

Academic Catalog
2026-2027

Final Edition



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!



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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 VPAA.

NOTIFICATION OF RIGHTS

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

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

the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

COMPLAINTS TO OFF-CAMPUS AUTHORITY

Student Complaint and Grievance Procedure

Students with complaints about a curricular program, co-curricular program or financial aid can seek resolution through the VPAA 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 and medical clinic, 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 48 buildings, located on an 86.5-acre tract in the southeast part of Hillsboro. Recent projects include Jost Hall and the Business & Entrepreneurship 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 Wohlgemuth Music Education Center, completed in 1990, houses the Music Department. It includes a rehearsal hall, practice rooms, classrooms, a piano laboratory, large reception area, and faculty offices/studios. The Solomon L. Loewen Natural Science Center, completed in 1998, is home to the departments of Biology, Chemistry, and Physics, and includes a lecture hall and classrooms, laboratories, 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.

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. 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, and a music listening station (headphones required). 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 833 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 1,003 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, Jost, and Dakota Halls as well as 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 and able to become involved in the type of community life offered at Tabor College as defined in the Community Life Covenant. 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, a test score of English Language competence, and a certified financial resource statement. Courses completed at an institution outside of the United States require evaluation by Incred. The cost of this evaluation will be incurred by the student. The student should request a basic evaluation for high school transcripts and a course-by-course evaluation for university work. Contact the Counselor for International Admission 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), CLT (Classic Learning Test), and SAT (Scholastic Aptitude Test) Testing:
   a. ACT, CLT, 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/CLT/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. 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.

b. Complete a Student Life Housing Form at www.tabor.edu/housingform to indicate housing plans and residence hall preferences.
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 31, the enrollment deposit will increase to $250. Admissions decisions after July 31 must be approved by the Dean of Enrollment Management & Enrollment Management Committee.
d. After submitting the enrollment deposit, students are encouraged to declare a major(s) if they have not done so already. Undecided students may choose to declare a General Studies major.
e. 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 CLT or 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 CLT or 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 admission to Tabor College through the EMC.
d. The standard deadline for admission consideration is on or before July 31 of the recruiting cycle in question.

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 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 31 of the recruiting cycle in question.
   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 VPAA.

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. Home-Schooled Students
   Home-schooled students will be treated the same as all entering freshmen for acceptance to Tabor.

6. International Student Applicants
   International students whose first language is not English must have a minimum English Proficiency Score. Below is the list of tests and scores that meet admissions requirements.

Test	Minimum Score
TOEFL (IBT)	70
IELTS	6.5
Duolingo	100
Pearson (PTE)	50

   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. In addition, all high school and university transcripts must be evaluated by InCred. High school transcripts require a basic evaluation, while university transcripts require a course-by-course evaluation. International students must also submit a confidential Declaration and Certification of Finances showing ability to pay for their education at Tabor College.

Lifestyle - Community Life Covenant Standards. Students desiring to attend Tabor College must be determined through the admission process to be willing and able to live and learn on a decidedly Christian college campus in accordance with the Tabor College Community Life Covenant. This determination will include, but is not limited to the following:

1. Application statements indicating a personal view of Christian faith and a personal relationship with God.
2. Written signature agreeing to live by Tabor's Community Life Covenant while attending the College.
3. Conversations with recruiters, faculty, and staff.

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 VPAA. The Registrar will, in consultation with the appropriate faculty, make a recommendation to the VPAA, 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)
   d. 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, 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)
- A Bible content course (3 hours)
- One additional Bible courses (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.studentaid.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 CoreCampus to all deposited students who are accepted for admission to Tabor College. The student is asked to accept or decline the federal financial aid offered to him or her by the financial settlement date prior to the enrolled semester. 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 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 for TCO 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 deficiencies. 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 the date provided on the SAP Appeal Form Letter. This process is separate from the academic SAP appeals process. 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 of Financial Aid 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 review by the Appeals Committee. 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 $500 to $4,500 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) or 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. Check with the Admissions Office or the Office of Financial Aid for additional scholarships which may not be included in this list. 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: $500 to $4,500/year and is based on transferable GPA of 2.50-2.99, 3.00-3.24, 3.25-3.49, 3.50-3.74, and 3.75-4.00 (not applicable to first-time freshmen). Subject to Institutional Aid Restrictions.

Achievement Grant. Students must have a GPA of 3.00-3.24 or an ACT composite of 22-23 (SAT 1100-1150). Scholarship value $6,000 ($1,500/year). Subject to Institutional Aid Restrictions.

Alumni Legacy Grant. Available to any eligible child or grandchild 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 $8,500 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 up to $25,000 ($6,250/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 3.25-3.49 or an ACT composite of 24-25 (SAT 1160-1220). Scholarship value $10,000 ($2,500/year). Subject to Institutional Aid Restrictions.

Departmental Scholarships. Scholarships up to $6,250 are awarded by appropriate departments in conjunction with the Financial Aid Office. 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 four scholarships are awarded each year. Contact the Admissions Office for application and deadline information. Active participation in the H.W. Lohrenz Honors Program is required (see the Undergraduate Academic Programs section for details). Award value is $15,000 per academic year for up to four years of undergraduate coursework. 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.

International Student Grant. International residents, including those from Canada, are eligible. Scholarship is valued at $1,000/year. 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.

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. Valued up to $1,200/year.

Premier. Students must have a GPA of 3.50-3.74 or an ACT composite of at least 26-27 (SAT 1230-1290). Scholarship value $14,000 ($3,500/year. Subject to Institutional Aid Restrictions.

Presidential. Students must have a GPA of 3.75-4.00 or an ACT composite of 28 or higher (SAT 1300 or higher). Scholarship value $18,000 ($4,500/year). Subject to Institutional Aid Restrictions.

Promise Grant. Students must have a GPA of 2.75-2.99 or an ACT composite of 20-21 (SAT 1030--1090). Scholarship value $2,000 ($500/year). Subject to Institutional Aid Restrictions.

INSTITUTIONAL AID RESTRICTIONS

Students may receive one academic scholarship and one athletic or performance scholarship. The Church Matching Grant, National Merit Scholar, 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, 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 up to $7,395 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. Subsidized Federal Student loans are based on need as determined by the FAFSA results. Unsubsidized Federal Student Loans accrue interest while the loans are deferred. 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 Student Loan.

Federal Supplemental Educational Opportunity Grant (F.S.E.O.G.). At Tabor, these grants range in amount from $100/year to $800/year 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 Success. 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 2026-27, Tabor College may award up to $5,800 based on eligibility. Students must be enrolled full-time and be pursuing their first undergraduate degree. Apply for the Kansas Comprehensive Grant by completing the FAFSA and indicating Tabor among your choice of colleges.

Kansas State Scholarship. This $1,000 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 and the Kansas Board of Regents. 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 $6,860 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. Veterans attending Tabor College's main campus are encouraged to contact the financial aid office in person or by phone with

questions they may have pertaining to the processing of their VA educational benefits. The SCO (School Certifying Official) is primarily responsible for the administration of veteran's benefits programs and the necessary enrollment certifications.

Veterans attending Professional Studies who wish to activate VA education benefits at Tabor College should notify financial aid and the business office they want to be using the GI Bill® payment option. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

Tabor College is fully compliant with the Veterans Benefits and Transition Act of 2018, in that it abides by Section 103; and does not impose any penalty will not be imposed to the student, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

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 FAFSA Submission Summary and by email from Tabor College. An Institutional Verification Worksheet will be sent to the student. The Verification Worksheet should be completed, signed, and returned to the Office of Financial Assistance along with the required Federal tax forms like an IRS tax return transcript(s), a signed 1040, and/or W-2s.

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.

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

These scholarships are awarded by the Office of Financial Assistance with consultation from various departments on campus. Restrictions and criteria are on file in the Office of Financial Assistance.

Students who are approved to live off campus will be charged the off campus all-inclusive price published annually in the financial information handbook. Students who live off campus will not be charged campus housing or meal plan but may choose to purchase a meal plan at their discretion. Scholarships offered from Tabor College will be applied to the off-campus price for full time students.

Federal and state grants and scholarships will be awarded first. Students who receive large institutional aid may have a reduction of aid to limit any

refunds to be capped at a maximum amount of $1,500 per semester. Only institutional aid and endowed scholarships are included in this reduction.

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, mission 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

Tabor College provides transportation to the Wichita Eisenhower Airport (ICT) during finals week in both the fall and spring semesters. This service is limited to the Wichita airport; Student Life does not provide transportation to other airports. Ride request forms will be emailed by Student Life at least three weeks prior to finals week, allowing students the opportunity to sign up for a scheduled ride. Any transportation needs outside of this service must be arranged through the student's athletic team or other campus involvement.

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.

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 a

date set by Student Life, 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, including internship application assistance
- 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.

International students are required to purchase a domestic insurance plan while enrolled as students at Tabor College. Currently, GeoBlue insurance is the required coverage for international students. Students can enroll in this plan during the registration process at the beginning of the fall semester.

See the supplementary financial information booklet (https://tabor.edu/undergraduate/financial-aid/) 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.

Intramural Activities. Students may participate in a variety of sports in the intramural program, such as: coed flag football, coed soccer, coed sand volleyball, coed basketball, plus numerous tournaments and other activities.

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 for planning social events for the year, including banquets and recreational activities. The Office of Student Life works directly with SAB, which consists of the following appointed positions: president, vice president, secretary, treasurer, graphic designer, 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. Major advising begins during the admissions process and students are encouraged to declare a major(s) by the time that they submit their deposit. Fully accepted students are assigned a Freshman Advisor who helps them with the transition to college including registration for first-semester courses. Freshmen and transfer students who do not declare a major in the enrollment process will be considered General Studies majors at matriculation. Incoming students will be assigned a permanent academic advisor during their first semester.

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.

Credit Overage Policy. A normal load of credits at Tabor College is considered 10-18 credits per semester. Students who are on probation are capped at 15 credits per semester. Students who wish to complete more credits than allowed petition the Office of Academic Affairs by working with their academic advisor and the Registrar.

