and is renewable. Limited. Application, interview, and essay required. 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 a GPA of 3.5-3.74 or an ACT composite of 24-26 (SAT 1160-1250). Scholarship value \$56,000 (\$14,000/year) and is renewable with a cumulative college GPA of 3.0 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.

H.W. Lohrenz Honors Scholarship. First-time freshmen with a minimum unweighted high school GPA of 3.5 and a score of at least 30 on the ACT (1360 SAT) are eligible to receive this scholarship. Up to six scholarships are awarded each year on a first-come, first-served basis. Active participation in the H.W. Lohrenz Honors Program is required (see the Undergraduate Academic Programs section for details). Award value is \$35,000 per academic year for up to four years of undergraduate coursework. Although institutional aid is capped at \$35,000/year, recipients can still utilize federal and state financial aid if applicable. To maintain scholarship eligibility, students must maintain a cumulative GPA of at least 3.5 with no session GPA lower than 3.0.

Hesston Grant. Any Hesston College student with a minimum of 30 transferable credit hours is eligible. 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. Students must have a GPA of 3.75 or higher or an ACT composite of at least 27 (SAT 1260 or higher). Scholarship value \$64,000 (\$16,000/year) and is renewable with a cumulative college GPA of 3.2 or higher. Subject to Institutional Aid Restrictions.

Promise Grant. Students must have a GPA of 3.0-3.24 or an ACT composite of 20-21 (SAT 1020-1090). Scholarship value \$32,000 (\$8,000/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.

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 (Multiply) 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, Director of the Carson Center for Global Engagement, and Office of Student Financial Assistance. Tabor College scholarships are not available for students living off campus and not being charged the full-time, on-campus, all-inclusive price. 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, and third-party scholarships.

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. 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 \$692 to \$6,895 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 \$1,000 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. For 2022-23, Tabor College may award up to \$5,000 based on eligibility. 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 choice 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. See kansasregents.org for application deadline.

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 (see kansasregents.org for application deadline).

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 at kansasregents.org (application deadlines apply).

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. GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

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

Family Scholarships

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.

Donahue Scholarship. Preference to history or business majors; students requiring financial aid to attend Tabor College; preference to students from Marion County or Kansas generally.

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.

Eugene and Carol Ediger Friesen Education Scholarship. Awarded to one upperclassman pursuing a degree in education. Preference given to students based on their financial need.

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.

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.

Raymond F. Wiebe Scholarship. Awarded to students majoring in Mennonite/Anabaptism History or a related field within the Social Sciences. Preference given to upper-level students and descendants of John F. Wiebe and Connie Wiebe Isaac.

Lovella M. "Dolly" Adrian Memorial Scholarship. Preference to Christian ministry or biblical and theological 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.

Robert and Lois Austin Scholarship. Awarded to students pursuing missions and/or the medical field.

B. J. Braun Scholarship. For students preparing for missions or children of pastors and missionaries.

Carson MB Church L. Flaming Scholarship. Awarded to a student from Community Bible Church in Mountain Lake, MN, or a resident of MN.

Class of 1996 Endowed Scholarship. To be given on an annual basis at the discretion of the Office of Student Financial Aid.

Arlene Derksen Estate Scholarship. Preference to a student with a career in ministry or missions.

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.

Dudley Donahue Scholarship. Awarded to a student studying history or business.

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.

Laura C. Eitzen Scholarship Fund. Awarded to academically and personally deserving students.

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.

Calvin and Marian Ewert Scholarship. Awarded to a science and/or business major.

H. S. and Emma Ewert Memorial Scholarship. Preference given to descendants of Henry S. Ewert.

Edwin J. and Helen V. (Faul) Fadenrecht Endowment Fund. Awarded to Tabor College student(s) participating in vocal music initiatives of the college.

Gretchen Faul Scholarship. Preference to a student pursuing ministry or Christian service.

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.

Dr. George Franz and E. B. Kroeker Scholarship. Established in the name of Dr. Franz by E. B. Kroeker.

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.

Jacob E. Glanzer Men's Basketball Scholarship Endowment. Awarded according to the discretion of the Head Men's Basketball Coach.

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.

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.

Clarence and Fern Hiebert Endowed Scholarship. Preference to students with an interest in international service or missions.

Cornelius N. Hiebert Scholarship. Awards made at the discretion of the College.

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.

Harvey and Gladys Jantz Scholarship. Preference to a student pursuing a career in ministry.

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 Kliever Endowed Scholarship. Preference to students involved in vocal music.

Elmer Bob Kroeker Endowed Scholarship. Awarded at discretion of Scholarship Committee.

Solomon L. Loewen Scholarship. Preference to juniors and seniors, biology students, and those considering a graduate program.

Cornelius and Elizabeth Lohrenz Endowed Scholarship. Awarded to a full-time student majoring in accounting.

Deena S. Miller Endowed Scholarship. Awarded on discretion of Scholarship Committee. Must play women's volleyball.

Andrew H. Nachtigall Family Endowed Scholarship. Preference to students majoring in the natural sciences, the mathematical sciences, or teacher education.

Abram and Lena Nikkel Scholarship. Awarded to recipient(s) in the Presidential Leadership Program.

Ervin Nikkel Memorial Scholarship. Awarded to a freshman from Oklahoma or Kansas majoring in business. Established in the memory of Ervin Nikkel.

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.

John Quiring Memorial Scholarship. Awarded to a student with a pastoral or mission vocational goal.

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.

Marvin Reimer Scholarship. Awarded at discretion of the office of financial aid.

Ryan Memorial Scholarship Fund. For graduates of Marion County high schools, with preference to students from eastern Marion County.

Jasper and Rose Siemens Sawatzky Scholarship. Awarded annually to a student pursuing a degree in teacher education.

Marcia Schroeder Memorial Scholarship. Awarded to a Bible major or a student interested in Christian ministry.

Marvin and Loree Schlichting Scholarship. Awarded at the discretion of the office of financial aid.

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.

H.G. Toews Scholarship. Awarded to a student who possesses a Christian lifestyle.

Nicholas Trompert Scholarship. Awarded to a business major.

Aldo and Helga Vigliano Scholarship. Preference to foreign students.

Albert and Bertha Vogt Memorial Scholarship. Preference to a member of the Southern District Conference.

J. W. Vogt Memorial Scholarship Fund. Provided for students demonstrating Christian commitment and an interest in ministry-related vocations.

Willodean Vogt Scholarship. Awarded at the discretion of the office of financial aid.

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.

Mason Wedel Scholarship. Awarded by the men's soccer coach.

John T. and Elma S. Wiebe Endowed Scholarship. Preference to students intending to enter church ministries or full-time Christian service.

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 and Student Conduct
12. Student Success and Retention

CHAPELS

Chapels are planned by the Student Life Office. This faith-formation programming includes 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 one-hour 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 seek to 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 Dean of Student Life.
2. The Dean of Student Life 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.

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 5 p.m. the day of commencement, or within 24 hours of the beginning of any school break.

A comprehensive deposit is required.

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.

Non-Returning Students. All students who are not returning must vacate their residence halls with all their belongings and complete their check-out procedures, including returning all keys, by the time residence halls close for the semester.

Students who leave by choice or because of suspension after the residence halls have closed must communicate plans to retrieve their belongings to studentlife@tabor.edu. Removal of belongings must be done with the knowledge and presence of Student Life personnel. If this is not done by January 2 (students leaving during fall semester) or May 5 (students leaving during spring semester), the student's items will be removed and disposed of, and the student will be charged a fee for this process.

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:

- Individual career counseling
- Career/Major exploration
- Personal marketing material reviews
- Job search assistance
- Graduate school application guidance
- Career fair
- Teacher interview day
- Resume, cover letter, and interviewing guide

HEALTH SERVICES

Mental Health Services. Students who desire or need professional counseling/mental health care may be referred to a licensed provider through the Student Success Office. Financial assistance may be available through Student Success.

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 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.

Campus Ministries Council. The 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.

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 class presidents and Student Senate representatives serve on the Student Senate. The vice presidents are members of Student Activities Board.

Collegiate Music Educators National Conference. C-MENC is open to music majors, 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.

Intramural Activities. Students may participate in a variety of sports in the intramural program, such as: 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. MSU is open to all students interested in the exploring and enriching the campus experience or who wish to share their cultural experiences, bringing a better understanding to the College and community.

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

Student Activities Board. SAB operates under the direction of the SAB Director and is responsible to plan social events for the year, including banquets and recreational activities. The Office of Student Life works directly with SAB, which consists of a representative from CMC, a representative from MSU, class vice presidents, and the following appointed positions: president, vice president, secretary, treasurer, publicist, technician, and appointed representatives at large.

Student Senate. This group helps influence institutional decision-making and 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 select committees such as the Tabor College Board of Directors;
3. Recommending and responding to policy through the Dean of Student Life on behalf of the student body; and
4. Publishing a campus magazine, *The View*.

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.

LIVING IN COMMUNITY

In keeping with its mission, vision, and values, Tabor College has established guidelines of behavior that reflect its moral and Christian commitments as an institution. While attending Tabor College, all students and their visitors are expected to conform to the guidelines set forth by the College. Failing to

do so may be cause for disciplinary action. Full-time students are expected to sign the Community Life Covenant annually.

All students are expected to be aware of and follow additional community standards as published in the Student Handbook (available on the Tabor website and distributed electronically to all students annually). These standards also include community expectations regarding national, state, and local laws as well as customs and practices unique to Tabor College.

NONTRADITIONAL STUDENTS

Students over the age of 25 are considered nontraditional students. 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 to all students a copy of its policy statement on substance usage (fall semester).

STUDENT CONDUCT AND DISCIPLINE

See the Student Handbook for student conduct and discipline policies.

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. Freshmen are also able to request an advisor in their intended field of study.

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.

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 disruptive or disrespectful behavior.

The following procedures will occur:

1. The instructor will send the student a written notice of intent to withdraw that student from the course, stating the reasons for taking this action. The Registrar, the Director of Student Success 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. 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. This action is not subject to appeal.

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, a student who withdraws will be given an F for the course grade. No withdrawals (including administrative and attendance drops) will be granted during the final two weeks of classes of a semester (excluding finals week) 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 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 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, which include “third hour” class 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, 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 Canvas 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). The EVPAC has the right to limit or deny the “college-sponsored” designation to any out-of-class activity that interferes with the published course schedule; s/he also has 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 EVPAC 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 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).

Credit by Internal Examination. Students who believe they can demonstrate course content understanding, activities, and practices may petition for credit by exam. The Registrar maintains the form to be completed by the student and the current full-time faculty in the department that will administer the exam as well as the department chair approval. If necessary, the faculty member will interview the student to see if there is likelihood of earning the credit in this manner. The faculty member has the right to deem the student lacking the requisite knowledge or skill. The petition is denied at that point and the signed form returned to the Academic Office to be placed in the student's academic record.

Should the faculty member discern that the student does in fact possess sufficient understanding to warrant moving forward, s/he will explain the next steps in the process. The student needs to pay the credit by examination fee in the Business Office before they can "test out." Students may engage in self-study practice for a maximum of two weeks before completing a written exam and demonstration of relevant practical skills, techniques, or other activities associated with the course (e.g. give several

speeches meeting different objectives, show ability to identify appropriate resources for a research paper, run or walk a distance in a specified time parameter, and so on). The department chair must approve the written examination and ensure that it is equivalent to the final examination or summary learning activity of the associated course. The graded work, including documented approval of practical skills, is to be submitted to the Academic Office to be placed in the student's academic record. Fee applies regardless of outcome (\$300, \$200 going to the faculty member and \$100 going to the general instructional budget).

Credit by examination will be noted on the transcript as CR, NC, or D. Credit is a "C-" or higher. Credit by exam may be used as a general education core credit or elective. No credit by examination will be used to fulfill the requirement for a course in the student's major or minor.

Students will be limited to a maximum of one approved course per academic calendar of "credit by exam" as part of their Tabor College course of study. Credit by exam will be given by departments in August and January only. The following courses are the roster of credit by exam options:

- HP122 Foundations of Personal Fitness: This course can be tested out as one hour (lab only) or three hours (both lab and exam portion of course). If a student takes one credit hour by exam, there is no option to take the other two hours later.
- MA 105-G College Algebra
- CO 131-G Public Speaking
- Additional courses may be added through approval by AAC.

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 communication in a timely manner. Students bear sole responsibility for any 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, providing specific details and all appropriate information.
3. 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. In very rare circumstances, the Student Appeals Committee may wish to speak with the student and the instructor.

Grade Changes. Grades at Tabor College are based on work submitted during the scheduled class sessions. Requests to submit work 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 announced deadline. All faculty requests to change a grade after grades have been submitted must be approved by the 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
Spring	May 31 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. Typically, a full load for each semester is 12-16 credit hours (depending on transfer credits a new student brings with them, *an average of 15 hours per semester is needed to graduate in four years*). This includes participation credit in sports, music, and theatre activities.

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, Director of Student Success, 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 transcribed upon withdrawal from the College (W, WP, or F), please refer to the Changes in Registration policy.

Withdrawal/Drop and Refund Policy for Summer Online Courses.

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. 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.

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 by speaking with the student in person, showing evidence of the alleged misconduct.

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 Dishonesty Report.
 - b. The Academic Dean shall:
 - Keep a record of reported infractions and sanctions.

- 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).
 - Offense 2: fail the course.
 - Offense 3: suspension from the College 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 Student Appeals Committee will review all materials and render a decision 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. The Appeals Committee will strive to 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 semester GPA of 1.70 or higher; and
2. A cumulative resident GPA of 2.0.

Students who fail to meet both criteria will be subject to academic probation or suspension.

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 15 credit hours. **Students on academic probation cannot receive an Incomplete grade for any class.** Additionally, all students who have been placed on probation are required to meet weekly with a mentor assigned by the Student Success office.

The Academic Dean's office will assess each student on probation at the end of the first probationary semester and will take one of two actions:

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

If Satisfactory Academic Progress has not occurred, the student will be placed on probation for a second probationary semester.

The Academic Dean's office will assess each student on probation at the end of the second probationary semester and will take one of two actions:

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

If Satisfactory Academic Progress has not occurred, 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.
- 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:

2. 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. 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.

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 transcribed 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 Science Degree

Students successfully completing all Bachelor of Arts degree requirements in Health Sciences or other fields of study where the traditional degree conferred is Bachelor of Science may petition the Academic Dean for this degree designation as part of their graduation application. The degree track will be considered B.A. until the degree is conferred.

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 2023-24

Fall Semester

Aug. 4	Check-in for fall athletes (except cross country)
Aug. 6	Check-in for cross country and arts
Aug. 7	Registration/financial settlement for fall athletes
Aug. 11-14	Check-in and registration/financial settlement for new freshman
Aug. 11-14	Freshman orientation
Aug. 14	Transfer student orientation
Aug. 14	Fall confirmation of registration and financial settlement for returning students and new transfer students
Aug. 14	Evening classes begin unless otherwise noted in the course schedule
Aug. 15	Day classes begin
Aug. 16	Students who have not attended wait-listed class are dropped at end of day
Sept. 4	Labor Day - no classes
Sept. 29-Oct. 1	Homecoming
Sept. 30	Completion date for summer incompletes
Oct. 5-9	Fall break
Nov. 20-24	Thanksgiving break
Dec. 4	Reading day
Dec. 5-8	Final exams
Dec. 8	Semester ends - 5 p.m.

Spring Semester

Jan. 8	Spring confirmation of registration/financial settlement
Jan. 8	Evening classes begin
Jan. 9	Day classes begin
Jan. 10	Students who have not attended wait-listed class are dropped at end of day
Jan. 15	Martin Luther King Jr. Day - no classes
Mar. 11-15	Spring break
Mar. 29	Good Friday - no classes
Apr. 25	Scholarship showcase
Apr. 26	Reading day
Apr. 29-May 2	Final exams
May 2	Semester ends - 5 p.m.
May 4	114 th Commencement - 10 a.m.