All-Inclusive Pricing. Tabor College uses an all-inclusive pricing model to clearly communicate the cost of attendance. The all-inclusive price includes a normal load of 10-18 credit hours of tuition per semester (GPA restrictions apply), basic housing costs, unlimited access meal plan, course fees, program fees, individual lessons for music majors, parking, laundry, and the costs for technology, student life, and student senate. It does not include individual lessons for non-music majors.

Part-time students taking 1-9 credits are charged per credit along with additional fees. Students taking 19 or more credits pay additional fees for exceeding the normal credit load. Students completing a 19th credit due to a required lab science course, honors course, or music credit associated with the Imagination core curriculum requirements may petition to have the 19th credit tuition charge waived.

For additional details, please see the Financial Information Booklet published on the Tabor website.

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 a WP or 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 VPAA. 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 VPAA 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 the VPAA. The VPAA 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 VPAA and/or Dean of Student Life if needed. The VPAA 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 VPAA 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.

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 Academic Affairs Committee (AAC).

Accelerated/Dual Degree Graduate Programs. Accelerated/dual degree graduate programs create a pathway for qualified undergraduate students to enroll in limited graduate courses as a part of their undergraduate program. These programs are delivered as specially designed major concentrations or minors in the undergraduate program. Accelerated/dual degree graduate programs allow undergraduate students to complete and apply graduate credits to both their undergraduate and graduate degree requirements. Programs may not apply more than one-third of the required graduate program credits to the undergraduate program as dual credit.

Students wishing to enroll in an accelerated/dual degree graduate program must first be admitted to Tabor College and then apply for the accelerated program through the department overseeing the program. Eligible students must be a junior in good standing, have a cumulative GPA of no less than 3.0 on all previous undergraduate work, and meet all other program-specific requirements. Applicants must be approved by the relevant undergraduate department and the graduate program director.

Graduate-level courses taken within the undergraduate program must be completed with a grade of C+ or better to fulfill graduate degree requirements. Upon completion of the undergraduate degree, students apply to the graduate school and previously completed graduate courses transfer to the master's degree program allowing them to complete the remainder of their graduate degree in a shortened time. Students must complete their undergraduate degree before completing additional graduate coursework beyond that defined in their accelerated/dual degree program. Requirements for the relevant graduate degree are listed in the graduate school section of the catalog.

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 VPAA. 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 not on academic probation 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 30 of that calendar year
Summer	September 27 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 transcripted 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 & GENERATIVE AI POLICY

I. Philosophy of Discernment

At Tabor College, we believe in the restoration of the individual. Therefore, the instructor of record's primary role is to discern the **intent** behind the violation. Faculty must distinguish between a student who is struggling to understand new technology (unintentionally) and a student who is attempting to deceive (intentionally) regarding academic integrity.

II. Academic Integrity Definitions

Academic dishonesty is any act of cheating, fabrication, plagiarism, dissimulation, and any act of aiding and abetting academic dishonesty. Unsanctioned use of generative AI is considered 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.

III. Faculty-Specific Autonomy for AI Usage

Different disciplines approach AI in various ways. Faculty have the authority to define levels of AI usage within a course or for specific assignments in a course. A standardized statement of AI Usage levels is included in Tabor syllabi. Faculty determine if student usage of AI aligns with the level of usage permitted in the course or for specific assignments. When students use AI in a way that is not consistent with

the course or assignments guidelines, it is considered a violation of academic integrity.

IV. Procedural Guide for Alleged Misconduct
To support student growth, a student **will not normally receive more than one sanction per calendar month (a 30-day window)** for the same type of error. This allows for a "course correction" period where the student receives mentoring. *If a student deliberately repeats the same violation within the 30-day window to take advantage of the policy or does not respond to mentoring within 7 days, the academic administration may issue an additional sanction.*

The instructor of record shall determine if the infraction is intentional or unintentional by attempting to make contact with the student (in person preferred) and presenting the evidence (AI detection reports, stylistic discrepancies, etc.). This conversation leads to one of two responses:

1. **Unintentional Infractions (The Learning Moment)**
   If the instructor of record determines the student misunderstood the boundaries (e.g., used AI for a study guide thinking it was allowed), the instructor shall deal with the infraction at their discretion (e.g., a "do-over" or a localized grade penalty). These are not reported as formal sanctions to the Academic Dean's office.
2. **Intentional Infractions: 4 Levels of Sanctions**
   If the instructor of record determines the intent was to deceive or if there is a pattern of infractions, the following cumulative schedule applies. The following sanctions are not confined to individual courses or classroom settings. Rather, all intentional infractions subject to sanction - regardless of class or contact – are cumulative and will count toward a student's total disciplinary record throughout their entire academic career at Tabor College. The Academic Dean keeps a record of reported infractions and sanctions and notifies the instructor if the incident reported is not the student's first infraction.

ACADEMIC INTEGRITY APPEALS
With the exception of the fifth offense, students have the right to appeal any charge of academic dishonesty. A charge of academic dishonesty may be appealed in the following manner:

1. The student may initiate an appeal by writing to the VPAA requesting a review of the incident, providing specific details and all appropriate information.
2. The VPAA 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 academic calendar weeks of the infraction notification. The Appeals Committee will strive to meet within 10 business days of receipt of the appeal.

Five Levels of Sanctions

Sanction	Dean/Record Action	Notification List
Offense 1		
The student fails the assignment and completes required academic integrity training. Failure to complete the integrity training escalates the incident to Offense 2. Faculty may elect to allow students to revise and resubmit the assignment for a reduced grade following completion of academic integrity training.	Faculty submits an Academic Integrity Report to the Academic Dean for tracking. The incident is **NOT** added to the student's permanent record.	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success. Notification includes Academic Integrity Training.
Offense 2		
The student fails the assignment and is placed on academic probation* *If the offense takes place during the final, the instructor of record may assign a failing grade for the course.*	Faculty submits an Academic Integrity Report to the Academic Dean for tracking. Dean mandates a "Restorative Integrity" meeting. The incident is added to the student's permanent record.	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success
Offense 3		
The student fails the course and is placed on academic probation*	Faculty submits an Academic Integrity Report to the Academic Dean for tracking; The incident is added to the student's permanent record. Notification of potential suspension for future offenses.	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success

Offense 4		
The student is suspended from the college with transcript notation that suspension is for academic dishonesty. Suspended students are not guaranteed re-admittance.	Faculty submits an Academic Integrity Report to the Academic Dean for tracking. The incident is added to the student's permanent record. Transcript notation of "Suspended for Academic Dishonesty."	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success
Offense 5		
When a student who was suspended is re-admitted and has a fifth offense, they are dismissed from the college with no right to appeal.	Faculty submits an Academic Integrity Report to the Academic Dean for tracking. The incident is added to the student's permanent record. Transcript notation of "Dismissed for Academic Dishonesty." No right to appeal.	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success

*Note: Academic probation sanctions occurring after the 9th week of the semester will be applied to the next semester. Academic probations for offenses 2 and 3 do not compound to result in academic suspension.

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 enroll in TC 102 College Skills Seminar. Students who fail to successfully complete TC 102 will automatically surrender their right to appeal Academic Suspension.

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:

1. The student may initiate an appeal by writing to the VPAA requesting a hearing before the Student Appeals Committee, providing specific details and all appropriate information.
2. By majority vote, the committee will render its opinion. The judgment of the committee is final. One copy of the committee decision will be kept in the student's permanent file; copies will also be given to both the student and the instructor.

All grade appeals must be initiated within one week of the final grade posting. The Appeals Committee will meet within 10 business days of receipt of the appeal.

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), or academic dishonesty violation automatically disqualifies a student from the Dean's List, regardless of other academic performance. Students with incompletes will not be included in the published Dean's List but will be eligible for transcripted Dean's List honors. The 10-hour condition may be waived for those involved in semester-long placements (e.g., practice, internships, etc.).

Graduation Honors

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

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

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

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

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

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

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

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

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

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

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

Students who graduate with an A.A. degree and continue on for a B.A. degree must complete all requirements for the B.A. degree unless they

stop out for a period of three years or longer. They will then be considered in the category of a transfer student.

Bachelor of Science Degree
Students successfully completing all Bachelor of Arts degree requirements in fields of study where the traditional degree conferred is Bachelor of Science may petition the Registrar 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
One diploma 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. Students earning more than one undergraduate degree will have them fully noted on their official transcript.

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, 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 the fall semester so that degrees can be awarded at the end of fall semester.

Students can be approved by the Board in March 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 two times are encouraged to participate in Commencement in May. Master's level graduates will be hooded at the second 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. Students earning a second undergraduate degree are not eligible to participate in a second undergraduate commencement ceremony.



Traditional Undergraduate Studies

ACADEMIC PROGRAMS

ACADEMIC CALENDAR HIGHLIGHTS 2026-27

Fall Semester

Aug. 7	Check-in for fall athletes (except cross country)
Aug. 10	Registration/financial settlement for fall athletes
Aug. 12	Check-in for Cross Country, O-Leaders, and fall production participants.
Aug. 14	Check-in for freshmen and transfer students
Aug. 14-17	Freshmen and transfer orientation
Aug. 17	Fall confirmation of registration and financial settlement for returning students and new students
Aug. 17	Evening classes begin unless otherwise noted in the course schedule
Aug. 18	Day classes begin
Sept. 7	Labor Day – no classes
Sept. 25	Completion date for summer incompletes
Oct. 8-9	Fall break
Oct. 24	Homecoming
Nov. 23-27	Thanksgiving break
Dec. 7	Reading Day
Dec. 8-11	Final exams
Dec. 11	Semester ends – 5 p.m.

Spring Semester

Jan. 6	Completion date for fall incompletes
Jan. 11	Spring confirmation of registration/financial settlement
Jan. 11	Evening classes begin
Jan. 12	Day classes begin
Jan. 18	Martin Luther King Jr. Day – no classes
Feb. 15	President's Day – no classes
Mar. 15-19	Spring break
Mar. 26	Good Friday – no classes
Apr. 30	Scholarship showcase
Apr. 30	Reading Day
May 3-6	Final exams
May 6	Semester ends – 5 p.m.
May 8	117th Commencement – 10 a.m.

Summer Terms (Online)

May 10-June 18	Term 1
May 28	Completion date for spring incompletes
May 31	Memorial Day – no classes
June 28-Aug. 6	Term 2
July 5	Independence Day (Observed)

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 One: Students will demonstrate **maturity of their faith** in Jesus Christ.

Outcome Two: Students will demonstrate their **identity in Christ** rather than in their area of participation (sports, the arts, music) or academic achievement.

Outcome Three: Students will demonstrate **life and career planning skills** by articulating their future goals and how to reach them.

Outcome Four: Students will demonstrate **living as global citizens** by first learning to live in community with people of intentionally diverse backgrounds.

Outcome Five: Students will demonstrate that they are able to **influence community** (rather than being a consumer of it) by creating community, engaging culture, resolving conflict, and building lasting relationships for Christ and his Kingdom.

ACADEMIC RIGOR STATEMENT

One vital way that Tabor College faculty seek to implement the institutional mission is through academic rigor. Rigor is neither regimented nor elusive; instead, it is relevant to the course content, course level, and student ability. Professors navigate these elements based on their scholarly expertise in partnership with colleagues and student support services. Through rigor, students are challenged to do their best intellectual work. The degree of challenge, naturally, increases as a student progresses through various depths of knowledge. By the time a student reaches their capstone course(s), they are expected to give evidence of the ability to speak and write effectively, to critically analyze complex problems or issues, and to place their learning/understanding in the context of a Christian worldview. The faculty hold themselves accountable to this standard through the use of nationally normed standardized tests pertaining to their discipline whenever possible (though not every field has such an exam). Faculty will also design teaching and learning environments that require students to invest appropriate work outside in-class meeting time. Students and faculty that do not embrace this standard of excellence will not persist. We commit to helping all students succeed through clear and compelling in-class presentations/activities, excellent pedagogy, one-on-one follow-up when desired, regular office hours, and robust academic support services through the Office of Student Success. We sincerely believe that students can rise to this challenge and thrive in such an academically vigorous environment.

CREDIT HOUR DEFINITION

Tabor College defines a credit hour as the unit of academic credit representing approximately 3 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 (see table below). This is based on the United States Department of Education Program Integrity rules which defines a credit hour as:

> "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than
>
> 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
> 2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Additional credit-hour calculation and policy guidance is found in the Employee Policy Manual.

"THIRD HOUR" STATEMENT

Tabor College uses a 50-minute class schedule. To comply with seat time requirements, most three-credit classes meeting on Tuesdays and Thursdays will include a "third hour" of meaningful instruction or reflective engagement activities, often conducted over the weekend. This might include watching and responding to a TED talk, online exercises, recorded lectures, threaded discussions, quizzes, field work, etc. No particular learning activity is required; faculty have the freedom to do what makes the most sense for their course(s). Students who do not complete the third hour assignment should be marked absent.

TABOR COLLEGE CORE CURRICULUM REQUIREMENTS[1]

TABOR DISTINCTIVES: 12 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 200-level Bible content course (prerequisite BT 101-G or 102-G)

BT 202-G Life and Teachings of Jesus/3
BT 203-G Prophets and Kings/3
BT 213-G Poets and Sages/3
BT 219-G The Acts of the Apostles/3
BT 223-G Topics in Old Testament Literature/3
BT 224-G Topics in New Testament Literature/3

Choose two additional Bible or theology courses (excluding internships and practicums).

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
BI 111-G College Biology: Zoology and Botany+/4
CH 101-G Intro to Chemistry+/4
CH 111-G General Chemistry I/4
PH 101-G Physical Science+/4

Communication & Writing: 6-7 hours

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

Imagination: 6 hours

EN 102-G English Composition II/3

*Choose one:***

AR 105-G Ceramics I/3
AR 106-G Photography/3
AR 107-G Drawing I/3
AR 108-G Painting I/3
AR 109-G Design Thinking/3****
AR 241-G Intro to Graphic Design/3
AR 235-G Basic Typography/3
TH 203-G Introduction to Theatre/3
TH 216-G Stagecraft/3
Performing Ensemble or Production/3 total

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

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
HI 228/328-G African American History/3
HI 311-G Colonial and Revolutionary America/3
HI 326-G Kansas and the American West/3
HI 352-G The World in the Middle Ages/3
HI 360-G The Modern Middle East/3

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

Intercultural Awareness Experience (IAE)
Choose one:
CO/SO 201-G Intercultural Communication/3
TC 390-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 *OR* one TH course *OR* 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 two courses from different rubrics. Secondary Education Majors choose one.
++Required for Education Majors.

Basic Skills Prerequisites
EN 101-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 100. Students who fail to receive a minimum grade of C- in EN 101-G will be required to repeat the course(s) the following year.

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.

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 VPAA, 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 390-G Global Engagement in Perspective.

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 348-G Global Discipleship
  - TC 390-G Global Engagement in Perspective
- Upper-Level International Course
  - Choose an approved International Engagement course in your major or minor. Examples: PS 350, EN 316, BT/TC 348-G. 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, and the VPAA.

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 VPAA. 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. Tuition for summer courses is not included in the all-inclusive pricing plan. Students are responsible to buy their own textbooks for summer courses. 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.

Program Partnership between Tabor College and Hesston College. Students have the option of completing the last two years of select degrees at either institution while remaining a residential student at their home institution. Both colleges will have a presence on each other's campus. For more information, contact the Office of Academic Affairs.

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).

Rize-Powered Courses. Some majors, minors, concentrations, and courses are offered online through a consortium of regionally accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Tabor College and its accreditor. Students register through Tabor College and receive academic credit from Tabor College.

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.cccuglobaled.org.

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. Middle East Studies Program, Jerusalem, Israel. Offers students a semester immersed in Middle Eastern culture, religion, thought, and practice. The program is designed to combine academic study with experiential learning for a unique and transformational semester. Students will engage with the distinct communities in Jerusalem and beyond, interact with the diverse ideologies, trace the major conflicts, begin to learn the language, and participate in the local cultures.
b. 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.

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 or through the Tabor-Hesston program partnership. 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 or through the Tabor-Hesston program partnership.

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
Art and Design
  Graphic Design
  Studio Art
Biblical and Theological Studies
Biological Chemistry
Biology Major
  Biomedical Science (Nursing)
Business Administration
  Accounting/Finance
  Business Studies
  Entrepreneurship
  Human Resource Management
  Management
  Marketing
  Sports Business Management
Communication
    Design and Media
    Individualized
    Journalism
    Public Relations and Marketing
Computer Science
  Bioinformatics
  Data Science
  Information Technology
  Software Engineering
Criminal Justice
Data Analytics
Educational Studies
Elementary Education
English
Exercise Science
General Studies
History
Mathematics
Music
Psychology
Secondary Education
  Licensure Content Areas:
    Biology
    Chemistry
    English Language Arts
    Health Education (PreK-12)
    History/Government
    Mathematics
    Music Education (PreK-12)
    Physical Education (PreK-12)
Social Work
  School Emphasis
Sport Management
  Coaching
  Sport Administration
  Sport Communication

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 Introduction to Christian Theology/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

Biblical Studies (three hours must be upper-level) 6 hours
Old Testament (Choose one):
BT 203-G Prophets and Kings/3
BT 213-G Poets and Sages/3
BT 223-G/323-G Topics in Old Testament Literature/3
BT 301-G The Pentateuch/3
BT 317-G Lovers, Rebels and Heroes/3

New Testament (Choose One):
BT 202-G Life and Teaching of Jesus/3
BT 219-G The Acts of the Apostles/3
BT 224-G/324-G Topics in New Testament Literature/3
BT 304-G The Gospel of John/3
BT 312-G Life and Letters of Paul/3
BT 322-G Revelation and Apocalyptic Literature/3

Theology and Biblical Studies Electives 3 hours
Must be upper-level; 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

ART AND DESIGN MAJOR **42 HOURS**

Graphic Design Concentration

Art Foundation **18 hours**

AR 101 Basic Design/3
AR 107-G Drawing I/3
AR 216 Art History/3
AR 241-G Introduction 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-G Basic Typography/3
AR 319 Web and Interaction 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 Concentration

Art Foundation **18 hours**
AR 101 Basic Design/3
AR 107-G Drawing I/3
AR 216 Art History/3
AR 241-G Introduction 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 Introduction to Christian Theology I/3
BT 337-G Topics in Evangelical Theology/3
BT 263-G Christian Ethics/3 *OR* BT 375-G Philosophical Theology/3

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

BT 470 Senior Seminar **3 hours**

BIOLOGY MAJOR 61-62 HOURS

Required Core Biology Courses 34 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
BI 400 Ecology/4
CH 400 Introduction to Biochemistry/4
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 403 Immunology/3
BI 450 Topics/3
NS 330 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

Pre-Professional Pathways: Medicine/Osteopathy/Dentistry and Related Fields
Students planning to apply to the various health related professional schools are required to complete a baccalaureate degree; the most commonly chosen by students are Biology, Chemistry, or Biochemistry. Because prerequisite expectations vary across professional programs and institutions, students should work closely with their academic advisor to select appropriate coursework beyond their major to ensure they meet professional school requirements.

Students interested in medical school are encouraged to consider a double major in Biology and Psychology, as this combination provides strong preparation for both professional school coursework and admissions exams. With advisor approval, a single research project may satisfy the research requirement for both majors.