Summer Terms (Online)

May 6-June 16	Term 1
May 27	Memorial Day - no classes
June 17-July 26	Term 2
June 30	Completion date for spring incompletes
July 4	Independence Day - no classes

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.

HONORS PROGRAM

The mission of the H.W. Lohrenz 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 honors courses, colloquia, 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.

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: Demonstrate their vocational skills within the field they are called to serve with an understanding of a Christ-centered worldview.

Outcome Two: Demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

Outcome Three: Demonstrate the ability to analyze and interpret information, react and adapt to changing situations or environments, make complex decisions, solve problems, and evaluate results.

Outcome Four: Demonstrate the ability to communicate clearly and effectively through professional and academic writing practices.

Outcome Five: Demonstrate the ability to communicate clearly and effectively through professional and academic oratory skills, exercises, and practices.

Outcome Six: Demonstrate skills, knowledge, and methods in at least one academic discipline.

Outcome Seven: Demonstrate an understanding of the multifaceted 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.

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:

Core Curriculum Student Learning Outcomes

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

1. **Vocation:** Students will demonstrate their vocational skills within the field they are called to serve with an understanding of a Christ-centered worldview.
2. **Social Challenges:** Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.
3. **Critical Thinking:** Students will demonstrate the ability to analyze and interpret information, react and adapt to changing situations or environments, make complex decisions, solve problems, and evaluate results.
4. **Communication through Writing:** Students will demonstrate the ability to communicate clearly and effectively through professional and academic writing practices.
5. **Communication through Speaking:** Students will demonstrate the ability to communicate clearly and effectively through professional and academic speaking practices.

Co-Curricular Student Learning Outcomes (Office of Student Life, Learning and Formation)

Outcome 1: Students will demonstrate an awareness of faith that is Christ-centered with both personal and corporate application.

Outcome 2: Students will demonstrate the ability to learn in co-curricular settings, augmenting the formal curriculum engaged through their academic program of study.

Outcome 3: Students will have opportunity to learn what it means to be a "neighbor" to others, giving of self and serving regardless of ability to benefit or necessarily see gain from acts of compassion.

Outcome 4: Students will be encouraged to cultivate heart, soul, mind, and body through robust involvement in multiple activities and organizations.

Outcome 5: Students will be invited to experience and enrich a multi-faceted understanding of community across campus and time with particular emphasis on living in harmony with a diverse group of peers.

TABOR COLLEGE CORE CURRICULUM REQUIREMENTS¹

TABOR DISTINCTIVES: 9 hours

These courses must be taken in residence at Tabor College.

Choose one first-year course:

BT 101-G Literature and Theology of the Old Testament/3

BT 102-G Literature and Theology of the New Testament/3

Choose one core elective (prerequisite BT 101-G or 102-G):

Any BT course 200-level or above (excluding BT 405-G, 470, field work, and practicum).

Capstone course (prerequisite: 6 hours of BT courses):

BT 405-G Theology and Life/3

GENERAL CORE: 28 hours

Reasoning & Evidence: 7 hours

Choose one:

MA 105-G College Algebra/3

MA 204-G Nature of Mathematics*/3

MA 221-G Elementary Statistics***/3

Choose one:

BI 100-G Environmental Science+/4

BI 110-G College Biology: The Cell/4

PH 101-G Physical Science+/4

Communication & Writing: 6-7 hours

EN 101-G English Composition I/3-4

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 241-G Intro to Graphic Design/3

AR 106-G Photography/3

MU 181-G America's Music/3

AR 107-G Drawing I/3

TH 216-G Stagecraft/3

AR 108-G Painting I/3

TH 203-G Introduction to Theatre/3

AR 109-G Design Thinking/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

Intercultural Awareness Experience (IAE)

Choose one:

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

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 MA 204-G or MA 221-G).

**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 Biology Majors and Biology Teacher Licensure Majors.

****Recommended only for students who are not majoring or minoring in Art/Design.

+Elementary Education Majors take both courses. Secondary Education Majors choose one.

++Required for Education Majors.

Basic Skills Prerequisites

EN 101-G: Placement based on Tabor-administered skills assessment.

MA 204-G and 221-G: Placement based on Tabor-administered skills assessment.

Students who do not obtain a successful score on the skills assessment will be required to enroll in EN 101-G or MA 105-G plus one hour of lab during the first semester they are offered. Students who fail to receive a minimum grade of C- in MA 105-G or EN 101-G will be required to repeat the course(s) the following year (a C- in a transferred Intermediate Algebra course, non-remedial, will satisfy the prerequisite for MA 204-G and MA 221-G).

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 or regular 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, Spring, 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 Associate Dean of Academics. Approval must be obtained prior to the last full semester of attendance.

SUMMER SCHOOL

Tabor College offers a summer program of online 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 OF STUDENT SUCCESS

The Office of Student Success 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 considered in the evaluation process and in planning steps toward effective learning. Among the services 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, 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.

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. For information on future study trips, contact the Carson Center for Global Engagement 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 Academics 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 - Carson Center for Global Engagement
- b. Law - History Department
- c. Seminary - Bible and Theology 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.

GUIDING PRINCIPLES FOR MAJORS

All majors must contain a minimum of 30 hours of traditional supporting courses. Twelve residential hours are required for the major (multiple majors also meet this "major residency" requirement). A minimum of 16 upper-level hours (balanced mix of 300- and 400-level) is required for the major. Subsequent majors require 15 unduplicated hours.



Traditional Undergraduate Studies

PROGRAMS OF STUDY

MAJORS

Adaptive Ministry Leadership

Agribusiness

Art and Design

Graphic Design

Studio Art

Biblical and Theological Studies

Biology Major

Business Administration

Accounting-Finance

Business Studies

Entrepreneurship

Human Resource Management

Management

Marketing

Sport Marketing/Management

Chemistry

Communication

Criminal Justice

Data Science and Analytics

Educational Studies

Elementary Education

English

Exercise Science

General Studies

Health & Human Performance

Coaching

Sport Management

Strength/Conditioning

Health Sciences (Pre-Professional or

Psychology)

History

Mathematics

Music

Education (Instrumental or Vocal)

Musical Theatre

Performance

Worship Leadership

Psychology

Secondary Education

Licensure Content Areas:

Biology

Chemistry

English Language Arts

Health Education

History/Government

Mathematics

Music Education

Instrumental Music

Vocal Music

Physical Education

Social Work

School Emphasis

Sports Information Director

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).

ADAPTIVE MINISTRY LEADERSHIP MAJOR **36 HOURS**

Adaptive Ministry 24 hours

BT 263-G Christian Ethics/3

BT 221-G Living on Mission/3

BT 225-G Soul Shaping/3

BT 230-G Ministry in Cultural Context/3

BT 237-G Systematic Theology I/3

BT 310-G Authentic Transformation in a Changing World/3

BT 315-G Adaptive Leadership/3

BT 355-G Essential Skills for Effective Ministry/3

**Systematic Theology, Historical Theology,
and Biblical Studies Electives 9 hours**

Choose 9 hours (may not include field work or practicum)

Practicum Course (choose one) 3 hours

BT 440 Individualized Ministry Internship/3

BT 442 Youth Ministry Internship/3

BT 443 Christian Leadership Internship/3

BT 444 Mission Internship/3

Higher overall GPA requirement associated with this major

AGRIBUSINESS MAJOR**41 HOURS**

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 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

ART AND DESIGN MAJOR

42 HOURS

Graphic Design

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 MAJOR **42 HOURS**

Studio Art

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 THEOLOGICAL STUDIES MAJOR 36 HOURS**Biblical Studies** **9 hours**

BT 101-G Literature and Theology of the Old Testament/3

BT 102-G Literature and Theology of the New Testament/3

One upper-level BT course/3

Theology Core **9 hours**

BT 237-G Systematic Theology I/3

BT 337-G Systematic Theology II/3

BT 263-G Christian Ethics/3 *OR* BT 375-G Philosophical Theology**Practical Theology** **3 hours***Choose one:*

BT 221-G Living on Mission/3

BT 225-G Soul Shaping/3

BT 230-G Ministry in Cultural Context/3

BT 310-G Authentic Transformation in a Changing World/3

BT 315-G Adaptive Leadership/3

BT 355-G Essential Skills for Effective Ministry/3

Historical Theology **3 hours***Choose one:*

BT/HI 290-G/390-G History of Christian Doctrine/3

BT/HI 313-G Anabaptist History and Theology/3

Theology, Religion, and Philosophy Electives **3 hours**

Choose 9 hours (may not include field work or practicum)

BT 470 Senior Seminar **3 hours**

BIOLOGY MAJOR**53-54 HOURS**

Required Core Biology Courses**26 hours**

BI 110-G College Biology: The Cell/4
BI 111-G College Biology: Zoology and Botany/4
BI 214 Microbiology/5
BI 217 Human Anatomy/5
BI 328 Genetics/3
NS 202 Research Design and Analysis/1
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/2

Biology Electives (choose at least 11 hours)**11-12 hours**

BI 301 Medical Terminology/3
BI 317 Physiology/4
BI 327 Cell and Molecular Biology/4
BI 400 Ecology/4
BI 403 Immunology/3
BI 450 Topics/3

Other Required Courses**16 hours**

CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
PH 233 Physics I/4

BUSINESS ADMINISTRATION MAJOR 42 HOURS**Business Studies****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

Electives (choose seven courses) 21 hours

BA 315 Introduction to Entrepreneurship/3

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/3

BA 340 Accounting Information Systems/3

BA 350 Small Business Management/3

BA 355 Advanced Accounting/3

BA 365 Fundamentals of Professional Sales/3

BA 370 Consumer Behavior/3

BA 372 Human Resource Compensation and Benefits/3

BA 373 Employment Law and Policies/3

BA 375 Digital Marketing/3

BA 395 Principles of Public Relations/3

BA 410 Financial Management/3

BA 455 Production Operations Management/3

BA 460 DECA Team/3

BA 470 Marketing Management/3

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

BA 495-G Travel and Study Experience/3

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 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 *OR* BA 352 Entrepreneurial Finance
BA 415 Human Resource Management/3
BA 475 Marketing Research/3
BA 350 Small Business Management/3
BA 480 Entrepreneurial Internship Experience/3

BUSINESS ADMINISTRATION MAJOR 42 HOURS**Human Resource 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

BA 440 Business Administration Internship/0

EC 223 Macroeconomics/3

EC 224 Microeconomics/3

Human Resource Management Requirements 21 hours

BA 327 Business Law/3

BA 372 Human Resource Compensation and Benefits/3

BA 373 Employment Law and Policies/3

BA 410 Financial Management/3

BA 415 Human Resource Management

CO 360 Group Communication & Decision Making

EN 305 Professional Writing/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 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 **35 HOURS**

Major Courses **35 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 400 Introduction to Biochemistry/3
MA 114 Calculus I/4
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1
NS 420 Independent Research Project/2
PH 233 Physics I/4
PH 234 Physics II/4

COMMUNICATION MAJOR**48-50 HOURS****Required Courses****24 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
 BA/CO 329 Principles of Marketing/3
 BA/CO 475 Marketing Research Seminar/3
 EN 306 Studies in Rhetoric/3

Electives (choose eight courses)**24 hours**

AR 235-G Basic Typography/3
 AR 241-G Introduction to Graphic Design/3
 AR/CO 352 Digital Storytelling/3
 BA 375 Digital Marketing/3
 BA/CO 395 Principles of Public Relations/3
 BA 415 Human Resource Management/3
 BA 430 Organizational Behavior/3
 BA 456 Social Media Marketing I/3
 BA 457 Social Media Marketing II/3
 BA 470 Marketing Management/3
 CO 315 Topics in Communication/3
 CO 323 Communication Law and Ethics/3
 CO 360 Group Communication and Decision-Making/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

Recommended Course**1-2 hours**

CO 218 Software Applications Independent Study/1-2

Suggested Concentrations/Emphases**Strategic Communication****24 hours**

AR/CO 352 Digital Storytelling/3
 BA/CO 395 Principles of Public Relations/3
 BA 415 Human Resource Management/3
 BA 430 Organizational Behavior/3
 BA 456 Social Media Marketing I/3
 BA 470 Marketing Management/3
 CO 323 Communication Law and Ethics/3
 CO 360 Group Communication and Decision-Making/3

Integrated Media

24 hours

- AR 235-G Basic Typography/3
- AR 241-G Introduction to Graphic Design/3
- AR/CO 352 Digital Storytelling/3
- BA 375 Digital Marketing/3
- BA 456 Social Media Marketing I/3
- CO 323 Communication Law and Ethics/3
- CO 440 Communication Internship/3
- EN 305 Professional Writing/3

Writing

24 hours

- AR/CO 352 Digital Storytelling/3
- BA 375 Digital Marketing/3
- BA/CO 395 Principles of Public Relations/3
- CO 323 Communication Law and Ethics/3
- EN 301 Descriptive Linguistics/3
- EN 302 Modern English Grammar/3
- EN 303 Creative Writing/3
- EN 305 Professional Writing/3

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

DATA SCIENCE AND ANALYTICS MAJOR 52 HOURS**Required Business Courses 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 340 Accounting Information Systems/3
BA 359 Marketing Analytics *OR* BA 410 Financial Management/3
EC 223 Macroeconomics *OR* EC 224 Microeconomics/3

Mathematics Courses 21 hours

MA 114 Calculus I/4
MA 206 Linear Algebra/3
MA 214 Calculus II/4
MA 301 Multivariable Mathematics/4
MA 303 Discrete Mathematics/3
MA 462 Probability and Statistics/3

Computer Science Courses 10 hours

CS 201 Introduction to Programming and Problem Solving/4
CS 302 Advanced Programming and Problem Solving/4
CS 320 Independent Topics Course/1 *OR* CS 440 Internship
CS 420 Capstone Project/1

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 *OR* MA 105-G
College Algebra/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**66-69 HOURS****Elementary Education Requirements****40-42 hours**

- ED 215 Planning for Instruction/2
 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**26-27 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
 HP 216 Introduction to Health and Wellness/3
 HP 316 Advanced Health Concepts/3
 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 *OR* MA 105-G College Algebra/3

*Higher overall GPA requirement associated with this major
 Additional Teacher Education Program (TEP) required*

ENGLISH MAJOR **39 HOURS**

Literary Studies**15 hours**

EN 316 World Literature/3

EN 331 Major American Authors/3

EN 410 Film as Literature/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 305 Professional Writing/3

EN 302 Modern English Grammar/3

EN 306 Studies in Rhetoric/3

EN 303 Creative Writing/3

Senior Capstone**3 hours**

EN 440 English Seminar: Theory and Practice/3

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

EXERCISE SCIENCE MAJOR**42 HOURS**

Major Courses**42 hours**

BI 110-G College Biology: The Cell/4

BI 217 Human Anatomy/5

BI 317 Physiology/4

CH 111-G General Chemistry I/4

HP 216 Introduction to Health and Wellness/3 *OR* HP 316 Advanced Health Concepts/3

HP 220 Care/Prevention of Athletic Injuries/3

HP 306 Psychology of Sport/3

HP 322 Kinesiology/3

HP 324 Physiology of Exercise/3

HP 413 History/Philosophy/Principles of Human Performance/3

HP 484 Advanced Exercise Science/3

PH 233 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.

HEALTH & HUMAN PERFORMANCE MAJOR **42 HOURS**
Coaching

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

HEALTH & HUMAN PERFORMANCE MAJOR **42 HOURS****Sport Management****Human Performance Requirements** **21 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 *OR* HP 324 Exercise Physiology/3

HP 413 History and Philosophy of Physical Education and Sport/3

Sport Management Requirements **21 hours**

BA 210 Information Technology Applications for Business/3

BA 221 Financial Accounting *OR* EC 224 Microeconomics/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

HEALTH & HUMAN PERFORMANCE MAJOR **42 HOURS****Strength & Conditioning****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 245 Nutrition for Performance/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 MAJOR (PRE-PROFESSIONAL OR PSYCHOLOGY) 62-91 HOURS

Health Science Core

62 hours

BI 110-G College Biology: The Cell/4

BI 217 Human Anatomy/5

BI 214 Microbiology/5

BI 317 Physiology/4

BI 327 Cell and Molecular Biology/4

BI 328 Genetics/3

BI 403 Immunology/3

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 400 Introduction to Biochemistry/3

MA 114 Calculus I/4

NS 450 Medical College Admission Test Preparation®/3

PH 233 Physics I/4

PH 234 Physics II/4

Second Major Options

Psychology Option One

26-28 hours

For students who choose research in Biology/Chemistry.