BIOLOGY-BIOMEDICAL SCIENCE MAJOR* 88 HOURS

Biomedical Science Core Courses 28 hours
BI 110-G College Biology: The Cell/4
BI 214 Microbiology/5
BI 217 Human Anatomy/5
BI 317 Physiology/4
BI 440 Pathophysiology/3
CH 101-G Intro to Chemistry *OR* CH 111-G General Chemistry I/4
NS 330 Principles of Nutrition/3
PY 215 Human Development/3

Nursing Courses* 60 hours
NURS 300 Nursing Foundations I/8
NURS 301 Holistic Assessment/3
NURS 302 Nursing Foundations II & Maternal/Child Nursing/8
NURS 306 Nursing Theories and Professional Practice/2
NURS 308 Healthcare Ethics/2
NURS 312 Healthcare Systems, Policy & Finance/2
NURS 316 Evidence-Based Practice/2
NURS 331 Clinical Pharmacology I/2
NURS 400 Acute Care Nursing I/9
NURS 402 Acute Care Nursing II/9
NURS 406 Healthcare Informatics, Quality & Safety/2
NURS 408 Nursing Management & Leadership/3
NURS 410 Population-Based Nursing/4
NURS 431 Clinical Pharmacology II/2
NURS 490 Integration Seminar/2

Required General Education Courses (9 hours)
MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3
SO 113-G Introduction to Sociology *OR* SO 201-G Intercultural Communication/3

**Students pursuing a Bachelor of Science in Nursing (BSN) degree through the Tabor–Hesston partnership will be awarded the Biology Biomedical Science degree for their Tabor College bachelor's degree.*

All BSN courses, program standards and degree requirements (including admissions criteria) are controlled by the administration and faculty of Hesston College.

BIOLOGICAL CHEMISTRY MAJOR 51-53 HOURS

Major Courses 41 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 304 Organic Chemistry II/4
CH 400 Introduction to Biochemistry/4
MA 114 Calculus I/4
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
PH 233 Physics I/4
PH 234 Physics II/4

Electives (choose three) 10-12 hours

BI 327 Cell and Molecular Biology/4
BI 328 Genetics/3
BI 400 Ecology/4
BI 403 Immunology/3
CH 312 Analytical Chemistry/4
CH 324 Inorganic Chemistry/4
CH 403 Physical Chemistry/4
CH 450 Topics/3-4

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Accounting-Finance Concentration

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
Business Studies Concentration

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
Entrepreneurship Concentration

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 350 Small Business Management/3
BA 375 Digital Marketing *OR* BA 326 Cost Accounting/3
BA 415 Human Resource Management/3
BA 475 Marketing Research Seminar/3
BA 480 Entrepreneurial Leadership/3

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Human Resource Management Concentration

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

Human Resource Management Requirements 21 hours
BA 313 Business Communication/3
BA 372 Human Resource Compensation and Benefits/3
BA 373 Employment Law and Policies/3
BA 395 Principles of Public Relations/3
BA 415 Human Resource Management/3
CO 360 Group Communication & Decision Making/3
PY 315 Social Psychology/3

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Management Concentration

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 313 Business Communication/3
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
CO 360 Group Communication & Decision Making *OR* SW 205 Helping Relationships/3

BUSINESS ADMINISTRATION MAJOR 42 HOURS
Marketing Concentration

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
Sports Business Management Concentration

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 Business 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

COMMUNICATION MAJOR **39 HOURS**
Design and Media Concentration

Core Requirements **21 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 329 Principles of Marketing/3
BA 475 Marketing Research Seminar/3

Design and Media Requirements **6 hours**
AR 241-G Introduction to Graphic Design/3
BA 375 Digital Marketing/3

Design and Media Electives (choose 4 courses) **12 hours**
AR 235-G Basic Typography/3
AR 319 Web and Interaction Design/3
AR/CO 352 Digital Storytelling/3
BA 313 Business Communication/3
CO 360 Group Communication/3
CO 440 Communication Internship/3

COMMUNICATION MAJOR 39 HOURS
Individualized Concentration

Core Requirements 21 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 329 Principles of Marketing/3
BA 475 Marketing Research Seminar/3

Individualized Conc. Electives (choose six courses) 18 hours
AR 235-G Basic Typography/3
AR 241-G Introduction to Graphic Design/3
AR 319 Web and Interaction Design/3
AR/CO 352 Digital Storytelling/3
BA 313 Business Communication/3
BA 365 Fundamentals of Professional Sales/3
BA 370 Consumer Behavior/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
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 240 Editing/3
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 306 Studies in Rhetoric/3

COMMUNICATION MAJOR **39 HOURS**
Journalism Concentration

Core Requirements **21 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 329 Principles of Marketing/3
BA 475 Marketing Research Seminar/3

Journalism Requirements **6 hours**
AR/CO 352 Digital Storytelling/3
EN 240 Editing *OR* EN 302 Modern English Grammar/3

Journalism Electives (choose 4 courses) **12 hours**
BA 313 Business Communication/3
BA 375 Digital Marketing/3
CO 323 Communication Law and Ethics/3
CO 440 Communication Internship/3
EN 301 Descriptive Linguistics/3
EN 303 Creative Writing/3

COMMUNICATION MAJOR 39 HOURS
Public Relations and Marketing Concentration

Core Requirements 21 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 329 Principles of Marketing/3
BA 475 Marketing Research Seminar/3

Public Relations and Marketing Requirements 6 hours
AR/CO 352 Digital Storytelling/3
CO 323 Communication Law and Ethics/3

PR and Marketing Electives (choose 4 courses) 12 hours
AR 319 Web and Interaction Design/3
BA 313 Business Communication/3
BA 365 Fundamentals of Professional Sales/3
BA 370 Consumer Behavior/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
CO 360 Group Communication/3
CO 440 Communication Internship/3
EN 306 Studies in Rhetoric/3

COMPUTER SCIENCE MAJOR 64 HOURS
Bioinformatics Concentration

Core Requirements 27 hours
CS 201 Introduction to Programming and Problem Solving/4
CS 302 Advanced Programming and Problem Solving/4
CS 303 Database Design and SQL/3
CS 320 Independent Topics Course *OR* CS 440 Computer Science Internship/1
CS 321 Data Structures & Algorithms/3
CS 420 Capstone Project/1
MA 114 Calculus I/4
MA 303 Discrete Mathematics/3

Lab Science Requirement (choose one)
BI 110-G College Biology: The Cell/4
BI 111-G College Biology: Zoology and Botany/4
CH 111-G General Chemistry I/4
PH 233 Physics I/4

Bioinformatics Requirements 37 hours
BI 110-G College Biology: The Cell/4
BI 111-G College Biology: Zoology and Botany/4
BI 327 Cell and Molecular Biology/4
BI 328 Genetics/3
BI 470 Introduction to Bioinformatics/3
CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
MA 214 Calculus II/4
MA 301 Multivariable Mathematics/4
MA 462 Mathematical Theory of Statistics/3

COMPUTER SCIENCE MAJOR 59 HOURS
Data Science Concentration

Core Requirements 27 hours
CS 201 Introduction to Programming and Problem Solving/4
CS 302 Advanced Programming and Problem Solving/4
CS 303 Database Design and SQL/3
CS 320 Independent Topics Course *OR* CS 440 Computer Science Internship/1
CS 321 Data Structures & Algorithms/3
CS 420 Capstone Project/1
MA 114 Calculus I/4
MA 303 Discrete Mathematics/3

Lab Science Requirement (choose one)
BI 110-G College Biology: The Cell/4
BI 111-G College Biology: Zoology and Botany/4
CH 111-G General Chemistry I/4
PH 233 Physics I/4

Data Science Requirements 26 hours
BA 221 Financial Accounting/3
DS 365 Introduction to Generative AI/3
DS 410 Perspectives of Data Science/3
DS 425 Machine Learning & Deep Learning/3
MA 206 Linear Algebra/3
MA 214 Calculus II/4
MA 301 Multivariable Mathematics/4
MA 462 Mathematical Theory of Statistics/3

Business Administration Electives 6 hours
Choose two upper-level courses

COMPUTER SCIENCE MAJOR 45 HOURS
Information Technology Concentration

Core Requirements 27 hours
CS 201 Introduction to Programming and Problem Solving/4
CS 302 Advanced Programming and Problem Solving/4
CS 303 Database Design and SQL/3
CS 320 Independent Topics Course *OR* CS 440 Computer Science Internship/1
CS 321 Data Structures & Algorithms/3
CS 420 Capstone Project/1
MA 114 Calculus I/4
MA 303 Discrete Mathematics/3

Lab Science Requirement (choose one)
BI 110-G College Biology: The Cell/4
BI 111-G College Biology: Zoology and Botany/4
CH 111-G General Chemistry I/4
PH 233 Physics I/4

Information Technology Requirements 18 hours
CS 160 Introduction to Information Technology/3
CS 170 Introduction to Cybersecurity/3
CS 315 Networks/3
CS 321 Data Structures and Algorithms I/3
CS 401 Operating Systems/3
CS 460 Information Security/3

This major, minor, or concentration is offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Tabor College. Students register through Tabor College and receive academic credit from Tabor College.

COMPUTER SCIENCE MAJOR 49 HOURS
Software Engineering Concentration

Core Requirements 27 hours
CS 201 Introduction to Programming and Problem Solving/4
CS 302 Advanced Programming and Problem Solving/4
CS 303 Database Design and SQL/3
CS 320 Independent Topics Course *OR* CS 440 Computer Science Internship/1
CS 321 Data Structures & Algorithms/3
CS 420 Capstone Project/1
MA 114 Calculus I/4
MA 303 Discrete Mathematics/3

Lab Science Requirement (choose one)
BI 110-G College Biology: The Cell/4
BI 111-G College Biology: Zoology and Botany/4
CH 111-G General Chemistry I/4
PH 233 Physics I/4

Software Engineering Requirements 16 hours
CS 301 Computer Systems/3
CS 361 Software Engineering I/3
CS 461 Software Engineering II/3
MA 206 Linear Algebra/3
MA 214 Calculus II/4

Business Administration Elective 3 hours
Choose one upper-level course

Computer Science/Data Science Elective 3 hours
Choose one upper-level course

CRIMINAL JUSTICE MAJOR 40-42 HOURS

Core Courses **36 hours**
CJ 203 Criminal Justice in America/3
CJ 304 Criminology/3
CJ 324 Juvenile Delinquency and Justice/3
CJ 341 Leadership Ethics and Diversity in Criminal Justice/3
CJ 344 Restorative Justice/3
CJ 348 Judicial Process/3
CJ 355 Criminal Investigation/3
CJ 356 Corrections/3
CJ 362 Professional Skills for Criminal Justice/3
CJ 372 Police Methods and Procedures/3
CJ 384 Victimology/3
CJ 394 Criminal Law/3