PY 205 Helping Relationships/3

PY 360 Psychology of Personality/3

PY 215 Human Development/3

NS 219 Science Seminar I/1

PY 305 Counseling and Ethics/3

NS 319 Science Seminar II/1

PY 313 Abnormal Psychology/3

NS 420 Research Project/2

PY 315 Social Psychology/3

NS 440 Internship/1-3

PY 335 Learning and Cognition/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 315 Social Psychology/3

PY 205 Helping Relationships/3

PY 335 Learning and Cognition/3

PY 215 Human Development/3

PY 360 Psychology of Personality/3

PY 305 Counseling and Ethics/3

PY 430 Research Methods I/3

PY 313 Abnormal Psychology/3

PY 432 Research Methods II/3

Students must maintain a 3.5 Science GPA throughout the duration of this major. Entry into this program requires successful application through the science and mathematics department. See the Department Chair for further details. Students pursuing this major should declare either biology or psychology prior to acceptance into the program.

HISTORY MAJOR**39 HOURS****Core Requirements****21 hours**

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

HI 200 Historiography and Historical Methods/3

HI 440 Seminar in History/3

*Religious History (choose one)*HI 313 Mennonite History/3 *OR* HI 318 American Religious History/3*OR* HI 390 History of Christianity/3**American History Electives (choose three)****9 hours**

HI 311 Colonial and Revolutionary America/3

HI 316 Antebellum and Civil War/3

HI 326 Kansas and the American West/3

HI 328 African American History/3

HI 336 Post-1945 America to the Present/3

EN 331 Major American Authors/3

EN 460 Reading Race, Class, and Gender/3

World History Electives (choose three)**9 hours**

HI 352 The World in the Middle Ages/3

HI 360 The Modern Middle East/3

HI 387 Introduction to Museum Studies/3

HI/RS 313 Anabaptist History and Theology/3

PS 340 Political and Economic Ideologies/3

PS 350 International Relations/3

EN 316 World Literature/3

EN 416 Major British Authors/3

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

MATHEMATICS MAJOR**38-40 HOURS**

Mathematics Requirements**32 hours**

MA 114 Calculus I/4

MA 214 Calculus II/4

MA 204-G Nature of Mathematics OR MA 221-G Elementary
Statistics/3

MA 206 Linear Algebra/3

MA 301 Multivariable Mathematics/4

MA 303 Discrete Mathematics/3

MA 411 Modern Algebra/3

CH 111-G General Chemistry *OR* PH 233 General Physics I/4

Additional lab science course/4

Electives (choose at least 6 hours)

MA 311 Advanced Analysis/4

MA 321 Applied Differential Equations/4

MA 341 Modern Geometry/3

MA 462 Mathematical Theory of Statistics/3

MUSIC MAJOR**49-80 HOURS****Music Major Core or Stand-Alone Major****49 hours**

MU 016 Concert Music (8 semesters)/0
 MU 125/126/225 Piano Proficiency I-III*/6
 MU 141 Music Theory I/3
 MU 142 Music Theory II/3
 MU 143 Aural Skills I/2
 MU 144 Aural Skills II/2
 MU 241 Music Theory III/3
 MU 334 Introduction to Music Technology/2
 MU 341 Music Theory IV/3
 MU 361 Music History and Literature I/3**
 MU 362 Music History and Literature II/3
 MU 367 Music in Christian Worship/3
 MU 372 Conducting I/3
 MU 445 Senior Project/1
 Music Ensembles (8 semesters)/8

Can include: Choral Ensemble, Theatre of Voices, Symphonic Band, Chamber Voices, Jazz Band, Instrumental Ensemble, Praise and Worship Band (Musical Theatre Concentration - Theatre of Voices)
 Applied Music (4 lower-level, 3 upper-level)/7

*Final proficiency exam required.

**Not required for Musical Theatre Concentration

Education Concentration (choose one or both)****16-31 hours****Instrumental****19 hours**

MU 243 Aural Skills III/2
 MU 244 Aural Skills IV/2
 MU 355 Brass/Percussion Methods/2
 MU 356 Woodwind Methods/2
 MU 357 String Methods/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/2
 MU 244 Aural Skills IV/2
 MU 353 Vocal Pedagogy and Diction/3
 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

Musical Theatre Concentration**31 hours**

MU 243 Aural Skills III/2
 MU 244 Aural Skills IV/2
 TH 216-G Stagecraft/3
 TH 220 Voice and Movement/3
 TH 223 Dance for Musical Theatre/3
 TH 230 Acting I/3
 TH 234-G/334-G Participation in Theatre/3*
 TH 320 Speech for the Actor/3
 TH 330 Acting II/3
 TH 355 Musical Theatre History/3
 TH 385 Directing/3

*Participation in one show each year is required

Performance Concentration**20 hours**

Applied Music (2 lower-level, 4 upper-level)/6
 Secondary Applied Instrument/4
 MU 243 Aural Skills III/2
 MU 244 Aural Skills IV/2

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**24 hours**

MU 385 Internship in Church Music/4
 MU 446 Capstone Project/1
 MU 460 Church Music Administration Seminar/1
 BT 213-G Poets and Sages/3
 BT 230-G Ministry in Cultural Context/3
 BT 355-G Essential Skills for Effective Ministry/3
 BT Electives/9

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/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 317 Physiology/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

SECONDARY EDUCATION MAJOR **38-42 HOURS****Secondary Education Requirements** **15-17 hours**

- ED 215 Planning for Instruction/2
ED 419 Opening School Experience/1 (fall of Clinical Experience)
ED 424 Secondary School Clinical Experience *OR* ED 423 PreK-12
Clinical Experience/10-12
ED 446 Reading Strategies: Secondary Teaching/2

Methods Course **3 hours**

Choose one according to content major

- ED 415 Methods of Teaching English Language Arts/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
HP 314 Strategies for Teaching Secondary Physical Education/3
HP 326 Strategies for Teaching Health/3

Professional Education Courses **20-21 hours**

- ED 100 Introduction to Education/3 (suggested to be taken fall of
freshman year) *OR* ED 101 Tabor College Education Program/1
(transfer students who have taken Intro to Education at another
institution)
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
Additional Teacher Education Program (TEP) required*

BIOLOGY TEACHER LICENSURE **88-92 HOURS**

Required Core Biology Courses **24 hours**

BI 110-G College Biology: The Cell/4
BI 111-G College Biology: Zoology and Botany/4
BI 214 Microbiology/5
BI 217 Human Anatomy/5
BI 328 Genetics/3
NS 202 Research Design and Analysis/1
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1

Biology Electives (choose at least 11 hours) **11-12 hours**

BI 301 Medical Terminology/3
BI 317 Physiology/4
BI 327 Cell and Molecular Biology/4
BI 400 Ecology/4
BI 403 Immunology/3
BI 450 Topics/3
NS 230 Principles of Nutrition/3

Other Required Courses **16 hours**

CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
PH 233 Physics I/4

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

Higher overall GPA requirement associated with this major

CHEMISTRY TEACHER LICENSURE**72-75 HOURS**

Major Courses**35 hours**

BI 110-G College Biology: The Cell/4

CH 111-G General Chemistry I/4

CH 112 General Chemistry II/4

CH 303 Organic Chemistry I/4

CH 400 Introduction to Biochemistry/3

NS 219 Science Seminar I/1

NS 319 Science Seminar II/1

NS 420 Independent Research Project/2

MA 114 Calculus I/4

PH 101-G Physical Science/4

PH 233 Physics 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 327 Literature for Children and Young Adults/3

EN 331 Major American Authors/3

EN 410 Film as Literature/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 English Seminar: Theory and Practice/3

See Secondary Education Major 37-40 hours*Higher overall GPA requirement associated with this major*

HEALTH EDUCATION TEACHER LICENSURE 82-87 HOURS**Health Education Licensure Requirements 45-47 hours**HP 185 A&P Survey *OR* BI 217 Human Anatomy/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 TEACHER LICENSURE 57 HOURS***History Content****24 hours**

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

HI 200 Historiography and Historical Methods/3

HI 326 Kansas and the American West/3

HI 440 Seminar in History/3

Religious History (choose one)

HI 313 Mennonite History/3 OR HI 318 American Religious History/3

OR HI 390 History of Christianity/3

American History Electives (choose two)**6 hours**

HI 311 Colonial and Revolutionary America/3

HI 316 The Antebellum and Civil War Era/3

HI 328 African American History/3

HI 336 Post 1945 U.S. History/3

EN 331 Major American Authors/3

EN 460 Reading Race, Class, and Gender /3

World History Electives (choose three)**9 hours**

BT/HI 313 Anabaptist History and Theology/3

HI 352 The World in the Middle Ages/3

HI 360 The Modern Middle East/3

HI 387 Introduction to Museum Studies/3

EN 316 World Literature/3

EN 416 Major British Authors /3

*Includes the Political Science Minor (18 hours)

Higher overall GPA requirement associated with this major

MATHEMATICS LICENSURE MAJOR **75-79 HOURS**

Mathematics Requirements**38-39 hours**

MA 114 Calculus I/4

MA 214 Calculus II/4

MA 221-G Elementary Statistics/3

MA 206 Linear Algebra/3

MA 301 Multivariable Mathematics/4

MA 303 Discrete Mathematics/3

MA 341 Modern Geometry/3

MA 321 Applied Differential Equations/4 *OR* MA 311 Advanced
Analysis/4 *OR* MA 462 Mathematical Theory of Statistics/3

MA 411 Modern Algebra/3

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*

PHYSICAL EDUCATION TEACHER LICENSURE 79-84 HOURS**Physical Education Licensure Requirements 42-44 hours**HP 185 A&P Survey *OR* BI 217 Human Anatomy/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 Emphasis (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-G 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

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 the Academic Affairs 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

BT 101-G Literature and Theology of the Old Testament *OR* BT 102-G Literature and Theology of the New Testament/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
 Intercultural Awareness Experience 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	Management
Accounting CPA	Marketing
Biochemistry	Marketing Analytics
Biology	Mathematics
Business	Music
Chemistry	Musical Theatre Minor
Coaching	Political Science
Communication	Psychology
Criminal Justice	Social Work
English	Special Education
English for Speakers of Other Languages	*Grade Levels K-6
Entrepreneurship	*Grade Levels 6-12
Environmental Science	*PreK-12
Global Business	Sports Information Director
Graphic Design	Sport Management
History	Studio Art
Integrated Marketing Communication	Theatre
Integrated Media	Writing

ACCOUNTING MINOR 15 HOURS

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

ACCOUNTING CPA MINOR 21 HOURS

BA 350 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-G College Algebra/3

BIOCHEMISTRY MINOR 19 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 304 Organic Chemistry II/4
 CH 112 General Chemistry II/4 CH 400 Intro to Biochemistry/3
 CH 303 Organic Chemistry I/4

BIOLOGY MINOR 24 HOURS

BI 110-G College Biology: The Cell/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 BI 100-G Environmental Science/4
 PH 101-G Physical Science/4 PH 233 Physics I/4

BUSINESS MINOR 18 HOURS

BA 221 Financial Accounting/3 BA 410 Financial Management/3
 BA 222 Managerial Accounting/3 BA 430 Organizational Behavior/3
 BA 329 Principles of Marketing/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 303 Organic Chemistry I/4
 CH 112 General Chemistry II/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 306 Psychology of Sport/3
HP 220 Care/Prevention of Athl. Injuries/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:

AR/CO 352 Digital Storytelling/3
CO 301 Communication Theory/3
CO 315 Topics in Communication/3
CO 323 Communication Law and Ethics/3
BA/CO 329 Principles of Marketing/3
CO 360 Group Communication and Decision Making/3
BA/CO 395 Principles of Public Relations/3
CO 440 Communication Internship/3

CRIMINAL JUSTICE MINOR 18 HOURS

CJ 203 Criminal Justice in America/3 CJ 354 Criminal Procedure/3
CJ 304 Criminology/3 CJ 356 Corrections/3
CJ 344 Restorative Justice/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 410 Film as Literature/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 305 Professional Writing/3

EN 302 Modern English Grammar/3

EN 306 Studies in Rhetoric/3

EN 303 Creative Writing/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 (two weeks)/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 Internship Experience/3

GLOBAL BUSINESS MINOR**15 HOURS**

EC 224 Macroeconomics

BA 346 International Internship/3

PS 350 International Relations

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 241-G Intro to Graphic Design/3

AR 235 Basic Typography/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 *OR* HI 122-G US History II/3HI 160-G World History: Ancient World to 1700/3 *OR* 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 BA 329 Principles of Marketing/3
 AR 235 Basic Typography/3 BA 445 Advertising Management/3
 AR 241-G Intro to Graphic Design/3 CO 223 Mass Media Writing I/3
 AR 301 Color Theory/3

Choose one course:

BA 375 Digital Marketing/3 BA 470 Marketing Management/3
 BA 395 Principles of PR/3

INTEGRATED MEDIA MINOR 21 HOURS

The Integrated Media minor allows cross-disciplinary collaboration between multiple programs in the liberal arts. 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 HI 387 Intro to Museum Studies/3
 AR/CO 352 Digital Storytelling/3 BT 383-G Aesthetics: Art & Faith/3
 CO 223 Mass Media Writing I/3 TH 216-G Stagecraft/3
 EN 306 Studies in Rhetoric/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 221-G Elementary Statistics/3
 MA 303 Discrete Mathematics/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 367 Music in Christian Worship/3
 MU 241 Music Theory III/3 MU 372 Conducting/3
 MU 362 Music History & Lit II/3 TH 355 Musical Theatre History/3

MUSICAL THEATRE MINOR 20 HOURS

MU 016 Concert Music (4 semesters)/0
 TH 230 Acting I/3
 TH 234-G/334-G Participation in Theatre (4 semesters)/4
 Applied Lessons (4 semesters)/4

Choose nine hours:

TH 216-G Stagecraft/3 TH 330 Acting II/3
 TH 220 Voice and Movement/3 TH 355 Musical Theatre History/3
 TH 320 Speech for the Actor/3 TH 385 Directing/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
 GO 160 World Geography/3 PS 350 International Relations/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 another 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/5
 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 HOURSAR 107-G Drawing I/3
AR 108-G Painting I/3AR 216 Art History/3
AR 301 Color Theory/3*Choose two:*AR 303 Watercolor/3
AR 328 Mixed Media/3AR 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 330 Acting II/3

TH 220 Voice and Movement/3

TH 355 Musical Theatre History/3

TH 230 Acting I/3

TH 385 Directing/3

TH 320 Speech for the Actor/3

WRITING MINOR 14 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/2

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. 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 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.

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 109-G Design Thinking/3

Introduction to the creative process including problem-solving techniques and formal principles that designers use through experimentation with a variety of digital tools. Students will work with vector, layout, image, video, and web software with an eye toward how design thinking and artifacts can be utilized in their discipline. Designed for students who are not majoring in Art & Design. Summer term.

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: BT 101-G or BT 102-G and junior standing or instructor permission. Same as BT 383-G.

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, Human Resource Management, 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 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.

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 310 Business Communication/3

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

BA 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.

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. Fall semester

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 Same as EC 329 and CO 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

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 and spring.

BA 350 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 352 Entrepreneurial Finance/3

This course is designed to introduce financial thinking, tools, and techniques adapted to the realm of entrepreneurship. Entrepreneurial finance focuses on the financial management of a venture as it moves through its life cycles, beginning with its development stage and continuing through to when the entrepreneur exits or harvests the venture.

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: BA 329 and BA 375. Fall semester, odd-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, odd-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 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 communication, reference groups and sociological, psychological and economic aspects of consumer behavior. Prerequisites: BA 329, or consent of instructor. Spring semester even-numbered years.

BA 372 Human Resource Compensation & Benefits/3

This course examines and analyzes compensation and benefits plans including salary administration, job evaluation, and benefits design (medical, life, retirement). There will be emphasis placed on how compensation and benefits are used in recruiting and retaining employees. Fall semester odd-numbered years.

BA 373 Employment Law and Policies/3

The course is designed to look at the legal issues surrounding hiring, termination, discrimination and inclusion, harassment, and other legal issues as related to employment and human resource policies. Current practices of specific agencies including EEOC, OSHA, and DOL will be included. Spring, 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 Sophomore standing or consent of instructor. Spring semester

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 even -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. Spring 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. Prerequisite: Junior standing.

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 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 even-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 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 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. Same as CO 475. Prerequisite: Junior standing, Business Administration or Communication major or consent of instructor. Spring semester.

BA 480 Entrepreneurial Internship 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

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 AND THEOLOGY

The Department of Bible and Theology offers bachelor's degrees in Biblical and Theological Studies and Adaptive Ministry Leadership. 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 Theological Studies major (36 credits) overlap with the Core Curriculum. All majors require 16 hours of upper-level credit.

COURSE DESCRIPTIONS

BT 101-G Literature and Theology of the Old Testament/3

An introduction to the study of the Old Testament. This course examines the history, literature, and theology of the Old Testament. Emphasis will be placed on biblical interpretation and Old Testament theological themes for contemporary Christian faith and life.

BT 102-G Literature and Theology of the New Testament/3

An introduction to the study of the New Testament. This course examines the history, literature, and theology of the New Testament. Emphasis will be placed on biblical interpretation and New Testament theological themes for contemporary Christian faith and life.

BT 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.

BT 213-G 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 the Scripture will be investigated. Prerequisite: BT 101-G or BT 102-G. Fall.

BT 221-G 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.

BT 223-G/323-G 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: BT 101-G or 102-G (for BT 223-G) and any 200-level BT (for BT 323-G).

BT 224-G/324-G 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: BT 101-G or BT 102-G (for BT 224-G) and any 200-level BT (for BT 324-G).

BT 225-G 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.

BT 230-G 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.

BT 237-G Systematic Theology I/3

This course is the first of a two-part examination of biblical themes and issues in Christian doctrine. Consulting the grand narrative of Scripture, these courses introduce students to prolegomena, theological method, revelation, theology proper, the doctrines of Christ, the Holy Spirit, creation, the Church, humanity, salvation, sin, and end times. Students will examine theological views drawn from biblical exegesis and their relevance for life as a follower of Christ.

BT 240-G/340-G 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 BT/PS 240/340. Spring semester, even-numbered years.

BT 250/450 Biblical and Theological Seminars/2-4

Topics could include: Violence and War, Business Ethics, Theological Anthropology, and others.

BT 263-G 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: BT 101-G, 102-G, or consent of instructor. Spring.

BT 290-G/390-G History of Doctrine/3

A survey of the major ideas, movements, theological systems, and people in Christian history. The time span of the course is from the first century until the present. Same as HI 290-G/390-G.

BT 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.

BT 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.

BT 310-G 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.

BT 313-G Anabaptist History and Theology/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.

BT 315-G 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.

BT 318-G 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.

BT 319 Life & Writings of C. S. 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.

BT 321-G The Acts of the Apostles/3

This course explores the literary, historical, and theological dimensions of The Acts of the Apostles. The course will include engagement with the methods of biblical interpretation as well as a consideration of how the book of Acts informs the beliefs and practices of the contemporary church.

BT 322-G 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.

BT 337-G Systematic Theology II/3

This course is the second of a two-part examination of biblical themes and issues in Christian doctrine. Consulting the grand narrative of Scripture, these courses introduce students to prolegomena, theological method, revelation, theology proper, the doctrines of Christ, the Holy Spirit, creation, the Church, humanity, salvation, sin, and end times. Students will examine theological views drawn from biblical exegesis and their relevance for life as a follower of Christ. Prerequisite: BT 237-G.

BT 348-G 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.

BT 355-G 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.

BT 367-G 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.

BT 383-G Aesthetics: Art & Faith/3

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: BT 101-G or 102-G and junior standing or instructor permission. Same as AR 383-G.

BT 375-G Philosophical Theology/3

This course in Christian philosophical theology explains and demonstrates the relevance of applying the conceptual tools of contemporary philosophy to some of the core Christian doctrines, such as the Trinity, atonement, resurrection, incarnation, and others.

BT 405-G Theology and Life/3

A core curriculum capstone aimed at engaging contemporary life, both individual and social, from a Christian theological perspective. Prerequisite: Two BT courses.

BT 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.

BT 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.

BT 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.

BT 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.

BT 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.

BT 470 Senior Seminar/3

A senior-level capstone course for Biblical and Theological 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: BT 405-G. Offered on demand.

BT 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.

BT 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.).

BT 503 Discipleship and Ethics/3

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

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: The Cell/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. Fall semester.

BI 111-G College Biology: Zoology and Botany/4

A concentrated study of the principles and fundamentals of plant and animal biology. Topics include the development and reproduction of plants and animals, the evolutionary process of organisms, and the principles of ecological interactions among organisms and their environments. Three hours of laboratory per week. Spring semester.

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, even-numbered years.

BI 217 Human Anatomy/5

This lecture/laboratory course explores the gross anatomy of the human body and its systems with a minor emphasis on histology. This course includes rigorous terminology and spatial identification of structures for all body systems. Two three-hour laboratories a week are based on human models and comparisons with dissections of nonhuman mammals. Prerequisite: C or better in BI 110-G and sophomore standing. Fall semester.

BI 301 Medical Terminology/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 217 and Sophomore Standing. Spring semester, even-numbered years.

BI 317 Physiology/4

This is a rigorous lecture/laboratory course in the study 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. Weekly three-hour labs will focus on using real-time sensors to carry out student-centered experiments. Prerequisite: C or better in BI 110-G and BI 217 and junior standing. Spring semester.

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 327 Cell and Molecular Biology/4

This is an in-depth lecture/laboratory course focusing on metabolic pathways, pathway regulation, cellular replication, and biomolecule interactions, signaling, and regulation. Laboratory exercises focus on modern molecular biology techniques, which include cellular fractionation and DNA/RNA/Protein extraction, quantification, and

visualization. Discussions will cover current research, research technology, and ethical concerns. Prerequisite: C or better in BI 110-G and CH 303. Spring semester, even-numbered years.

BI 328 Genetics/3

This is a lecture course in the basic genetic concepts including classical Mendelian inheritance, cytogenetics, population genetics, and the molecular basis of gene action. 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-G. 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 110-G or BI 111-G. Fall semester, odd-numbered years.

BI 403 Immunology/3

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; or BI 217 and CH 112. Spring semester, odd-numbered years.

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.

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: C- or higher in MA 105-G 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 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 400 Introduction to Biochemistry/3

An introduction to the fundamental principles of biochemistry will include topics such as introduction to biochemistry, water, protein structure and function; lipids and the structure of biological membranes, nucleotides and the structure of nucleic acids; bioenergetics and the metabolism of carbohydrates, lipids, and nitrogen; and the integration and regulation of cellular metabolism. Designed for students who require a one-term introduction to the fundamental principles of biochemistry as a pre-med requirement and for students who intend to take further courses in biochemistry. Prerequisites: CH 111-G and CH 303. Recommended corequisite: CH 304. Fall semester.

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.

COMMUNICATION

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;
- To collect and examine critically raw data for strategic dissemination;
- To practice communication competence in interpersonal and professional contexts;
- 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 and spring semesters.

COMPUTER SCIENCE**CS 201 Introduction to Programming and Problem Solving/4**

This course is designed to introduce students to the discipline of computer science. Major emphasis is placed on problem-solving and program development skills. Students write computer programs in a high-level language. Major topics include program design, control structures, subprograms, arrays, pointers, and class construction.

CS 302 Advanced Programming and Problem Solving/4

A continuation of CS 201. The improvement of design skills and programming style is emphasized through practice with increasingly complex data structures and algorithms. Students are introduced to several classic algorithms, pointers, and recursion.

CS 320 Independent Project/1

A guided self-study on a topic chosen by the student. The topic must be approved by the instructor before registering. Students will be encouraged to select a professional certification to study for. Additionally, the student and professor will hold at least three mock interviews to practice answering technical questions.

CS 420 Capstone Project/1

A capstone project in data science or a related field. Culminates in a final presentation.

CS 440 Computer Science Internship/1

Supervised field experience in a corporate or nonprofit organization. Students gain hands-on experience and knowledge of a particular setting, as well as develop critical thinking and problem-solving skills. Students meet regularly with the faculty supervisor and other interns. May be repeated for additional credit.

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.

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 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. 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. Spring semester.

EC 240/340 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 BT/PS 240/340. 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. Same as BA 329 and CO 329. Fall semester.

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 odd-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 candidates who:

- a. Maintain membership in professional organizations.
- b. Volunteer both within and outside of the parameters of professional education.
- c. Embrace educational research by integrating it into instructional strategies in the classroom.
- d. Mentor others.

Pre-Service Educator Dispositions:

- Enjoys teaching
- Takes initiative; goes beyond basic tasks
- Participates in extracurricular activities
- Dependable and prompt in attendance
- Completes tasks in a timely manner
- Grooms self appropriately in professional manner

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 which incorporates the intellectual, physical, spiritual, and social dimensions of educating the child. This commitment to Christian values is shown by candidates who:

- a. Intellectual: Strive for intellectual integrity and academic mastery. (Proverbs 2:1-10)
- b. Physical: Live a balanced and disciplined life which appropriately integrates work and leisure, resulting in a healthy lifestyle and a personal sense of well-being. (Ecclesiastes 3:1)
- c. Spiritual: Embrace a Christian worldview. (Revelation 22:12,13)
- d. Social: Lovingly and humbly serve all human beings. (I Peter 4:8-10)

Pre-Service Educator Dispositions:

- Serves others
- Has integrity
- Expresses and embraces Christ-like views

- Has high standards for self and others
- Shows continuous growth and learning
- Lives a healthy, balanced lifestyle

Goal III: Competent Instruction

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 which results 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 general education and those related to specific content areas. This commitment to competent instruction is seen in candidates who:

- a. Possess a thorough knowledge of the content to be taught.
- b. Achieve a liberal arts education.
- c. Have a wide repertoire of pedagogy which results in their being an effective teacher.
- d. Effectively communicate both orally and in writing.
- e. Show an understanding of child and adolescent development.
- f. Participate successfully in a wide range of successful clinical experiences.
- g. Manage a safe and stimulating classroom environment.
- h. Incorporate learning strategies appropriate for varied learning styles.
- i. Are able to effectively teach students of varied cultural and economic backgrounds.
- j. Are able to adapt instruction to meet the needs of students with special needs.
- k. Creatively motivate students by planning and implementing interesting lesson plans utilizing varied teaching strategies.
- l. Skillfully utilize technology to enhance learning.
- m. Design curriculum that integrates material from several disciplines.
- n. Utilize problem-solving and effective questioning strategies to assist students with developing critical thinking.
- o. Use assessment results to plan instruction.
- p. Teach reading across the curriculum.
- q. Design instruction to promote higher level thinking skills in students.

Pre-Service Educator Dispositions:

- Gives instruction on appropriate content
- Communicates orally and in writing
- Manages classroom appropriately
- Accommodates students' special needs
- Instruction accommodates diversity of learning styles
- Motivates and engages students
- Uses child development practices
- Plans interesting lessons that are rigorous college and career ready
- Uses state standards in lesson planning
- Uses variety of methods

- Uses technology as instruction and with student participation
- Uses variety of assessments
- Uses assessments to improve student learning
- Dependable and prompt in attendance
- Completes tasks in a timely manner
- Grooms self appropriately in professional manner

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 by means of an emphasis upon self-acceptance and personal growth, and a loving and respectful attitude toward others, regardless of gender, ethnic/cultural, racial and religious differences. This commitment to compassionate service is observed in candidates who:

- a. Share willingly and enthusiastically of themselves with those of other ethnic/cultural, racial, and religious differences.
- b. Model a caring spirit toward those who have special needs.
- c. Recognize their own strengths and limitations and have a healthy and accepting view toward limitations in others.

Pre-Service Educator Dispositions:

- Enjoys teaching
- Takes initiative; goes beyond basic tasks
- Supports students outside of regular school hours

Goal V: Collaborative Leadership

The Teacher Education Program at Tabor College is designed to develop and enhance skills for candidates who are 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 officials, health providers, and general citizenry. This commitment to collaborative leadership is validated in candidates who:

- a. Serve responsibly as a team member for those educational activities requiring a high degree of collaboration: accreditation teams, site councils, professional organizations, and cooperative educational research.
- b. Voluntarily work with diverse families and groups in furthering understanding regarding quality ways for delivering educational services to diverse constituencies.
- c. Interact diligently with special education teachers, counselors, psychologists, and parents to devise effective individual education programs for children with special needs.
- d. Support all school personnel (including the custodial, food services, and health care providers, etc.) in their efforts to provide an optimal educational setting for learning.

Pre-Service Educator Dispositions:

- Teachable; open to being mentored
- Participates in school improvement processes
- Exhibits cooperative skills of a team player
- Contributes to profession, school environment

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)

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

Additional endorsement areas are:

English for Speakers of Other Languages

Special Education (KICA) - See advisor for most current information

Programs are detailed alphabetically in the section called Programs of Study.

PHASES

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

PHASE 1: Foundation Phase (Prior to Admission to the Teacher Education Program)

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 Introduction to Education during the fall of their freshman year.
2. Students on "academic probation" are advised not to enroll in ED 100.
3. Students with a sophomore or higher classification need a cumulative GPA of 3.0 or above in order to enroll in ED 100.
4. Tabor students and faculty are required to wear Tabor College name badges for all field and clinical teaching experiences in elementary or secondary schools. These name badges provide immediate identification for school personnel and families; they know the individual has a purpose for being in the school. Name badges are ordered through the Administrative Assistant. Lost name badges should be replaced immediately.

5. Tabor students participating in field and clinical experiences must provide verification of a negative Tuberculosis test within the last year. Forms and instructions for obtaining a TB test are available through the Teacher Education Coordinator. This verification is required by local school districts to ensure the safety of their students.

PHASE 2: Admission to Teacher Education Program (TEP)

A candidate seeking admission into the teacher education program must demonstrate the following:

1. A grade of "B" or above in ED 100 Introduction to Education.
2. Successful completion of a background check.
3. Completion of TC EPP Confidentiality agreement.
4. Completion of PHASE II Application to the Teacher Education Program and its requirements. No incomplete applications will be accepted.
5. A cumulative college grade point average (GPA) of 3.0 or above.
6. Meet Basic Skills requirements as determined by the Teacher Education Program.
7. Faculty, program, and personal Recommendations (3).

Admission criteria for Phase II should be met no later than spring semester of a student's sophomore year so that students are eligible to enroll in 300- and/or 400-level education courses beginning first semester of their junior year. An exception to this requirement is for transfer students who came in after their sophomore year. They are allowed to take upper level courses their first semester without admission to the program. These students must be admitted by their second semester in order to progress through the program.

Important Note: Candidates must be admitted to the Teacher Education Program prior to enrolling in 300-400 (junior & senior) level education classes.

Applications, recommendations, and other requirements will be evaluated at a meeting of the Teacher Education Committee. The committee may make one of three decisions concerning the student's application for admission to the program. Students will be notified by letter of the committee's decision.

- Full Status is granted when all Phase II requirements are met and the Teacher Education Committee has approved a student as a Teacher Education Program candidate.
- Provisional Status is granted for a deficiency or lack of completion for any one of the Phase II criteria and the Teacher Education Committee feels the deficiency is temporary or can be remediated. Students must be removed from provisional status by the end of the semester prior to clinical experience. Students should consult their advisor(s) to complete a Deficiency Plan which will be kept on file until the deficiency is removed.
- Non-admittance Status may be recommended if the Teacher Education Committee feels that admittance at this time is not in the best interest of the applicant or the children and young people the student might teach, or for a severe deficiency in one or more of the Phase II requirements. Students may re-apply at a later date.