Electives (choose two) **4-6 hours**
BA 327 Business Law/3
BA 430 Organizational Behavior/3
CJ 440 Internship/1-3
PS 112 American Government/3
PS 240/340 Political and Economics Ideologies/3
PY 205 Helping Relationships/3
PY 313 Abnormal Psychology/3
SW 371 Trauma Informed Practice in Social Welfare/3

Required General Education Courses **(15 hours)**
BT 263-G Christian Ethics/3
HI 122-G U.S. History II/3
MA 221-G Elementary Statistics/3
PY 111-G General Psychology/3
SO 113-G Introduction to Sociology/3

DATA ANALYTICS MAJOR 51-52 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 410 Financial Management/3
EC 223 Macroeconomics/3 *OR* EC 224 Microeconomics/3

Mathematics Courses 21-22 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
Choose one upper-level MA elective/3-4

Computer Science Courses 9 hours
CS 201 Introduction to Programming and Problem Solving/4
CS 303 Database Design and SQL/3
CS 320 Independent Topics Course *OR* CS 440 Computer Science Internship/1
CS 420 Capstone Project/1

EDUCATIONAL STUDIES MAJOR 51-52 HOURS

Elementary Education Requirements 31 hours

ED 216 Methods in the Arts/2
ED 327 Literature for Children and Young Adults/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
MA 204-G Nature of Mathematics/3
MA 205 Mathematics for Elementary Teachers *OR* MA 105-G College Algebra/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/3
ED 414 Classroom Assessment/2
ED 448 Philosophy of Education/2
SE 210 Exceptional Learners/3
CO 201-G Intercultural Communication/3 *OR* TC 390-G Global Engagement in Perspective/3

Higher overall GPA requirement associated with this major

ELEMENTARY EDUCATION MAJOR 60-63 HOURS

Elementary Education Requirements **46-48 hours**

ED 215 Planning for Instruction/3
ED 216 Methods in the Arts/2
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
ED 327 Literature for Children and Young Adults/3
HP 216 Introduction to Health and Wellness *OR* HP 316 Advanced Health Concepts/3
MA 205 Mathematics for Elementary Teachers *OR* MA 105-G College Algebra/3

Professional Education Courses **21-22 hours**

ED 100 Introduction to Education/3
Transfer students who have taken Intro to Ed at another institution are required to take
ED 101 Tabor College Education Program/0-1
ED 206 Educational Psychology/3
ED 224 Technology in the PreK-12 Classroom/2
ED 328 Classroom Management in Elementary/Secondary School/3
ED 414 Classroom Assessment/2
ED 448 Philosophy of Education/2
SE 210 Exceptional Learners/3
CO 201-G Intercultural Communication/3 *OR* TC 390-G Global Engagement in Perspective/3

Required General Education Courses **(3 hours)**

MA 204-G Nature of Mathematics/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 240 Editing/3
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 306 Studies in Rhetoric/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 43 HOURS

Major Courses 43 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 *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/4
HP 413 History/Philosophy/Principles of Human Performance/3
HP 484 Advanced Exercise Science/3
PH 233 Physics I/4

Required General Education Courses (6 hours)

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

GENERAL STUDIES MAJOR

Undecided students may declare a General Studies major for their first semester. 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 by the eighth week of their first semester.

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 Academic Affairs Committee.

3. Earn a grade of C- or higher in each course within the major.

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 Course (choose one)
HI 313 Anabaptist History and Theology/3
HI 318 American Religious History/3
HI 390 History of Christianity/3

American History Electives (choose three) **9 hours**
HI 311-G Colonial and Revolutionary America/3
HI 326-G Kansas and the American West/3
HI 328-G African American History/3
HI 336-G 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 313 Anabaptist History and Theology/3
HI 352-G The World in the Middle Ages/3
HI 360-G The Modern Middle East/3
HI 387 Introduction to Museum Studies/3
EN 316 World Literature/3
EN 416 Major British Authors/3
PS 340 Political and Economic Ideologies/3
PS 350 International Relations/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 204-G Nature of Mathematics OR MA 221-G Elementary Statistics/3
MA 206 Linear Algebra/3
MA 214 Calculus II/4
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 two) 6-8 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 54-75 HOURS

Music Major Core or Stand-Alone Major 54 hours

MU 016 Concert Music (8 semesters)/0
MU 125/126/225/226 Piano Proficiency I-IV*/8
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 243 Aural Skills III/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: Concert Choir, Theatre of Voices, Symphonic Band, Chamber Voices, Jazz Band, Instrumental Ensemble, Praise and Worship Band
Applied Music (4 lower-level, 3 upper-level)/7
*Final proficiency exam required.

Education Concentration 21 hours

MU 244 Aural Skills IV/2
MU 350 Percussion Methods and Materials/1
MU 353 Vocal Pedagogy and Diction/3
MU 355 Brass Methods and Materials/1
MU 356 Woodwind Methods and Materials/1
MU 357 String Methods and Materials/1
MU 451 Elementary Music Methods and Materials PreK-6/3
MU 452 Methods and Materials for Teaching Vocal Music 7-12/3
MU 454 Methods and Materials for Teaching Instrumental Music 4-12/3
MU 472 Conducting II/3

See Secondary Education Major 37-40 hours

Higher overall GPA requirement associated with the licensure major

PSYCHOLOGY MAJOR **33-34 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 Field Instruction/3
SW 200 Introduction to Social Work/3
SW 215 Human Behavior and Social Environment/3
SW 371 Trauma Informed Practice in Social Welfare/3

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

SECONDARY EDUCATION MAJOR 37-41 HOURS

Secondary Education Requirements 15-17 hours
ED 215 Planning for Instruction/3
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 434 Secondary Education Methods/3
HP 314 Strategies for Teaching Secondary Physical Education/3
HP 326 Strategies for Teaching Health/3

Professional Education Courses 19-21 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/3
ED 414 Classroom Assessment/2
ED 448 Philosophy of Education/2
SE 210 Exceptional Learners/3
CO 201-G Intercultural Communication/3 *OR* TC 390-G Global Engagement in Perspective/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
BI 400 Ecology/4
NS 202 Research Design and Analysis/1
NS 219 Science Seminar I/1
NS 319 Science Seminar II/1

Biology Electives **7-8 hours**
BI 301 Medical Terminology/3
BI 317 Physiology/4
BI 327 Cell and Molecular Biology/4
BI 403 Immunology/3
BI 450 Topics/3
NS 330 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
Choose MA 221-G Elementary Statistics as Math G-course

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**
ED 327 Literature for Children and Young Adults/3
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 **18 hours**
AR/CO 352 Digital Storytelling/3
EN 240 Editing/3
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 306 Studies in Rhetoric/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 82-88 HOURS

Health Education Licensure Requirements 45-48 hours

HP 121 Tumbling/Rhythmic Activities/3
HP 185 Anatomy & Physiology Survey/3 *OR* BI 217 Human Anatomy/5
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 245 Nutrition for Performance/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 *OR* HP 324 Physiology of Exercise/4
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 **30 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-G Kansas and the American West/3
HI 328-G African American History/3
HI 352-G The World in the Middle Ages/3
HI 440 Seminar in History/3

Religious History Course (choose one)
HI 313 Anabaptist History and Theology/3
HI 318 American Religious History/3
HI 390 History of Christianity/3

American History Electives (choose one) **3 hours**
HI 311-G Colonial and Revolutionary America/3
HI 336-G Post 1945 U.S. History/3
EN 331 Major American Authors/3
EN 460 Reading Race, Class, and Gender /3

World History Electives (choose two) **6 hours**
HI 313 Anabaptist History and Theology/3
HI 360-G 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)

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

Higher overall GPA requirement associated with this major

MATHEMATICS TEACHER LICENSURE 75-79 HOURS

Mathematics Requirements 38-39 hours

MA 114 Calculus I/4
MA 206 Linear Algebra/3
MA 214 Calculus II/4
MA 221-G Elementary Statistics/3
MA 301 Multivariable Mathematics/4
MA 303 Discrete Mathematics/3
MA 321 Applied Differential Equations/4 *OR* MA 311 Advanced Analysis/4 *OR* MA 462 Mathematical Theory of Statistics/3
MA 341 Modern Geometry/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 79-85 HOURS

Physical Education Licensure Requirements 42-45 hours
HP 185 A&P Survey/3 *OR* BI 217 Human Anatomy/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 245 Nutrition for Performance/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 *OR* HP 324 Physiology of Exercise/4
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 45 HOURS

Core Requirements 45 hours
SW 200 Introduction to Social Work/3
SW 205 Helping Relationships/3
SW 215 Human Behavior and Social Environment/3
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 371 Trauma Informed Practice in Social Welfare/3
SW 428 Field Instruction for Social Work/10
SW 430 Research Methods I/3
SW 442 Senior Seminar/2
PY 215 Human Development/3
SO 113-G Introduction to Sociology/3

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 100 Introduction to Education/3
ED 206 Educational Psychology/3
ED 455 Reading Diagnosis/1
ED 367 Instructional Strategies for Adaptive Learning Needs/2
SE 220 Field Experience in Services for Students with Special Needs/1
SE 210 Exceptional Learners/3
SE 310 Foundations for Special Education Services/4
*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.