PHASE 3: Clinical Experience (Student Teaching)

Prior to participation in the semester long Clinical Teaching Experience, candidates are required to:

1. Complete a Phase III Clinical Experience Application form by the first Friday in December of the year prior to the clinical experience. Applications are available in LOHR 19.
2. Submit the name of Departmental Academic Advisor or Department Chair for departmental recommendation for clinical experience.
3. Submit a name for a Faculty Reference from one additional faculty member (half time or more) outside the candidate's major department.
4. Have a cumulative college grade point average (GPA) of 3.0 or above.
5. Secure their advisor's assurance that the candidate will have completed all Professional Education prior to the beginning of the clinical teaching semester.
6. Secure advisor's assurance that the candidate will have completed all requirements in his/her area of teaching endorsement(s) prior to the beginning of the clinical-teaching semester.
7. All candidates must be in good standing in all facets of Tabor Life.

PHASE 4: Program Completion/Teacher Licensure

Requirements for Program Completion include the following:

1. Candidates must have a cumulative GPA of 3.0 on all college courses taken, including transfer work if applicable, and successfully complete the Teacher Education Program along with any other graduation requirements.
2. Professional Testing Requirements: The Kansas State Board of Education requires that persons seeking a teaching license from a Kansas College complete professional testing requirements through the Principles of Learning and Teaching Test (PLT) with a score of 161 on one of the following two Tests:
 - PLT Level K-6
 - PLT Level 7-12Candidates being licensed in P-12 may choose the level of PLT test they want to take.
3. Kansas-Teacher Work Sample (K-TWS): The K-TWS is a two-week unit of instruction used as a performance assessment by KSDE. It is conducted during the instructional portion of the clinical experience and turned in on a set date determined by the Education Department before the semester ends. The required cut score is 46.
4. Praxis II Content Area Tests: Candidates must satisfactorily pass a test of their content knowledge. Tabor College teacher candidates should take one or more Praxis II tests for each area in which they wish to be licensed. This includes satisfactorily passing tests for minors such as Special Education or English for Speakers of Other Languages.

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. 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. Spring 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. Spring semester. Prerequisite: Admission to Teacher Education Program (TEP).

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. Fall 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. 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 50 hours of observation, participation, and teaching of reading, science, and mathematics in an approved elementary school. Taken concurrently with elementary methods courses during the fall/spring semesters or with consent of department chair. Student is responsible for transportation costs to and from school site. Prerequisite: ED 215. Fall and spring semesters.

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: Concurrent enrollment in ED 365. Fall semester.

ED 368 Elementary Field Experience II/1

This field experience requires 50 hours 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 fall/spring semesters or with consent of department chair. Student is responsible for transportation costs to and from school site. Prerequisite: ED 215. Fall and spring semesters.

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: ED 215, Admission to Teacher Education Program. Fall 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. 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. Includes attendance at clinical and professional seminars and successful completion of K-TWS and PRAXIS assessment. Prerequisite: Approval for clinical experience and completion of major and professional education coursework. Fall and spring semesters.

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 an elementary and secondary classroom and cooperating teacher, with gradual assumption of full responsibility for instruction. Includes attendance at clinical and professional seminars and successful

completion of K-TWS and PRAXIS assessment. Prerequisite: Approval for clinical experience and completion of major and professional education course work. Fall and spring semesters.

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 and successful completion of K-TWS and PRAXIS assessment. Prerequisite: Approval for clinical experience and completion of major and professional education coursework. Fall and spring semesters.

ED 428 ESL/Dual Language Field Experience/3

Observation and teaching hours in the field with a licensed ESL teacher are required. 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. Spring and fall semesters.

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. 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. Placement based on Tabor-administered skills assessment. 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. Placement based on Tabor-administered skills assessment. 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, EN 102-G. Fall semester, even-numbered years.

EN 302 Modern English Grammar/3

An intensive study of the principles of grammar. Prerequisite: EN 101-G, EN 102-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, EN 102-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 102-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 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: BT 101-G or 102-G and junior standing or instruction permission.

EN 410 Film as Literature/3

A study of the literary, dramatic, and cinematic aspects of film. Prerequisite: EN 102-G. Spring semester, even-numbered years.

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/2

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: EN 102-G or consent of the instructor. Fall semester.

EN 440 English Seminar: Theory and Practice/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**GO 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 American religious history, the Gilded Age and Progressive Era, race and American politics, Protestant American missionaries, minorities in the Middle East, and the rise of Islam. 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 200 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.

HI 228/328 African American History/3

This course examines the African American experience from the colonial era to the present. The African American experience will be examined through colonization, agricultural and industrial revolutions, the Civil War, segregation, the Great Depression, World War II, The Civil Rights Era, Vietnam, and mass incarceration. This course will illuminate the complex

interconnections between economic, social, institutional, political, religious, and cultural 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 290-G/390-G History of Doctrine/3

A survey of the major ideas, movements, theological systems, and people in Christian history. The time span of the course is from the first century until the present. Same as BT 290-G/390-G.

HI 360 The Modern Middle East/3

An examination of the political, social, cultural, religious, and economic characteristics of the Middle East from the disintegration of the Ottoman Empire to the present. Select themes will include imperialism, Zionism, nationalism, independence movements, diversity in Islam, minority sects and religions, violence, Westernization, the Israeli-Palestinian Conflict, and the rise of militant Islam.

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-G Anabaptist History and Theology/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 BT 313-G.

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-G 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 BT 318-G.

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 329 Race in the American Experience/3

This course examines the ideas, development, and entrenchment of race and racial thinking in America from the colonial period to the present. Students will focus on the emergence of racial thinking in America and the ways in which concepts of race have changed over time. Special attention will be

paid to the African American experience in America, but other minority groups will also come under study. This course will examine how the influence of science, religion, nationalism, politics, economics, and society have defined race in American history and historical memory. Spring semester, odd-numbered years.

HI 350 Topics in History/3

Selected topics and/or locations of interest in history. Possible subjects include European History, Asian History, or Latin American History. This course is designed to be coupled with international trips, giving theoretical, historical, and secondary context to the location(s) studied and/or visited. Fall or Spring semesters on demand.

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 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 440 Seminar in History/3

Students will be expected to do independent research on a project approved by the instructor. Students will develop an original thesis supported by primary and secondary sources using historical methods. Students will present and defend their research project among peers or at an academic conference. Prerequisite: Senior standing or permission from the 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. Nonteaching 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. Offered on demand.

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. Offered on demand.

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. Offered on demand.

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 122 Foundations of Personal Fitness/3

The course introduces all aspects of fitness, including cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition.

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. 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 and spring.

HP 484 Advanced Exercise Science/3

A study of the specific effects of exercise on the human body, including an emphasis on training regimens. Prerequisite: BI 217 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 College 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-G, MA 106, and MA 221-G. On demand.

MA 105-G 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. Placement based on Tabor-administered skills assessment. 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: Placement based on Tabor-administered skills assessment or consent of instructor. 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: Placement based on Tabor-administered skills assessment or consent of instructor. Fall semester.

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. Placement based on Tabor-administered skills assessment. 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. Spring semester, odd-numbered years.

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. 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: Placement based on Tabor-administered skills assessment or consent of instructor. Fall and spring semesters.

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 303 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 214. Spring semester, even-numbered years.

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. Spring semester, even-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, odd-numbered years.

MA 341 Modern Geometry/3

A survey course that includes selected topics in Euclidean geometry, projective geometry, non-Euclidean geometry, foundations of geometry, and convex figures. Prerequisite: MA 214. Fall semester, odd-numbered years.

MA 411 Modern Algebra/3

Groups, rings, polynomial rings, fields, vector spaces, and modules. Prerequisite: MA 303. 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 follow.

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 Piano Proficiency I, II, III/2**

Instruction in keyboard skills in preparation for proficiency exams. See instructor for placement.

MU 128-G/328-G Concert Choir/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 144 Aural Skills II. Spring semester.

MU 143 Aural Skills I/2

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/2

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 181-G America's Music/3

An exploration of music of the United States from Colonial time to 21st century music, including folk, popular, and classical styles. Introduction of music's role in the history of American society, business, and technology. Fall semester.

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/2

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/2

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, even-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 Introduction to Music Technology/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. Spring semester, even-numbered years.

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/2

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/2

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/2

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 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, odd-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, odd-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 & 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. Fall semester, odd-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 & 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. Spring semester, even-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 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.

NS 219 Science Seminar I/1

A seminar that introduces original research and current topics. Invited speakers will share their expertise. Professors will share their past and current research, including potential projects for students. Students will also present in the seminar. Those currently doing research will present updates on their projects. Those not doing research will present papers or proposals for research approved by the instructor. Intended to be taken during sophomore year. Prerequisite: Sophomore standing. Half a credit in the fall, half a credit in the 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 217 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

A seminar that introduces original research and current topics. Invited speakers will share their expertise. Professors will share their past and current research, including potential projects for students. Students will also present in the seminar. Those currently doing research will present updates on their projects. Those not doing research will present proposals or papers approved by the instructor. Intended to be taken during junior year. Prerequisite: Sophomore standing. Half a credit in the fall, half a credit in the spring.

NS 420 Independent Research Project/1-4

A research experience for science majors in biology, chemistry, and biochemistry. Each .5 credit translates to a minimum of 1.5 hours of research per week. Students may start as early as the spring of the sophomore year. Prior to enrollment, each student collaborates with a mentor-scientist to design and carry out an independent investigation in the laboratory, field, or library. Prerequisite: Approval of the instructor.

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 major (Biology, Biochemistry, Chemistry, Mathematics)

NS 450 Medical College Admission Test Preparation/3

This course will be a review of the major subjects that are tested for in the Medical College Admission Test® (MCAT®), which is administered by

the Association of American Medical Colleges (AAMC). The course will include Physical Sciences, Verbal Reasoning, Biological Sciences, Psychological, Social and Biological Foundations of Behavior subjects. This will be an intense course that develops student problem solving, critical thinking, and process of elimination skills. Prerequisites: BI 328 and CH 303.

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 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, odd-numbered years.

PH 234 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, 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 240/340 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 BT/EC 240/340. 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.

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 360 Introduction to Addictions/3

Intro to Addictions is for BSW-level students. Students will study substance use within the social work strengths, systems, and person-in-the-environment perspectives. Course work will seek to remove stigma from individuals, families, and communities impacted by substance use. The course will focus on recognition and identification of substance use disorders in social work practice and tailoring interventions to each client's needs. The different cultures of use and of recovery will be explored. Evidence-based assessments and treatment interventions for the individual using substances and/or his/her partner and family including Harm Reduction, Individual Psychodynamic Therapy, Motivational Interviewing, Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), Family Therapy, and Brief Solutions Focused Therapy. Treatment interventions will be with individuals (children, teens, adults, and seniors), couples, families, and group work. Research will be presented showing the high correlation between substance use and violence, trauma, or co-occurring mental disorders. Students will be trained to work with dual disorders or co-occurring disorders—mental health disorders and substance use. Students will also learn about the special treatment needs of at-risk populations including adolescents, women, elderly, people who also have physical health challenges, and oppressed populations.

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.

SW 460 Pharmacology in Social Work Practice

This course will prepare social work students to work in the area of substance use disorders or other areas where addictions are a concern. The course will cover psychological, behavioral, physiological, and sociological effects of mood-altering substances. Students will also learn the pharmacological effects of tolerance, dependency/withdrawal, cross-addiction, and drug addiction. Common patterns and drug use among diverse populations will be included. This course meets the requirements for eligibility for the Licensed Addiction Counselor with the Behavioral Sciences Regulatory Board.

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

Dyslexia Course Descriptions (DY): Kansas State Department of Education (KSDE) has encouraged colleges of education in Kansas to develop a course of study with a specialization in dyslexia and struggling readers from the 2019 Dyslexia Task Force recommendations. Based on the KSDE suggestions, these courses are geared toward the science of reading and align with the International Dyslexia Association (IDA) *Knowledge and Practice Standards*. Coursework prepares candidates for K-6 teaching licenses, English Language Arts endorsements, reading specialist teaching licenses, and special education teaching licenses to pass an examination of

their knowledge of the science of reading that is required for licensure.

DY 331 Foundations of Literacy and Diverse Reading Profiles/2

This course is designed to provide knowledge of the foundations of literacy acquisition and knowledge of diverse reading profiles that include dyslexia. This course assists candidates in understanding the science of reading (foundation of literacy acquisition) and dyslexia (knowledge of diverse reading profiles, including dyslexia) and covers Standard 1: Foundations of Literacy Acquisition and Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading.

DY 351 Assessment/2

This course is designed to provide knowledge regarding screening and assessment procedures and processes utilized in making decisions for struggling readers. This course assists candidates in understanding screening, test construction, statistics commonly used in assessment, progress-monitoring, curriculum-based measures (CBMs), informal diagnostic surveys, and communicating educational assessment data. A field experience with a struggling reader is an integral part of the coursework to practice administering diagnostic surveys often used with struggling readers, including students with dyslexia. This course covers Standard 3: Assessment of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading. Prerequisite: DY 331.

DY 371 Literacy Instruction in Phonological and Phonemic Awareness/2

This course is designed to provide knowledge regarding essential principles and practices of structured literacy instruction and phonological awareness. This course assists candidates in understanding structured literacy instruction of phonological awareness. A field experience with a struggling reader is an integral part of the coursework to practice structured literacy and phonological awareness instruction. This course covers Substandard A and Substandard B or Standard 4: Structured Literacy Instruction of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading. Prerequisite: DY 331, 351.

DY 391 Literacy Instruction in Phonics, Fluency, Vocabulary, Comprehension, and Written Expression/2

This course is designed to provide knowledge regarding phonics and word recognition, fluent text reading, vocabulary, listening and reading comprehension, and written expression. A field experience with a struggling reader is an integral part of the coursework to practice literacy instruction. This course covers Substandard C, D, E, F and G of Standard 4: Structured Literacy Instruction of the International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading. Prerequisite: DY 331, 351, 371.

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. Spring semester.

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, 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 203-G Introduction to Theatre/3

An introduction to the origin and development of theatre through lecture, reading, and viewing of plays, television, and film. Basic elements of directing, design, and theatre history will be examined. The fundamental requirements for acting will also be explored through improvisation and partnering through elementary performance exercise.

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. Fall semester, even-numbered years.

TH 220 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. Spring semester, even-numbered years.

TH 223 Dance for Musical Theatre/3

A studio dance course focusing on musical theatre styles of ballet, tap, and jazz. Spring semester, odd-numbered years.

TH 230 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 320 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 and TH 220. Spring semester, odd-numbered years.

TH 330 Acting II/3

Building on the work accomplished in TH 230, 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. Fall semester, even-numbered years.

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. Spring semester, even-numbered years.

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, and TH 240. Fall semester, odd-numbered years.

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. Fall semester.

TC 107/207/307/407 Honors Colloquium/1

An advanced readings or experience-based course for Honors Program participants to engage issues, domestic or international challenges, and general topics of interest within the context of Christian faith and the life of the mind. Honors Program participants must enroll a minimum of six times. Every 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.

TC 205 Audience Messages/3

The course will promote the development and application of effective communication required to function as an effective leader in any setting.

The development of professional collaboration skills, presentation skills, and marketing materials will be emphasized throughout the course.

TC 210 Google Basics/3

This course introduces the student to basic Google tools and focuses on collaboration, communication, and productivity through the completion of real-world, student-centered activities and projects. Students are responsible for providing their own laptop for the course.

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. Fall and spring semesters.

TC 348-G 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 BT 348-G.