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

SPORT MANAGEMENT MAJOR 42-43 HOURS
Coaching Concentration

Sport Management Requirements 27-28 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 318 Event and Facility Management/3
HP 322 Kinesiology/3 *OR* HP 324 Exercise Physiology/4
HP 413 History and Philosophy of Physical Education and Sport/3
HP 426 Health and Human Performance Internship/3

Coaching Requirements 18 hours
HP 114 Beginning Weight Training/3
HP 245 Nutrition for Performance/3
HP 306 Psychology of Sport/3
HP 330 Coaching Theory/3

Coaching Electives (choose two) 6 hours
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

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

SPORT MANAGEMENT MAJOR 45-46 HOURS
Sport Administration Concentration

Sport Management Requirements 27-28 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 318 Event and Facility Management/3
HP 322 Kinesiology/3 *OR* HP 324 Exercise Physiology/4
HP 413 History and Philosophy of Physical Education and Sport/3
HP 426 Health and Human Performance Internship/3

Sport Administration Requirements 18 hours
BA 210 Information Technology Applications for Business/3
BA 221 Financial Accounting *OR* EC 224 Microeconomics/3
HP 306 Psychology of Sport/3
HP 342 Sport Promotion and Marketing/3
HP 402 Sport in American Culture/3
HP 415 Principles of Sport Management/3

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

SPORT MANAGEMENT MAJOR 42-43 HOURS
Sport Communication Concentration

Sport Management Requirements 27-28 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 318 Event and Facility Management/3
HP 322 Kinesiology/3 *OR* HP 324 Exercise Physiology/4
HP 413 History and Philosophy of Physical Education and Sport/3
HP 426 Health and Human Performance Internship/3

Sport Communication Requirements 21 hours
AR 106-G Basic Photography *OR* AR 241-G Introduction to Graphic Design/3
BA 375 Digital Marketing/3
CO 223 Mass Media Writing/3
CO 323 Communication Law and Ethics *OR* BA 395 Principles of Public Relations/3
CO 360 Group Communication and Decision Making/3
HP 131 Field Experience/3
HP 342 Sport Promotion and Marketing/3

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

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
BI 111-G College Biology: Zoology and Botany/4
CH 101-G Intro to Chemistry/4
CH 111-G General Chemistry I/4
PH 101-G Physical Science/4

Communication & Writing: 6-7 hours

EN 101-G English Composition I/3
CO 110-G Intro to Communication/3 *OR* CO 131-G Public Speaking/3

Imagination: 6 hours

EN 102-G English Composition II/3

Choose one:

AR 105-G Ceramics I/3
AR 106-G Photography/3
AR 107-G Drawing I/3
AR 108-G Painting I/3
AR 109-G Design Thinking/3
AR 235-G Basic Typography/3
AR 241-G Intro to Graphic Design/3
TH 203-G Introduction to Theatre/3
TH 216-G Stagecraft/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
HI 228/328-G African American History/3

HI 311-G Colonial and Revolutionary America/3
HI 326-G Kansas and the American West/3
HI 352-G The World in the Middle Ages/3
HI 360-G The Modern Middle East/3

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

HP216 Intro to Health and Wellness/3

Disciplinary courses*	**15 hours**
Electives**	**11 hours**

**Disciplinary courses may be chosen from any academic 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 18-24 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 348-G Global Discipleship/3
TC 390-G Global Engagement in Perspective/3

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

Accounting
Accounting CPA
Bible
Biochemistry
Biology
Business
Chemistry
Church History
Coaching
Communication
Computer Science
Criminal Justice
English
English for Speakers of Other Languages
Entrepreneurship
Global Business
Graphic Design
History
Human Resource Management
Integrated Marketing Communication
Management
Marketing
Mathematics
Music
Music Composition
Musical Theatre
Political Science
Psychology
Social Work
Special Education
*Grade Levels K-6
*Grade Levels 6-12
*PreK-12
Sport Administration
Sport Communication
Strength and Conditioning
Studio Art
Theatre
Theology
Writing
Worship Arts

ACCOUNTING MINOR 15 HOURS

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

ACCOUNTING CPA MINOR 21 HOURS

BA 313 Business Communication/3
BA 350 Small Business Management/3
BA 360 Investments *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
MA 105-G College Algebra/3

BIBLE MINOR 18 HOURS

BT 101-G Literature and Theology of the Old Testament/3
BT 102-G Literature and Theology of the New Testament/3

Choose two OT courses including one upper-level course:
BT 203-G Prophets and Kings/3
BT 213-G Poets and Sages/3
BT 301-G The Pentateuch/3
BT 317-G Lovers, Rebels and Heroes/3
BT 223/323-G Topics in OT Literature/3

Choose two NT courses including one upper-level course:
BT 202-G Life and Teachings of Jesus/3
BT 219-G The Acts of the Apostles/3
BT 224/324-G Topics in NT Literature/3
BT 302-G Life and Teaching of Jesus/3
BT 304-G The Gospel of John/3
BT 312-G Life and Letters of Paul/3
BT 322-G Revelation and Apocalyptic Literature

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 gain extensive experience working with chemicals and instrumentation in the chemistry laboratory.

CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
CH 304 Organic Chemistry II/4
CH 400 Intro to Biochemistry/3

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
PH 101-G Physical Science/4
BI 100-G Environmental Science/4
PH 233 Physics I/4

BUSINESS MINOR 18 HOURS

BA 221 Financial Accounting/3
BA 222 Managerial Accounting/3
BA 329 Principles of Marketing/3
BA 410 Financial Management/3
BA 430 Organizational Behavior/3 *OR* BA 415 Human Resource Management/3
EC 223 Macroeconomics *OR* EC 224 Microeconomics/3

CHEMISTRY MINOR 16 HOURS

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

CH 111-G General Chemistry I/4
CH 112 General Chemistry II/4
CH 303 Organic Chemistry I/4
Any upper-level chemistry course/4

CHURCH HISTORY MINOR 15 HOURS

BT 219-G The Acts of the Apostles/3
HI 352-G The World in the Middle Ages/3
BT/HI 290/390-G History of Christian Doctrine/3
BT/HI 318-G American Religious History/3
BT/HI 313-G Anabaptist History and Theology/3

COACHING MINOR 18 HOURS

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

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

Choose two courses:
HP 331 Coaching of Football/3
HP 332 Coaching of Basketball/3
HP 334 Coaching of Volleyball/3
HP 335 Coaching of Soccer/3
HP 336 Coaching of Track, Field, and Cross Country/3
HP 337 Coaching of Tennis/3
HP 339 Coaching of Baseball/Softball/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
BA/CO 395 Principles of Public Relations/3
CO 301 Communication Theory/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 306 Studies in Rhetoric

COMPUTER SCIENCE MINOR 17 HOURS

CS 201 Introduction to Programming and Problem Solving/4
CS 302 Advanced Programming and Problem Solving/4
CS 303 Database Design and SQL/3

Choose two courses:
CS 301 Computer Systems/3
CS 315 Networks/3
CS 321 Data Structures and Algorithms/3
CS 361 Software Engineering I/3
DS 365 Introduction to Generative AI/3
AR 319 Web and Interaction Design/3

CRIMINAL JUSTICE MINOR 18 HOURS

CJ 203 Criminal Justice in America/3
CJ 304 Criminology/3
CJ 341 Leadership, Ethics, and Diversity/3
CJ 344 Restorative Justice/3
CJ 356 Corrections/3
CJ 372 Police Methods and Procedures/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:
ED 327 Literature for Children and Young Adults/3
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

Choose two courses:
EN 240 Editing/3
EN 301 Descriptive Linguistics/3
EN 302 Modern English Grammar/3
EN 303 Creative Writing/3
EN 306 Studies in Rhetoric/3

ESOL MINOR 15 HOURS

English for Speakers of Other Languages

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

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

ENTREPRENEURSHIP MINOR 15 HOURS

BA 315 Introduction to Entrepreneurship/3
BA 326 Cost Accounting/3
BA 350 Small Business Management
BA 375 Digital Marketing/3
BA 460 DECA Team

GLOBAL BUSINESS MINOR 15 HOURS

BA 440 Business Administration Internship/3
CO/SO 201-G Intercultural Communication *OR* TC 390-G Global Engagement in Perspective/3
EC 224 Macroeconomics/3
PS 350 International Relations
IAE Trip (295-G/495-G or 296-G/496-G)/3

GRAPHIC DESIGN MINOR 18 HOURS

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

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

HISTORY MINOR 18 HOURS

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

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

HUMAN RESOURCE MANAGEMENT MINOR 15 HOURS

BA 313 Business Communication/3
BA 372 Human Resource Compensation and Benefits/3
BA 373 Employment Law and Policies/3
BA 415 Human Resource Management/3
BA 430 Organizational Behavior/3

INTEGRATED MARKETING COMMUNICATION MINOR 24 HOURS

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

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

Choose one course:
BA 375 Digital Marketing/3
BA 395 Principles of Public Relations/3
BA 470 Marketing Management/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 313 Business Communication
BA 327 Business Law/3
BA 350 Small Business Management
BA 410 Financial Management/3
BA 415 Human Resource Management/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 Seminar/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/

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.

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 *Private lessons should all be on the same instrument.

MUSIC COMPOSITION MINOR 21 HOURS
MU 016 Concert Music/0 (4 semesters)
MU 141 Music Theory I/3
MU 142 Music Theory II/3
MU 143 Aural Skills I/2
MU 342 Composition I/3
MU 343 Orchestration & Arranging/3
MU 372 Conducting I/3 *OR* MU 472 Conducting II/3
Music Ensemble/1 (4 semesters)

MUSICAL THEATRE MINOR 23 HOURS
MU 016 Concert Music (4 semesters)/0
MU 102 Applied Voice (4 semesters)/4
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 (4 semesters)/4
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 205 Helping Relationships/3
PY 305 Counseling/3
PY 311 Marriage and Family/3
PY 313 Abnormal Psychology/3
PY 315 Social Psychology/3
PY 335 Learning and Cognition/3
PY 360 Psychology of Personality/3
PY 405 Physiological 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 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

SPORT ADMINISTRATION MINOR 19 HOURS
BA 221 Financial Accounting *OR* EC 224 Microeconomics/3
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

SPORT COMMUNICATION MINOR 18 HOURS
AR 106-G Basic Photography *OR* AR 241-G Introduction to Graphic Design/3
BA 375 Digital Marketing/3
CO 223 Mass Media Writing I/3
CO 360 Group Communication/3
HP 318 Event and Facility Management/3
HP 342 Sport Promotion and Marketing/3

STRENGTH AND CONDITIONING MINOR 19 HOURS
HP 114 Beginning Weight Training/3
HP 185 Anatomy and Physiology Survey/3
HP 245 Nutrition for Performance/3
HP 306 Psychology of Sports/3
HP 322 Kinesiology/3 *OR* HP 324 Exercise Physiology/4
HP 327 Principles of Personal Training/3

STUDIO ART MINOR 18 HOURS
AR 107-G Drawing I/3
AR 108-G Painting I/3
AR 216 Art History/3
AR 301 Color Theory/3
Choose two:
AR 303 Watercolor/3
AR 328 Mixed Media/3
AR 330 Printmaking/3
AR 357 Studio Art Process/3