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 Engagement. 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 Engagement'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 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 3.0, or a GPA of at least 3.0 in the last four full-time semesters of undergraduate study. Probationary admission is possible for GPAs between 2.70-3.00, but not guaranteed. Appeals can be submitted and granted based on special recommendation.
 1. A professional resume with relevant work experience noted.
 2. Three letters of recommendation from persons who can attest to an applicant's readiness for graduate-level study.
 3. \$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 EDUCATION IN NEUROSCIENCE AND TRAUMA ADMISSION CRITERIA

Applicants must meet the following requirements in order to be admitted to the Master of Education in Neuroscience and Trauma program:

1. An official transcript showing a conferred bachelor's degree from a nationally accredited program.
2. An overall grade point average of 3.0, or a GPA of at least 3.0 in the last four full-time semesters of undergraduate study. Probationary admission is possible for GPAs between 2.70-3.00, but not guaranteed. Appeals can be submitted and granted based on special recommendation.
3. 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. Recommendations from family, friends, and other students are not appropriate.
4. All applicants wishing to enroll in the M.Ed. program will submit a Personal Goals Essay that clearly articulates applicant's reasons for seeking admission to Tabor (500 words maximum).
5. A professional resume with relevant work experience noted.
6. All applicants must submit an online application for admission, reference letters, resume, and admission fee.
7. Criminal background check is required to enter the program. Current teachers and some professionals will already have had a background check.

ADMISSION DECISION

Each applicant to the Master of Education 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 a TOEFL IBT (internet-based test) score of 94-101 or IELTS scores (7 with reading and writing scores of 7) or a Duolingo score of 120, and all prospective international students must have proof of financial support and a specified cash deposit in U.S. dollars. International students can take online programs from outside the US; international students in residence at Tabor are only eligible for the MBA Sports Management degree.

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 Graduate Online Recruiter. 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).
- Students must notify the Online Academic Services Coordinator 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).
- Students may withdraw from online courses by 11:59 p.m. CST through the 7th day. Withdrawals are completed by notifying the Online Academic Services Coordinator, who submits a Student Status Form (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.

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 20,000 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.

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 online programs, as well as to community patrons. 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 and Education, 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 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.

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 notifying the Online Academic Services Coordinator, who submits a Student Status Form 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 communication 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.

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.

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.

95-100 A	83-86 B	73-76 C	63-66 D
90-94 A-	80-82 B-	70-72 C-	60-62 D-
87-89 B+	77-79 C+	67-69 D+	0-59 F

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.

GRADE APPEAL

If a student deems it appropriate to appeal a final course grade, the following 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 process.

GRADING POLICY

Students have access to their grades through Campus Café (<https://scansoftware.com/cafeweb/loginss0>). 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 a.m. CST and end Sunday night at 11:59 p.m. 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 or the student may appeal to the graduate committee in order to continue. Students who fail to do so will be suspended. Additionally, students who receive a grade of F 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 arranging 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, who will submit a Student Status Form for 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 30 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 EDUCATION IN NEUROSCIENCE AND TRAUMA DEGREE

To earn a Master of Education in Neuroscience and Trauma 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.

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

GPA EXPECTATIONS

Graduate programs have greater rigor and responsibility than undergraduate programs. The required grade for passing graduate program courses is a C+ (77%) or higher. The cumulative GPA for students is 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.

COURSE REQUIREMENTS

Below is the table showing the courses required for the MBA (core plus one emphasis required).

Master of Business Administration Core	18
BUS 530 Managerial Accounting & Finance	3
BUS 541 Managerial Economics	3
BUS 551 HR Management in a Global Environment	3
BUS 633 Strategic Marketing	3
BUS 660 Case Studies in Strategic Management	3
BUS 671 MBA Capstone Seminar	3

MBA Global Sports Leadership Emphasis*	18
BUS 512 Culture and Ethics of Sport	3
BUS 522 Fundamentals of Sport Business	3
BUS 527 Concepts and Principles of Sport Management	3
BUS 662 Applied Sport Leadership	3
BUS 663 Service in Sport Leadership OR BUS 669 Global and Culturally Relevant Sport Leadership	3
BUS 664 Performance Psychology in Sport Organizations	3

MBA Leadership Emphasis	18
BUS 511 Case Studies in Ethical Leadership	3
BUS 523 Learning Orgs & Change Management	3
BUS 640 Operations & Service Management	3
BUS 665 Leadership Foundations (Studies and Theory)	3
BUS 666 Leadership Practices	3
BUS 667 Leadership Strategies	3

MBA Sports Management & Leadership Emphasis	18
BUS 512 Culture and Ethics of Sport	3
BUS 522 Fundamentals of Sport Business	3
BUS 527 Concepts and Principles of Sport Management	3
BUS 662 Applied Sport Leadership	3
BUS 663 Service in Sport Leadership	3
BUS 664 Performance Psychology in Sport Organizations	3

MASTER OF EDUCATION IN NEUROSCIENCE AND TRAUMA

The Master of Education degree in Neuroscience and Trauma (M.Ed.) is a one-of-a-kind graduate degree that can be completed in one year. It has been specially designed to provide practical knowledge and skills that will help disadvantaged students. M.Ed. graduates will be prepared to implement trauma-responsive educational practices in their schools and districts.

M.Ed. PROGRAM OBJECTIVES

- Learn basic anatomy and physiology of the human brain
- Explore cognitive and neural processes that support attention and memory
- Examine current issues in psychology, neuroscience, trauma, and education
- Gain the necessary skills and knowledge to teach and mentor children/students who have suffered from acute stress and trauma
- Use self-examination and objective field experiences to develop and appreciation for and understanding of the brain's plasticity and our ability to develop resiliency

GPA EXPECTATIONS

Graduate programs have greater rigor and responsibility than undergraduate programs. The required grade for passing graduate program courses is a C+ (77%) or higher. The cumulative GPA for students is 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.

COURSE REQUIREMENTS

Below is a table showing the courses required for the M.Ed.

Master of Education in Neuroscience and Trauma		30
EDU 500 Weekend Orientation Residency		0
EDU 520 Fundamentals of Neuroscience		3
EDU 525 Cognitive Neuroscience		3
EDU 530 Advanced Cognitive Psychology		3
EDU 535 Current Trends (Neuroscience, Psych, Trauma)		3
EDU 580 Educational Research Methods		3
EDU 590 Capstone/Thesis I		2
EDU 610 Learning and Behavior Analysis		3
EDU 671 Mind, Brain, and Body Seminar		1
EDU 673 Stress, Trauma, and Resiliency		2
EDU 675 Trauma-Informed Learning Communities		3
EDU 680 Behavior Interventions		3
EDU 690 Capstone/Thesis II		1

CERTIFICATE IN NEUROSCIENCE AND TRAUMA

The certificate is separate from the M.Ed. program. Students may take these courses fully online at their own pace with no synchronous sessions or in-person requirement.

Master of Education in Neuroscience and Trauma		12
EDU 521 Fundamentals of Neuroscience		2
EDU 526 Cognitive Neuroscience		2
EDU 536 Current Trends (Neuroscience, Psych, Educ)		2
EDU 611 Learning and Behavior Analysis		2
EDU 673 Stress, Trauma, and Resiliency		2
EDU 676 Trauma-Informed Learning Communities		2

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.

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 512 Culture and Ethics of Sport/3

A study of the culture within sports and the ethics involved. Issues facing contemporary sports will be addressed as they relate to the ethical nature of the sport and its influence on sporting culture. Emphasis will be placed on policies and procedures used within sporting organizations to define themselves within the sporting culture.

BUS 522 Fundamentals of Sport Business/3

The purpose of this course is to prepare the student with a basic understanding of the business of sport. Emphasis will be placed on operating a sport facility and the events occurring within this facility.

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 527 Concepts and Principles of Sport Management/3

This course will examine the various laws that may affect the ability to operate a sporting organization. Risk management within the facility and with personnel will be addressed. Product liability, service contracts, and personnel service will be covered.

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 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 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 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 662 Applied Sports Leadership/3

This course emphasizes both the foundations of theoretical and applied leadership principles to explore the characteristics and competencies of effective leaders in sport organizations. These leadership styles are developed to accommodate different personalities in organizations as well as guide culturally diverse populations. Students will develop a systemic understanding of leadership as it pertains to the positive influence it has in sport organizations.

BUS 663 Service in Sport Leadership/3

This course emphasizes domestic or international observation of leadership styles and practical service in multiple areas of a successful sport organization as it relates to programs, facilities, and events that contribute to the sport culture. The course implements both service hours as well as theoretical study and reflection on the foundation of service in the sport industry.

BUS 664 Performance Psychology in Sport Organizations/3

This course is designed to apply theories of emotion, cognition, and motivation to performance in sport organizations and to explore current practice to enhance excellence. Additional emphasis is placed on understanding techniques to increase collaboration within organizations and between the various stakeholders in sport organizations such as athletes, coaches, parents, alumni, fans, officials, conference administration, and faculty.

BUS 665 Leadership Foundations Studies and Theory/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 669 Global and Culturally Relevant Sport Leadership/3

This course investigates and analyzes various international sport models and the impact a culturally diverse population has on leadership in sport. Both international sport organizations and diversity within domestic sport teams will be emphasized. This course includes a practicum (approximately 7-10 days) to prepare students for a globally relevant career.

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.

EDU 500 Orientation to M.Ed. in Neuroscience and Trauma/0

This orientation will give students the opportunity to visit Tabor College in person in order to meet their faculty, interact with their

cohort, and learn how to use available resources. Students will become familiar with the library, Canvas, and all student support services.

EDU 520 Fundamentals of Neuroscience/3

This course introduces the nervous system with emphasis on the structure and function of the human brain. This physiology and anatomy course provides foundational knowledge for students with little or no background in neuroscience. Topics to be covered include an exploration of the senses, the function of nerve cells, cellular communication, neuroplasticity, and anatomy of the human brain. Personal faith and spirituality are discussed and examined through the lens of neuroscience and will continue as a theme of study throughout the program.

EDU 525 Cognitive Neuroscience/3

This course explores the cognitive and neural processes that support attention, memory, and learning. Applying basic knowledge of neuroanatomy and current research, students will explore theories about how humans learn and work most effectively. Students will be exposed to functional imaging techniques and behavioral measures of cognition. Students will investigate how neuroscience informs educational practices as well as educational “neuromyths.” Through course readings and discussions, students will examine experience-based brain plasticity across a variety of contexts: (sensory integration, sleep, physical activity, stress, bilingualism, socioeconomic status, gender, music exposure, etc.).

EDU 530 Advanced Cognitive Psychology/3

This course provides a psychological perspective and overview of the study of mental processes, including attention, perception, memory, decision-making, and judgment. Current models and theories of cognition will be evaluated against current research. Other factors, such as emotions and environmental influences, will also be considered. Emphasis will be placed on the effects of these processes on the educational setting, as well as the integration of faith in learning.

EDU 535 Current Trends (Neuroscience, Psychology, Trauma)/3

This course will use a wide variety of media as well as online visits by speakers to present the current, cutting-edge work of neuroscience research from around the world. Assignments are designed to support students' reflections on the relationships between current research on learning/education and their foundational knowledge of neuroscience. This course will cover the neural bases of selected cognitive and academic systems (including literacy, math, self-regulation, etc.). This course will also help students narrow their research topics of interest.

EDU 580 Educational Research Methods/3

This course introduces students to various methods of evaluating and conducting research within their professions and areas of interest. An overview of the foundations and techniques for conducting action research and practitioner inquiry will be

provided with particular attention given to qualitative research methods. Students will learn how to write a literature review, collect and analyze data, and propose an action plan with the intention of inducing positive change within their professions. Students will be exposed to a wide range of procedures that may be applied to different types of research studies. Corequisite: EDU 590.

EDU 590 Capstone/Thesis I/2

Applying skills learned in EDU 580, this course will provide guidance in the development and writing of the theses/research project. Students will be guided through the process of their research proposals. Through critical evaluation of research conducted by others, students will become familiar with how to plan and develop real-world action plans within their disciplines. OPTION 1: The thesis will be written as a journal-style article in APA format either as a report conducted during training or as a review article that consists of integrated analysis of an area of focus. OPTION 2: If appropriate, students may obtain departmental approval to develop an alternative capstone experience that might be more personal and/or pertinent to their disciplines/professions. All capstone experiences will require a written product that adheres to APA standards. Corequisite: EDU 580.

EDU 610 Learning and Behavior Analysis/3

This course will examine the relationship between neuroscience and current innovative educational practice with regard to behavior. This course is intended to expose graduate students to the latest research in applied behavior analysis focusing on social-emotional learning and assessments of social-emotional skills. Students will examine interventions through the lens of Conscious Discipline. Students will develop a working literature review to be applied to the capstone experience/thesis.

EDU 671 Mind, Body, and Brain Seminar/1

This seminar will meet weekly via Zoom to discuss the students' personal development activities. Students will make connections between program/course content and their own personal growth. This seminar is framed by Bessel van der Kolk's idea of "Communal Rhythms," Stephen Porges's Polyvagal theory, which considers social connectedness a biological imperative, and holy Scripture: Romans 12:3-13 and 4-5, Hebrews 10:24-25, Galatians 6:2, Ecclesiastes 4:9-12, and Philippians 2:4-7.

EDU 673 Stress, Trauma, and Resiliency/2

This course will survey current research and allow students to examine what happens to brains and cognition following experiences of adversity. Students will consider common forms of adversity such as poverty, as well as more extreme forms of adversity such as abuse and institutionalization. The course will consider adversity across the lifespan and will also focus on plasticity and resilience. Application junctures will be presented on the ability to evaluate, critique, and interpret scientific evidence as it relates to the neuroscience of adversity.

EDU 675 Trauma-Informed Learning Communities/3

This course helps students develop an understanding for how traumatic experiences impact students in the learning environment (cognitively, emotionally, behaviorally, socially, spiritually, and physically) by engaging in a trauma-informed teaching perspective. Learners will develop awareness, strategies, and approaches to mitigate the negative impact trauma has had while learning how to improve students' educational outcomes (behaviors, social context, and classroom environment). Students will learn to develop a trauma-informed learning environment by recognizing, developing, and incorporating effective self-care for students and educators.

EDU 676 Trauma-Informed Learning Communities/3

This course helps students develop an understanding for how traumatic experiences impact students in the learning environment (cognitively, emotionally, behaviorally, socially, spiritually, and physically) by engaging in a trauma-informed teaching perspective. Learners will develop awareness, strategies, and approaches to mitigate the negative impact trauma has had while learning how to improve students' educational outcomes (behaviors, social context, and classroom environment). Students will learn to develop a trauma-informed learning environment by recognizing, developing, and incorporating effective self-care for students and educators. M.Ed. Certificate course.

EDU 680 Behavior Interventions/3

This course is a research-based overview of common child and adolescent psychopathologies, such as autism spectrum disorders, ADHD, anxiety and depression, dyslexia, and eating disorders. Attention is given to the impact of these conditions on school attendance, performance, and engagement. Major learning components include the understanding of epidemiology, accompanying characteristics, relevant diagnostic criteria for the various disorders, and how to respond to behaviors. Interventions and responses will be addressed through the lens of CASEL selected behavior intervention programs. This course will provide guidance and feedback for the culminating product of each student's research project or thesis.

EDU 690 Capstone/Thesis II/1

This culminating capstone experience allows students the opportunity to work with a faculty member and their peer group in order to pull all their research/case study materials together and produce a quality final product. Prerequisites: EDU 580 and 590.

TABOR ONLINE ADMINISTRATIVE PERSONNEL

Scott Franz, M.S.A.

Registrar

scottf@tabor.edu

Ruth Funk, B.A.

Business Office Accounts Receivable Clerk

ruthf@tabor.edu

Frank Johnson, Ph.D.

Executive Vice President of Academics and Compliance

frankj@tabor.edu

Kaitlyn Rempel, B.A.

Assistant Registrar

kaitlynjrempel@tabor.edu

Lynette Bartsch, M.Ed.

Online Academic Services Coordinator

lynettebartsch@tabor.edu

Chris Pruitt, M.A.

Interim Director of Online Enrollment

christopherpruitt@tabor.edu

Melinda Rangel, Ed.D.

Associate Professor of Business Administration/MBA Program Director

- Leadership Emphasis

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Amy Ratzlaff, M.S.

Associate Professor of Health and Human Performance/MBA Program

Director - Sports Management and Leadership Emphasis

amyr@tabor.edu

David Stevens, Ed.D.