THEATRE MINOR 19 HOURS
TH 203-G Introduction to Theatre/3
TH 216-G Stagecraft/3
TH 220 Voice and Movement/3
TH 230 Acting I/3
TH 234-G/334-G Participation in Theatre* (4 semesters)/0-4
TH 385 Directing/3

THEOLOGY MINOR 18 HOURS

Biblical Theology 6 hours
BT 101-G Literature and Theology of the Old Testament/3
BT 102-G Literature and Theology of the New Testament/3

Lower-Level Theology Elective 3 hours
Choose one:
BT 237-G Introduction to Christian Theology/3
BT 263-G Christian Ethics/3
BT 290-G History of Christian Doctrine/3

Upper-Level Theology Electives 9 hours
Choose three:
BT 313-G Anabaptist History and Theology/3
BT 337-G Topics in Evangelical Theology /3
BT 375-G Philosophical Theology/3
BT 390-G History of Christian Doctrine/3

WRITING MINOR 14 HOURS

Choose five courses:
AR/CO 352 Digital Storytelling/3
CO 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 430 Practicum in Tutoring Writing/2
EN 460 Reading Race, Class, and Gender/3

WORSHIP ARTS MINOR 19 HOURS

MU 016 Concert Music (4 semesters)/0
Applied Lessons (4 semesters)/4*
Music Ensembles (4 semesters)/4
MU 141 Music Theory I/3
MU 143 Aural Skills I/2
MU 367 Music in Christian Worship/3
MU 372 Conducting I/3
*Applied lessons should all be on the same instrument



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 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. Spring 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. Fall and spring semesters.

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-G 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. Fall 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. Fall and spring semesters.

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. Fall semester, odd-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. Spring 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-G. Spring semester, even-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, even-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-G or AR 241-G. Spring semester, odd-numbered years.

AR 410 Graphic Design Internship/3
Field experience in a corporate or nonprofit organization supervised by a faculty member. Students will have a hands-on experience that will allow them to apply knowledge and theory they have gained in their course work as well as experienced in the work place. In regular meetings with faculty and other interns, students will reflect on experiences. Prerequisites: AR 241-G. Offered on demand.

AR 420 Graphic Design Practice/3
A studio course investigating the role of design in society including applying design thinking to community issues, self-initiated and entrepreneurial design, the designer/client relationship, and professional business practices. Prerequisites: AR 335, AR 341, or AR 360. Fall semester, odd-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, odd-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 concentrations in Accounting-Finance, Business Studies, Entrepreneurship, Human Resource Management, Management, Marketing, and Sport Business 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. Offered on demand.

BA 112/312 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. BA112 is offered every fall; BA312 is offered every summer.

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. Fall and spring semesters.

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 313 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. Fall and spring semesters.

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 two 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 two 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.

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. Fall and spring semester.

BA 336 Individual Income Taxes/3
A study of the income tax laws as they relate to individuals. Fall semester, even-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 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 355 Advanced Accounting/3
Accounting for combined corporate entities, consolidated statements, partnerships, fiduciary and institutional accounting, and other special topics. Prerequisite: BA 325. 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. Offered on demand.

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. Fall 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. Fall semester, odd-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. 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 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. Fall semester.

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 semesters.

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. Spring semester.

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

BA 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. Repeatable for credit once. Spring semester.

BA 470 Marketing Management/3
Designed to acquaint the advanced marketing student with executive management decisions, capital and expense budgets, personnel problems, corporate marketing policies and pricing policies. Prerequisite: BA 329. Fall semester, even-numbered years.

BA 475 Marketing Research Seminar/3-4
This course is designed to give the advanced marketing student the opportunity to increase his or her knowledge in a specific area of marketing through the completion of marketing research study. Students will be expected to do independent research on a project approved by the instructor, read and defend papers, and participate in group discussions. Prerequisite: Junior standing, Business Administration or Communication major or consent of instructor. Spring semester.

BA 480 Entrepreneurial Leadership/3
This course develops entrepreneurial thinking and leadership skills through the creation of a comprehensive business plan using contemporary planning tools. Drawing on Christian leadership principles and supplemental readings in entrepreneurship and leadership, students learn to apply values-based leadership practices, foster team alignment, and navigate challenges. The course integrates theory, self-assessment, and practical application to prepare students to launch ventures or lead innovation in existing organizations. Prerequisite: BA 315 or consent of instructor. Spring semester.

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.

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-G 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. Spring semester, odd-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 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. Offered on demand.

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 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. Spring semester, odd-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. Offered on demand.

BI 440 Pathophysiology/3
Focuses on pathological concepts relevant to client well-being across the life-span. Impact on group, community, national, and global populations of pathological responses to diseases, stress, and environmental change are explored. Principles of immunology, critical thinking, research findings, and scientific knowledge are applied to analyze clinical nursing implications and client outcomes. Summer term.

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.

BI 470 Bioinformatics/3
Bioinformatics is broadly defined as the study of molecular biological information, targeting particularly the enormous volume of DNA sequence and functional complexity embedded in entire genomes. Topics will include understanding the evolutionary organization of genes (genomics), the structure and function of gene products (proteomics), and the dynamics of gene expression in biological processes (transcriptomics). Inherently, bioinformatics is interdisciplinary, melding various applications of computational science with biology. This jointly taught course introduces analytical methods from biology, statistics and computer science that are necessary for bioinformatics investigations. Offered on demand.

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.

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. Fall and spring semesters.

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. Fall and spring semesters.

BT 202-G Life and Teachings of Jesus/3
A study of the life and teachings of Jesus as presented in the gospels of Matthew, Mark, and Luke. The centrality of Jesus for contemporary discipleship will be emphasized, and the Sermon on the Mount will receive special attention. Prerequisite: BT 101-G or BT 102-G. Fall semester, odd-numbered years.

BT 203-G Prophets and Kings/3
An introduction to Old Testament history, with focus on the period represented by the books of Joshua, Judges, Samuel, and Kings. The study will evaluate recent research on the history and archaeology of Israel. Prerequisite: BT 101-G or BT 102-G. Spring semester, odd-numbered years.

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. Spring semester, even-numbered years.

BT 219-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. Prerequisite: BT 101-G or BT 102-G. Fall semester, even-numbered years.

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. Prerequisite: BT 101-G or BT 102-G. Fall semester, odd-numbered years.

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 BT203-G or BT215-G or BT223-G (for BT 323-G). Offered on demand.

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 BT202-G or BT219-G or BT224-G (for BT324-G). Offered on demand.

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. Prerequisite: BT 101-G or BT 102-G. Spring semester, even-numbered years.

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. Prerequisite: BT 101-G or BT 102-G. Fall semester, odd-numbered years.

BT 237-G Introduction to Christian Theology/3
Consulting the grand narrative of Scripture, this course introduces students to the discipline of theology through a survey of Christian doctrines. Topics such as theological method, revelation, theology proper, the Christ, the Holy Spirit, creation, the Church, humanity, vocation, salvation, sin, and the end times will be studied. Students will examine theological views drawn from biblical exegesis and their relevance for life as a follower of Christ. Prerequisite: BT 101-G or BT 102-G. Spring semester, even-numbered years.

BT 250/450-G Biblical and Theological Seminars/2-4
Topics could include: Violence and War, Business Ethics, Theological Anthropology, and others. Prerequisite: BT 237-G. Offered on demand.

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 or BT 102-G. Fall semester.

BT 270-G Introduction to Philosophy/3
This course will introduce students to the four primary categories in the study of philosophy—logic (the study of the rules of correct reasoning), metaphysics (the study of fundamental questions of existence—Is there a God? What is God like? Are human beings free? Is the future already determined? What is evil? etc.), epistemology (What is knowledge? What is evidence? Should we be skeptical about knowledge claims), Ethics (Why should people be moral? What makes right things right and wrong things wrong? Etc. Fall and spring semesters.

BT 285-G Theology and Life/3
This course engages a variety of contemporary social issues, both individual and social, from a Christian theological perspective. Prerequisite: BT 101-G or BT 102-G. Offered on demand.

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. Fall semester, odd-numbered years.

BT 301-G The Pentateuch/3
A study of the first five books of the Old Testament, with concern for problems of interpretation and for contemporary relevance. The course will identify various forms of literature found in these texts, with an evaluation of proposed sources. Prerequisite: BT 203-G or BT 215-G or BT 223-G. Spring semester, every other odd-numbered year.

BT 304-G The Gospel of John/3
A careful study of the Fourth Gospel. An accent is placed on a narrative analysis of the Gospel, with concern for its historical context and contemporary significance. The Christological emphasis of the Gospel will receive special attention. Prerequisite: BT 202-G or BT 219-G or BT 224-G. Fall semester, even-numbered years.

BT 308 Elementary Greek I/3
First in a two-course introduction to Koine Greek vocabulary, grammar, and syntax for reading New Testament texts in the original language. Cannot be used toward BT core requirements or IAE credit. Fall semester, even-numbered years, pending demand.

BT 309 Elementary Greek II/3
Second in a two-course introduction to Koine Greek vocabulary, grammar, and syntax for reading New Testament texts in the original language. Emphasis on developing skills for original language exegesis for preaching and teaching from the New Testament. Cannot be used toward BT core requirements or IAE credit. Prerequisite: BT 308. Spring semester, odd-numbered years, pending demand.

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. Prerequisite: BT 221-G or BT 225-G. Fall semester, odd-numbered years.

BT 312-G Life and Letters of Paul/3
An introduction to the writings of Paul in the context of his life and ministry. This study will survey all thirteen NT letters attributed to Paul and consider major aspects of Pauline theology, their relationship to other NT theological perspectives, and their contribution to Christian theology more broadly. Special attention will be paid to important conversations and debates around Pauline issues and their impact on the church today. Prerequisites: BT 202-G, BT 219-G, or BT 224-G. Spring semester, even-numbered years.

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. Prerequisite: BT 237-G or BT/HI 290-G. Spring semester, every other odd-numbered year.

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. Prerequisite: BT 221-G or BT 225-G. Fall semester, even-numbered years.