Associate Professor of Education/M.Ed. in Neuroscience and Trauma

Program Director

davidstevens@tabor.edu

COLLEGE PERSONNEL & LEADERSHIP

OFFICERS OF THE ADMINISTRATION

President

David Janzen, Ph.D.

Executive Vice President of Academics and Compliance

Frank E. Johnson, Ph.D.

Vice President for Business and Finance

Cathy Castle, M.S.

Vice President of Philanthropy

Ron Braun, B.A.

ADMINISTRATIVE PERSONNEL

LYNETTE BARTSCH, M.Ed., Teacher Education Program

Manager/Online Academic Services Coordinator; B.Ed., University of British Columbia, 1983; M.Ed. Educational Administration, Grand Canyon University, 2006; Community Minister, World Impact, 1983-85; Elementary Teacher, World Impact, 1985-2000; Assistant Principal, World Impact, 2000-02; Elementary and Middle School Principal, World Impact, 2002-05; Human Resources Manager, World Impact, 2005-09; Member Care Administrator, World Impact, 2009-16; Online Academic Advisor/Assistant Registrar, Tabor College Wichita, 2017-18; Data and Assessment Coordinator, Tabor College, 2018-20; Online Academic Services Coordinator, Ibid., 2020-22; Present position 2022-

MIKE BARTER, D.Min. Cand., Assistant Director of Student Success;

A.A., Hutchinson Community College, 1997; B.A., Western Illinois University (National Fire Academy), 2003; M.Div., Midwestern Baptist Theological Seminary, 2015; D.Min. student, Liberty University; Firefighter/EMT, Central County Fire and Rescue, 1998-11; Part-time Youth and Children Minister, Second Baptist Church, 2008-09; Senior Pastor, First Baptist Church, 2011-15; Event Coordinator, Meridian Center, 2015-16; Public Safety Trainer—Fire Science, Hutchinson Community College, 2016-18; Lead Pastor, Grace Community Fellowship Church, 2018-23; Present Position, 2023-

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, Tabor College, 2012-2018; Present position, 2018-

JANE BREWER, B.A., Director of Undergraduate Admissions; B.A.,

Wichita State University; Admissions Recruiter, Pratt Community College, 1995-07; Marketing Director, University of Arkansas Community College

at Batesville, 2007-16; Special Education Professional, Batesville School District, 2016-19; Head Start Preschool Family Advocate, USD 410, 2019-2023; Present position, 2023-

JEFF BREWER, M.S. Ed., Head Softball Coach; B.A., Arkansas College (Lyon College); M.S. Ed., Northwest Missouri State University; Assistant Baseball Coach, Arkansas College, 1992-93; Assistant Baseball Coach, Recruiting Coordinator, Classroom Instructor, Northwest Missouri State University, 1993-95; Assistant Baseball Coach, Lyon College, 1995; Assistant Baseball Coach, Assistant Football Coach, Carleton College, 1996; Assistant Baseball Coach, Classroom Instructor, Intramural Director, Pratt Community College, 1996-98; Head Baseball Coach, Classroom Instructor, Ibid., 1998-07; Assistant Softball Coach, Lyon College, 2015-18; Owner, Diamond B Management, 2008-18; Present position, 2019-

GRANT BRUBACHER, M.B.A., Head Men's and Women's Soccer Coach, Recruiter; B.A., Tabor College, 2006; M.B.A., Tabor College, 2019; Staff Accountant, Adams, Brown, Beran & Ball, 2006; Director of Student Financial Assistance, Tabor College 2007; Present position, 2008-

VICKIE BRUBACHER, B.S., Campus Visit Coordinator; B.A., Tabor College; First Grade Teacher, Rea Woodman Elementary School, 2007-12; First Grade Teacher, Canton-Galva Elementary School, 2012-16; Education Department Administrative Assistant, Tabor College, 2016-18; ESL Teacher/Independent Contractor, VIPKID, 2019-present; Present position, 2022-

CATHY CASTLE, M.S., Vice President for Business and Finance, B.B.A., East Tennessee State University, 1978; Young Executive Institute, University of North Carolina, 1992; M.S., Pepperdine University, 2008; Accountant, Spring Telecommunications, 1983-84; Senior Accountant, Ibid., 1985-86; Accounting Methods and Procedures Manager, Ibid., 1986-88; Business Office Operations Manager, Ibid., 1988-89; General Accounting Manager, Ibid., 1989-91; Cost Accounting Manager, Ibid., 1991-94; Revenue Accounting Manager, 1994-96; Treasurer, Sprint Publishing and Advertising, 1996-00; Director of Student Services, Kansas City Christian School, 2002-07; Director of Operations, Trinity Academy, 2008-21; Director of Financial Aid, Tabor College, 2021-22; Present position, 2022-

ANDREW (Andy) DAVIS, M.A., Assistant Baseball Coach/CRC Director/Recruiter; B.A. Pittsburg State University, 2006; M.A. Pittsburg State University, 2007; Assistant Baseball Coach, Peru State College, 2007-2012; Present position, 2013-

ALEYA EDIGER, B.A., Residential Educator; B.A., Tabor College, 2019; Children's Ministry Intern, Hillsboro Mennonite Brethren Church, 2016-18; Childcare Provider, Kids Connection, 2018; Aquatics Director, Marion-Florence USD 408, 2019-21; Administrative Assistant, Mennonite Brethren Foundation, 2022-23; Present position, 2023-

DAVID EDIGER, M.S., Athletic Director, B.A., Tabor College, 1995; M.S., Emporia State University, 2009; Assistant Men's Varsity Basketball Coach/Head Junior Varsity Coach, Tabor College, 1992-98; Recreation

Director, Hillsboro Recreation Commission, 1994-95; Sports Information Director, Tabor College, 1994-98; Intramural Director/Physical Education Instructor/Head Men's and Women's Tennis Coach, *Ibid.* 1995-98; Campus Recreation Center Manager/Director, *Ibid.*, 1997-98; Physical Education/Health and Media Teacher/Head Boys Basketball Coach/Head Golf Coach, USD 220, 1998-00; Athletic Director, USD 226, 2001-03; Physical Education & Health/Media Teacher/Head Boys' Basketball Coach/Head Golf Coach, *Ibid.*, 2000-03; Head Girls' Basketball Coach, USD 102, 2005-18; Interim League Commissioner, Hi-Plains League, 2006; Athletic/Activities Director, USD 102, 2003-18; Dean of Students/Assistant Principal, *Ibid.*, 2009-18; Associate Director of Athletic Communications, 2018-2022; Present position, 2022-

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, Lindenwood University, 2000; Defensive Coordinator, Tabor College, 2001-03; Head Football Coach, Tabor College, 2004-05; Head Football Coach, Malone University, 2006-09; Present position, 2010-

ADAM GIGER, B.A., Assistant Men's Basketball Coach; B.A., Warner University; Assistant Men's Basketball Coach, Santa Fe College, 2018-20; Assistant Men's Basketball Coach/Resident Director, Warner University, 2020-22; Present position, 2022-

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, Tabor College, 2008-2014; Present position, 2014-

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-

BRANDON GRANGER, A.G.S., Executive Administrative Assistant to the Executive Vice President of Academics and Compliance; A.G.S, Seward County Community College, 2012; Hays Aircraft LLC, 2013-15; Long-Term Substitute Teacher, USD 480, 2015-17; City Carrier, USPS, 2017-23, Present position, 2023-

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-

MIKE JAMIESON, M.A., Head Men's and Women's Golf Coach; B.A., Tabor College, 2005; M.A., University of Phoenix, 2016; Assistant Golf Coach, Owens Community College, 2013-14; Head Women's Golf Coach, Buena Vista University, 2014-18; Present position, 2018-

DAVID S. JANZEN, Ph.D., President; B.A., Tabor College, 1990; M.S., University of Kansas, 1993; Ph.D., University of Kansas, 2006; Software Engineering Intern, Ruf Corporation, 1991-92; A.I. Analyst/Manager, Applied Development, Sprint Corporation, 1993-97; Associate Professor of Computer Science, Bethel College, 1997-06; Owner/Consultant/Trainer, Simex, 2001-21; Professor of Computer Science/Software Engineering Coordinator, California Polytechnic State University, 2006-21; Consultant, California State University San Marcos, 2018-19; Consultant, SBDC, 2017-2021; Co-founder, Steadfast Innovation, LLC, 2012-21; Adjunct Faculty, Westmont College, 2020; Present position, 2021-

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., Michigan State University, 1996; Assistant Professor of History, MidAmerica Nazarene University, 1996-01; Distributed Learning Coordinator, Associate Professor of History, MidAmerica Nazarene University, 2001-03; Associate Academic Dean for Graduate and Adult Studies, Professor of History, MidAmerica Nazarene University, 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 Engagement, Assistant Professor of Intercultural Studies; 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, Mennonite Brethren Missions Services International, 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, M.A., Digital Content Manager; B.A., Tabor College, 2013; M.A., Tabor College, 2021; 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-

WAYNE KLIWER, 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-

DANIEL KREBS, M.A., Director of Student Success; B.A., Tabor College, 1993; M.A., Gordon Conwell Theological Seminary, 2008; English Instructor/Athletic Director, Emmanuel Christian School, 1993-98; Missionary, Eastern Mennonite Missions, 1998, Coach, Tabor College, 1998-99; Missionary, Eastern Mennonite Missions, 2000-03; Associate Pastor, Chinese Church of Grace, 2003-06; English Instructor/Coach, Sunrise Christian Academy, 2006-13; English Instructor/Coach, Berean Academy, 2013-21; Tutoring Coordinator/Writing Paraprofessional, Hutchinson Community College, 2021; Present position, 2022-

DAVID W. KROEKER, M.B.A., Head Men's & Women's 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 XC Coach, 2020; Present position, 2000-

RYAN LEE, M.A., Campus Pastor; 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-

WENDELL LOEWEN, D.Min., Professor of Youth, Church and Culture, Director of Faith Front, Special Assistant to the President; 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; Professor of Youth, Church and Culture, Director of FaithFront, Associate Dean of the School of Liberal Arts, 2021-22; Present position, 2022-

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-

DIANE K. OBORNY, 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-

CASEY S. QUIGGLE, M.A., Head Volleyball Coach; B.A., Central College, 1999; MBA, University of Phoenix, 2006; M.A., Concordia University, 2017; Jr. High Girls Assistant Basketball Coach, High School Boys Interim Volleyball Coach, Valley Christian Schools; 2004-05; Boys/Girls JV Volleyball Head Coach, CVCS, 2005-07; Assistant Tennis Coach, Ibid., 2006-07; 14s Assistant Coach, Laguna Beach Volleyball Club, 2006-07; 15s Co-Head Coach, Ibid., 2007-08; 12s and 14s Head Coach, TCA Volleyball Club, 2010-11; Head Frosh A/Varsity Volunteer Assistant Volleyball Coach, Aliso Niguel High School, 2010-11; Assistant Varsity Girls/Head JV Girls Volleyball Coach, Ibid., 2010-17; 15s Head Coach, Ibid., 2011-12; Assistant Coach/Admin Staff and Recruiting Database Coordinator, Ibid., 2012-13; Administrative Recruiting Coordinator, Optimal Recruiting, 2012-13; Head Frosh A/Assistant Varsity Volleyball Coach, Aliso Niguel High School, 2012-13; Videographer/Part-Time Editor, My Recruiting Solutions, 2012-15; Head Varsity and JV Boys Volleyball Coach, Aliso Niguel High School, 2014-17; Assistant Women's Volleyball Coach, University of Jamestown, 2017; Head Women's Volleyball Coach/Housing Coordinator/Adjunct Instructor, Southwestern Community College, 2018-19; Head Women's Volleyball Coach, Sheridan College, 2019-20, Present position, 2022-

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, Sterling College, 2006-11; Sports Information Director, Sterling College, 1997-04; Assistant Athletic Director, Sterling College, 2001-04 & 2007-11; Assistant Women's Basketball Coach, Sterling College, 1997-2006; Servant Leadership Coordinator, Sterling College, 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-

KEVIN ROEHRICH, B.A., Offensive Coordinator, Recruiter; B.A., Doane University; Defensive Football Intern, *ibid.*, 2013-15; Recruiting Coordinator/Run Game Coordinator, Waldorf University, 2017-21; Associate Offensive Coordinator, Doane University, 2021-22; Present position, 2022-

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, Tabor College, 2008-2009; Assistant Director of Residence Life, Resident Director, Student Activities Board Advisor, Tabor College, 2009-2016; Director of Residence Life, Residential Educator, Tabor College, 2016-2017; Director of Residence Life, Residential Educator, Interim Vice President of Student Life, Tabor College, 2017-18; Present position, 2018-

AARON SMITH, M.B.A., Director of Assessment, Assistant Professor of Business Administration; B.A., Ashford University, 2010; M.B.A., Ashford University, 2012; Chaplain's Assistant, U.S. Army, 2006-08; Middle and High School Teacher, Holy Trinity Episcopal School, 2014; Middle and High School Teacher, Adventure Christian Academy, 2014-15; Middle School Teacher, Sunridge Middle School, 2015-17; Middle and High School Teacher, Real Life Christian Academy, 2018-19; Adjunct Faculty, Luna Community College, 2018-2021; Career and Technical Education Transition Coach and Interim Career Coordinator for Department 2, Hutchinson Community College, 2019-20; Distance Education Consultant, Medical Prep Institute of Tampa Bay, 2020; Faculty Senator, Luna Community College, 2020-21; Present position, 2021-

MARK STANDIFORD, B.A., Head Baseball Coach, Recruiter; B.A., Wichita State University; Slugger's Baseball Academy, Wichita, Kansas, 1993-08; Present position, 2008-

ADAM SUDERMAN, B.A., Communications Specialist; B.A., Kansas State University; 2014; Assistant Reporter, Associated Press, 2013-15; Director of Entertainment, Flint Hills Praisefest, 2014-19; Sports Web Producer, CatchItKansas/KWCH 12 Eyewitness News, 2014-16; Sports Editor/Digital Web Manager, Derby Informer, 2016-21, Present position, 2021-

IAN THOMSON, M.S., Head Women's Soccer Coach; B.A., Tabor College; M.S., Ohio University; Head Women's Soccer Coach, Independence Community College, 2010-13; Present position, 2014-

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, Tabor College, 2013-18; Present position, 2018-

MATTHEW WARREN, M.S., Head Men's Basketball Coach; A.A., Indian River State College, 2012; B.S., University of North Florida, 2014; M.S., Warner University, 2018; Assistant Coach, PrimeTime Basketball, 2009-12; Assistant Coach, Indian River State College, 2011-12; Head Manager/Student Coach, University of North Florida, 2012-14; Assistant Coach, 2014-15, Indian River State College, 2014-15; Head Coach/Director of Basketball Operations, Combine Academy, 2015-16; General Manager/Head Coach, Ibid., 2016-17; Management/Board of Directors, Ibid., 2015-17; Associate Head Coach, Warner University, 2017-2022; Athletic Business Manager, The Sun Conference, 2017-2022j; Present position, 2022-

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-

FACULTY

LILLIAN L. ARTHUR, M.S.A., Assistant Professor of Accounting; B.A., Tabor College, 1996; M.S.A., Tabor College, 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-

RYAN D. CALVERT, Ph.D., Assistant Professor of Biology; A.A.S., Walla Walla Community College, 2012; B.A., Whitman College, 2014; Ph.D., Purdue University, 2019; Undergraduate Teaching Assistant, Whitman College, 2012-14; Teaching Assistant, Purdue University, 2016-19; Post-Doctoral Researcher/Instructor, Purdue University, 2019-20; Senior Lab Technician, Notre Dame University, 2020-21; Limited Term Lecturer, Purdue University, 2021; Present position, 2021-

SHIN-HEE CHIN, M.F.A., Professor of Art; B.F.A., Hong-Ik University, 1982; M.F.A., Hong-Ik University, 1985; M.A., California State University at

Long Beach, 1998; Teaching Assistant, Hong-Ik University, 1985-86; Designer, Tele Ad, 1988-89; Adjunct Instructor, Tabor College, 2004-05; Instructor, Hesston College, 2005; Assistant Professor, Tabor College, 2005-11; Associate Professor of Art, 2011-17; Present position, 2017-

RYAN CORWIN, Ph.D. Cand., Assistant Professor of Communication; B.A., Sterling College, 2012; M.A., Regent University, 2016; Rule 10 Assistant Debate Coach, Sterling High School, 2009-12; Marketing and Communications Director, Boys & Girls Club of Hutchinson, 2013-16; Communications Adjunct, Sterling College, 2015-16; Communications Adjuncts, Hutchinson Community College, 2016-18; Assistant Professor in Communication and Digital Media, *Ibid.*, 2016-2019; Assistant Debate and Forensics Coach, Sterling College, 2018-19; Assistant Professor of Applied Media, East Texas Baptist University, 2019-20; Videographer and Digital Media Creator, WSU Foundation, 2021-22; Co-owner, Observant Media, 2021-present; Marketing Director, PrairieStar Health Center, 2022-23; Present position, 2023-

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, Tabor College, 2002-11; Associate Professor of English, Tabor College, 2011-2017; Present position 2017-

Jeremy Ensey, M.B.A., Assistant Professor of Business; B.S.N., Wichita State University, 1995; M.B.A., Friends University, 2010; Registered Nurse, Medical ICU, Via Christi, Saint Francis Campus, 1995-2002; Relief Charge Nurse, Medical ICU, Via Christi, Saint Francis Campus, 1998-2002; Registered Nurse, ICU, Galichia Heart Hospital, 2002-2005; House Supervisor, Galichia Heart Hospital, 2003-2005; Interventional Unit Coordinator, Galichia Heart Hospital, 2005-2007; Emergency Department Manager, Galichia Heart Hospital, 2007-2010; Director of Emergency Services & Interventional Unit, Galichia Heart Hospital, 2010-2012; Adjunct Clinical Instructor, Pratt Community College, 2010-2012; Chief Nursing Officer, St. Luke Hospital and Living Center, 2012-2014; Chief Executive Officer, St. Luke Hospital and Living Center, 2014-2023; Co-Owner, Historic Elgin Hotel, 2016-Present; Present Position, 2023-

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, University of Massachusetts, 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, Tabor College, 1986-95; Associate Professor of

Philosophy/Religious Studies, Chair of the Division of Humanities, Tabor College, 1986-98; Sabbatical, Calvin College, 1991; Associate Professor of Philosophy/Religious Studies, Tabor College, 1998-02; Professor of Philosophy/Religious Studies, Tabor College, 2002-; Carson Center Director, 2009-2015, Present Position, 2009-

KATHRYN GLANZER, M.A., Assistant Professor of Composition; B.A., Tabor College, 2002; M.A., Emporia State University, 2013; Administrative Assistant, Ebenfeld Mennonite Brethren Church, 2008-11; Graduate Teaching Assistant, Emporia State University, 2011-13; English Instructor, Hesston College, 2013-14; Adjunct Instructor, Tabor College, 2015; Youth Minister, Ebenfeld Mennonite Brethren Church, 2015-16; Adjunct Instructor, Bethel College, 2018; Adjunct Instructor, Tabor College, 2019; Present position, 2021-

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-

SERENA L. HANSON, L.M.S.W., Assistant Professor of Social Work; B.S., Barclay College, 2004; M.S.W., Newman University, 2010; Street Outreach Peer Counselor, Wichita Children's Home, 1997-98; Youth Care Worker, Youthville, Inc., 1998-99; Permanency Support Worker, Lutheran Social Services, 1999-00; Advocate Coordinator, CASA of Sedgwick County, 2000-02; Independent Contractor, Youthville, Inc. and Kansas Children's Service League, 2005-10; Program Director, CASA of Sedgwick County, 2010-11; Consultant, *Ibid.*, 2011; Adjunct Faculty, University of Oklahoma, 2011-17; Program Training Director, Oklahoma CASA Association, 2012-13; PPS Supervisor Adoption and Independent Living, Kansas Department for Children and Families, 2015-22; Present position, 2022-

KRISTEN HAYS, Ed.D. Cand., 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, Community Elementary School, 2007-08; Title One/Instructional Coach, Abilene Elementary School, 2008-09; First Grade Teacher, Abilene Elementary School, 2009-10; Library Media Specialist, USD 262, 2010-2020; National Consultant, Catapult Learning, 2012-2020; Present position, 2020-

STACI JANZEN, Ph.D. Cand., Assistant Professor of Business Administration, Chair of the Business Administration Department; B.A., Kansas State University, 2007; M.S., Kansas State University, 2009; Media Research, Sullivan, Higdon & Sink, 2007; Graduate Assistant for School of Journalism and Mass Communications, Sullivan, Higdon & Sink, 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, Director of the Music Preparatory School; B.Mus., Houghton College, 1990; Goethe Institute, Rothenburg, o.d.T., W. Germany, 1988; Guildhall School of Music and Drama, London, England, 1988; M.Mus., University of Colorado, 1992; D.M.A., University of Kansas, 2000; Adjunct Professor of Piano, Ottawa University, 1999-00; Assistant Professor of Piano and Piano Pedagogy, Tabor College, 2000-06; Director of Music Preparatory School, Tabor College, 2002-2015; Associate Professor of Piano and Piano Pedagogy, Tabor College, 2006-12; Professor of Music, Director of Keyboard Studies, Tabor College, 2012-2018; Professor of Music, Director of Piano Pedagogy, Tabor College, 2018-19; Associate Performing Arts Director, Professor of Music, 2019-20; Present position, 2020-

RYAN LOEWEN, Ph.D. Cand., Assistant Professor of Theology; B.A., Tabor College, 2014; M.Div., Denver Seminary, 2018; Th.M., Denver Seminary, 2020; Ph.D. Student, University of Aberdeen; Interim Associate Pastor, Ebenfeld Mennonite Brethren Church, 2014-15; Director of Ministries, Lighthouse Church, 2017-18; Executive Pastor, Lighthouse Church, 2018-19; Visiting Assistant Professor of Theology, Tabor College, 2020-21; Present position, 2021-

JAMES (JIM) MOORE, Ed.D., ATC, C.S.C.S., Professor of Health and Human Performance, 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; Ed.D., United States Sports Academy, 2021; 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, Tabor College, 2015-16; Associate Professor of Health and Physical Education, Athletic Training Education Program Director, Assistant Athletic Trainer, Tabor College, 2016-2019; Associate Professor of Health and Human Performance, Athletics Health Care, Chair of the Health and Human Performance Department, 2019-2022; Present position, 2022-

LISA MOORE, Ed.D. Cand., 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, Newton High School, 2006-09; Principal, Newton Alternative High School, 2009-11; Assistant Principal, Newton High School, 2011-16; Principal, Newton High School, 2016-2020; Present position, 2020-

ERIK NOREN, Ph.D., Visiting Assistant Professor of History; B.A., Cornerstone University, 2013; M.A., Central Michigan University, 2014; Ph.D., Wayne State University, 2023; Graduate Teaching Assistant, Central Michigan University, 2013-2014; Master's Fellow, Central Michigan University, 2014; Adjunct instructor, Cornerstone University, 2015; SAT Essay Grader, Educational Testing Service, 2016-2017; Instructor/Graduate Teaching Assistant, Wayne State University, 2017-

2020; Humanities Clinic Researcher, Wayne State University, 2019; Adjunct instructor, St. Clair County Community College, 2021-2023; Adjunct instructor, Bethel University, 2022-2023; Humanities Center Doctoral Dissertation Fellow, Wayne State University, 2022-2023; Present position, 2023-

JIM PAULUS, Ph.D. Cand., 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, Tabor College, 1998-00; Resident Director, California Baptist University, Riverside, CA, 2000-03; Counselor, California Baptist University, 2004-11; Director of International Students, California Baptist University, 2004-07; Director of Disability Services, California Baptist University, 2004-2011; Vice President of Student Life, Tabor College, 2011-2017; Present position 2017-

MELINDA RANGEL, Ed.D., Associate Professor of Business Administration; B.A., Emporia State University, 1992; M.Ed. (Business Education), Emporia State University, 1995; M.Ed. (School Leadership), Baker University, 2014; Ed.D., Wichita State University, 2021; 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-

AMY RATZLAFF, Ph.D., Associate Professor of Health and Human Performance, Associate Athletic Director; B.A., Bethel College, 1995; M.S., Emporia State University, 2017; Ph.D., Grand Canyon University, 2023; Teacher, Marion Elementary School, 1995-00; Head Volleyball Coach, Tabor College, 1999-07; Head Volleyball Coach and Instructor of Physical Education, Tabor College, 2008-11; Head Women's Volleyball Coach, Associate Athletic Director, Tabor College, 2011-2018; Assistant Professor of Health and Human Performance, Associate Athletic Director, Tabor College, 2018-2021; Present position, 2021-

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, Bathgate Elementary School, 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., Northwestern University, 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., University of Kansas, 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., Associate Professor of Chemistry; B.Sc. (Hons), University of Buea, 2002; M.Sc. in Chemistry, University of Buea, 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, 2014; Concordia University of Edmonton, AB, Canada, 2014-18; Visiting Professor of Chemistry at HuBei Polytechnic University (HBPV), China, 2019; Red Deer College, AB, Canada, 2019-20, Jilin Institute of Chemical Technology (JICT), China, 2020; Assistant Professor of Chemistry, Tabor College, 2020-23; Present position, 2023-

THOMAS WIESE, Ph.D., Professor of Biology; B.S., University of Wisconsin-River Falls, 1986; Ph.D., University of North Dakota, 1990; MBA, Ottawa University, 2018; Assistant Professor, Fort Hays State University, 1996-02; Associate Professor, *Ibid.*, 2002-07; Professor of

Chemistry, *Ibid.*, 2007-15; Associate Professor of Biochemistry, Ottawa University, 2015-22; Present position, 2022-

CHRISTOPHER E. WILLIAMS, M.A. Cand., 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, Wichita Police Department, 2017-2020; Homeless Outreach Officer, Wichita Police Department, 2018-2020; Present position, 2020-

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-

EMERITI ADMINISTRATORS

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

Jules Glanzer, D.Min., Tabor College President

Larry Nikkel, M.Ph., Tabor College President

EMERITI ADMINISTRATOR (In memoriam)

Deanne Duerksen, M.S., Tabor College Registrar

EMERITI PROFESSORS

Frank Brenneman, Ph.D.

Mathematics

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

Mathematics/Computer Science

Judy Harder, M.A.C.

Communication and Drama

Karol Hunt, Ph.D.

Physical Education

Donald Isaac, Ph.D.

Business

Richard Kyle, Ph.D.

History and Religion

Douglas Miller, Ph.D.

Biblical & Religious Studies

Deborah Penner, Ph.D.

English

Aleen Ratzlaff, Ph.D.

Communication

Delmer Reimer, Ed.D.

Physical Education

Marvin Sellberg, M.B.A.

Business

Max Terman, Ph.D.

Biology

EMERITI PROFESSORS (In memoriam)

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

Gary Myers, M.S.

Physical Education

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

2022-23 Clarence R. Hiebert Excellence in Teaching Award Winner

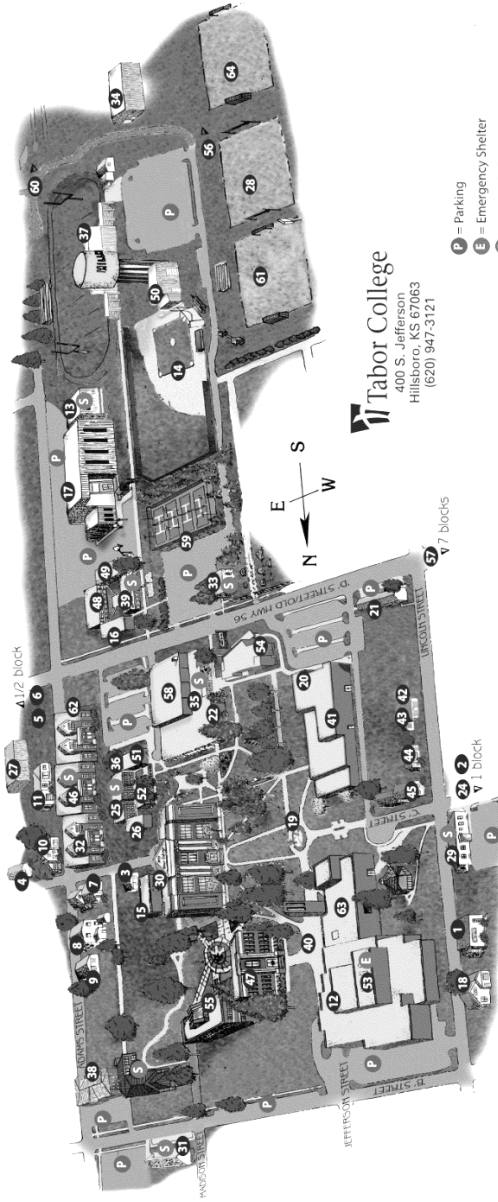
The Clarence R. Hiebert Excellence in Teaching Award is given annually to recognize one faculty member who exemplifies the following qualities:

- A strong Christian Commitment
- Record of excellence in teaching
- Evidence of integrating faith and learning
- Commitment to Tabor College as an institution



The 2022-23 honoree and twenty-fourth Tabor faculty member to receive this award was Dr. Sarah Tham, Assistant Professor of Education.

CAMPUS MAP



CAMPUS MAP LEGEND

1. 307 S. Lincoln
2. 316 S. Washington
3. 506 East C Street
4. 607 East C Street
5. 608D Hall (608 East D Street)
6. 610D Hall (610 East D Street)
7. Adams II Hall (315 South Adams)
8. Adams III (311 South Adams)
9. Adams IV (309 South Adams)
10. Adams VI (402 South Adams)
11. Adams VII (408 South Adams)
12. Adrienne's Coffee Shop
13. Athletic Center & Locker Room*
14. Bluejay Baseball Field
15. Business Studies (BUSN)
16. California Hall
17. Campus Recreation Center (CRC)
18. Carson Hall (305 South Lincoln)
19. Centennial Plaza
20. Center for Mennonite Brethren Studies (CMBS)
21. Central Kansas Entrepreneurial Center (CKEC)
22. Courtside Grill
23. Dakota Hall*
24. Duplex (206 East C Street)
25. East Hall*
26. Ediger Hall
27. Facility Operations
28. Football Practice Field
29. Graduate Studies Office*
30. H.W. Lohrenz Building (LOHR)
31. Harms Hall*
32. Hiebert Hall
Townhouse Units A, B, C, & D
33. Historic Church*
34. Indoor Tennis Facility
35. Java Jays
36. Jaywash
37. Joel H. Wiens Stadium Complex Reimer Field—
Football & Soccer; Track &
Field Events Facility
38. Jost Hall
39. Kansas Hall*
40. Kliewer Memorial Plaza
41. Library (LIBR)
42. Lincoln III
43. Lincoln IV
44. Lincoln V (406 South Lincoln)
45. Lincoln VI (303 East C Street)
46. Loewen Hall
Townhouse Units E, F*, G & H
47. Mary J. Regier Building (MJRB)
48. Nebraska Hall
49. Oklahoma Hall
50. Penner Clubhouse
51. Regier Hall
52. Schlichting Reception Center
53. Shari Flaming Center for the Arts (FCFA)
54. Shari Flaming Welcome Center (SFWC)**
55. Solomon L. Loewen Natural Science Center (SLL)
56. South Practice Soccer Field
57. Sports Complex - Soccer & Tennis
58. Student Center, Gymnasium & Cafeteria (STCR)*
59. Tennis Courts
60. Track and Field Events
61. Vernon R. Wiebe Soccer Practice Field
62. Wiebe Hall
Townhouse Units I, J, K & L
63. Wohlgenuth Music Education Center (WMEC)
64. Women's Practice Soccer Field

*Storm Shelter

**Emergency Shelter