BT 317-G Lovers, Rebels, and Heroes/3
A study of love, war, vengeance, and reconciliation in the Old Testament. Students will be introduced to principles of biblical ethics and theology. They will test the thesis that the Old Testament – in its poetry, law, prophecy, wisdom, and narratives - presents several perspectives on these issues that are in some tension with each other. The relevance of these materials for contemporary discipleship will be explored.

Prerequisite: BT 203-G or BT 215-G or BT 223-G. Fall semester, every other odd-numbered year.

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. Spring semester, even-numbered years.

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: BT 202-G, BT 221-G, or BT 224-G. Spring semester, odd-numbered years.

BT 337-G Topics in Evangelical Theology/3
This course examines the diversity of views in Evangelical Theology. Students will learn about issues in Theological Method, the Trinity, Divine Attributes, Biblical Continuity, Biblical Inerrancy, Gifts of the Spirit, the Image of God, Vocation, Women in Ministry, and Hell. Students will compare, contrast, and evaluate theological views and their possible implications for Christian ministry. Prerequisite: BT 237-G. Fall semester, even-numbered years.

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. Prerequisite: BT 202-G, BT 219-G, BT 224-G, or BT 230-G. Fall semester, odd-numbered years.

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. Prerequisite: BT 221-G or BT 225-G. Spring semester, odd-numbered years.

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. Prerequisite: BT 270-G or BT 237-G. Spring semester, every other odd-numbered year.

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. Offered on demand.

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: Senior standing. Spring semester.

BIOLOGICAL CHEMISTRY

Tabor College offers a major in Biological 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 Biological 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 101-G Introduction to Chemistry/4
This is a general or G course designed for non-science majors, nursing students, life sciences & allied areas and those who need some basic knowledge and credit of chemistry. It includes a three-hour weekly laboratory. This course adds another science G-course option to general education majors. It will include some selected topics in chemistry necessary for life with a brief introduction to fundamental concepts, measurements, significant figures & dimensional analysis, atomic structure, chemical reactions, chemical bonding, nomenclature of ionic and molecular compounds, nuclear chemistry, acids and bases, periodic law and the periodic table, etc. as applied in the life sciences and allied areas. This course can also be taught online with a three-hour weekly online laboratory. Summer term.

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.

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.

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

CH 324 Inorganic Chemistry/4
Coordination chemistry, periodicity, advanced descriptive chemistry, crystal field theory, inorganic synthesis and other topics. Prerequisite: CH 312. Offered on demand.

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. Spring semester.

CH 403 Physical Chemistry I/4
A study of gases and the kinetic theory of gases, introductory atomic and molecular structure, chemical kinetics, thermodynamics and its molecular interpretation, and applications of thermodynamics to solutions and electrochemical cells Prerequisites: CH 312, PH 233-G, and MA 114. Offered on demand.

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

CRIMINAL JUSTICE

Criminal Justice Program Outcomes:

- Students will clearly and accurately present information in written and oral forms within all criminal justice contexts.
- Students will apply biblical principles of integrity, accountability, and servant leadership in non-law-enforcement roles, including corrections, probation, courts, and other services within the criminal justice system, guiding ethical decision-making and promoting restorative practices.
- Students will interpret and apply federal, state, and local laws, including proper use-of-force protocols, to ensure lawful, ethical, and procedural compliance in law enforcement roles.
- Students will analyze causes, patterns, and consequences of crime and deviance through a biblical worldview, proposing solutions that apply biblical principles to uphold justice, mercy, and restoration across the criminal justice system.

COURSE DESCRIPTIONS

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. Spring semester, odd-numbered years.

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, even-numbered years.

CJ 341 Leadership, Ethics, and Diversity in Criminal Justice/3
Examines various leadership models and principles through a biblical worldview to develop a leadership philosophy, as it relates to the criminal justice system, aligned with biblical principles, ethics, and diversity. Spring semester.

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 348 Judicial Process/3
This course gives students a detailed overview of the persons and processes of our judicial system, concentrating on those elements of the courts which would be relevant to the criminal justice professional who will inevitably play a role in the court process. Fall semester, odd-numbered years.

CJ 355 Criminal Investigation/3
This course takes a field-based approach to modern investigative principles and practices firmly grounded in current research. Students will examine five critical areas essential to understanding criminal investigations; background and contextual issues, criminal evidence, legal procedures, evidence collection procedures, and forensic science. Fall semester, odd-numbered years.

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. Fall semester, even-numbered years.

CJ 362 Professional Skills for Criminal Justice/3
Criminal justice professionals need a wide variety of skills to obtain employment and work effectively and safely within the criminal justice community. This course will emphasize and allow students to practice some of those needed skills. This course will be divided into three unique emphases: 1. Writing/Communication for Criminal Justice Professionals,

2. Career Preparation/Exploration, and 3. Self-defense for criminal justice professionals. Fall semester.

CJ 372 Police Methods and Procedures/3
Examination of law enforcement subjects, including laws of search and seizure, laws of arrest, arrest procedures, criminal investigations, courtroom demeanor, rules of evidence, and patrol techniques. Spring semester, even-numbered years.

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. Fall semester, even-numbered years.

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, 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. 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. Fall semester.

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. Spring semester.

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. Spring semester.

CO 225/425 Journalism Participation: Newspaper/0-1
Participation on Tabor View staff. Prerequisite: CO 223 or consent of instructor. Fall and spring semesters.

CO 226/426 Journalism Participation: Yearbook/0-1
Participation on Tabor *Bluejay* staff. Fall and spring semesters.

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. Offered on demand.

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. 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.

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, even-numbered years.

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

COURSE DESCRIPTIONS

CS 160 Introduction to Information Technology/3
Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, you'll be prepared to take your next steps in IT and start solving technology problems on your own.

CS 170 Introduction to Cybersecurity/3
In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks – and provide you with the tools you'll need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

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. Fall and spring semesters.

CS 301 Computer Systems/3
Assembly language is employed to study machine organization. Alternative architectures, instruction formats, addressing modes, logic and arithmetic, and appropriate programming techniques are explored through several programming projects and lectures. Prerequisite CS 201. Fall semester, odd-numbered years.

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. Spring semester.

CS 303 Database Design and SQL/3
An introduction to relational database design and Structure Query Language, including the entity relationship model and normalization. In addition, students will be introduced to current trends in data warehousing, NoSQL databases, and cloud computing. Prerequisite CS 201. Fall semester.

CS 315 Networks/3
An introduction to the design and analysis of computer communication networks. Topics include application layer protocols, Internet protocols, network interfaces, local and wide area networks, wireless networks, bridging and routing, and current topics. Prerequisite CS 201. Fall semester, even-numbered years.

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. Offered on demand.

CS 321 Data Structures and Algorithms I/3
A survey of elementary data types and static and dynamic data structures, with a study of various representations and algorithmic implementations. The Java language will be taught and used to implement various projects. Prerequisite CS 201. Fall semester, even-numbered years.

CS 361 Software Engineering I/3
This course will develop students' ability to apply a systematic, engineering approach to the development of software systems. This course is the first of a two-semester sequence in software engineering with concentration on the early phases of the software development process. It explores software development life cycles, requirements elicitation, and architectural design and design decomposition, while the subsequent course will concentrate on implementation, and testing. The course teaches students about modern techniques available for performing activities in each of these areas. Prerequisite CS 321. Spring semester, odd-numbered years.

CS 401 Operating Systems/3
An introduction to the major concept areas of operating systems. This includes: process, memory, device, and file systems management; concurrency; synchronization; historical development of operating systems; and systems structures. Prerequisite CS 301. Spring semester, even-numbered years.

CS 420 Capstone Project/1
A capstone project in data science or a related field. Culminates in a final presentation. Offered on demand.

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. Offered on demand.

CS 460 Information Security and Data Protection/3
Imagine a world where people were trying to steal from every home, workplace, or bank - all the time. That's the world of digital security. Because it's cheap to launch attacks on every system you can find, virtually every organization and individual is always under some level of digital attack. This course will teach you how to help defend against this constant assault and keep valuable information and critical systems safe. Prerequisites: CS 160, CS 170, CS 201, CS 302, and CS 315.

CS 461 Software Engineering II/3
This course will develop students' ability to apply a systematic, engineering approach to the development of software systems. This course is the second of a two-semester sequence in software engineering with concentration on the development and maintenance phases of the software development process. It explores many aspects of implementation, testing, debugging, and maintenance. The course teaches students about modern techniques available for performing activities in each of these areas. Prerequisite CS 361. Fall semester, odd-numbered semester.

DATA SCIENCE

COURSE DESCRIPTIONS

DS 365 Introduction to Generative AI/3
This course covers the fundamentals of Generative AI, with a focus on LLM's and AI Agents. Students will learn the core concepts of how systems like ChatGPT and Claude work in real-time and gain hands-on experience by doing simple AI applications. Prerequisite: CS 201. Fall semester, odd-numbered years.

DS 410 Perspectives of Data Science/3
This foundational course introduces students to the principles and practices of data science. Students will learn about the complete data science lifecycle, from data collection to deployment of insights. We will be utilizing real-world datasets and teaching practical skills in data cleaning, analysis, and visualization with a strong theoretical foundation in data science concepts. Prerequisites: CS 303 and DS 365. Spring semester, odd-numbered years.

DS 425 Machine Learning and Deep Learning/3
This course is an introduction to the world of machine learning and deep learning, introducing the fundamentals of how we can find insights from data in creating predictive models. Students will be introduced to how real-time companies utilize the ML and DL techniques. Students will have the opportunity to build projects and work on real data sets throughout the coursework. Prerequisites: CS 201, MA 206, and MA 301. Spring semester, even-numbered years.

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.

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), and/or KSDE.

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 (PreK-6)
English Language Arts (6-12)
Health (PreK-12)
History/Government & Social Studies (6-12)
Mathematics (6-12)
Music Education (PreK-12, Vocal and Instrumental)
Physical Education (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

Additional endorsement areas are:
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 end of January of the year prior to the clinical experience.
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. Kansas-Teacher Work Sample (KTWS): The KTWS 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.
3. 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. Fall semester.

ED 206 Educational Psychology/3

Develop an understanding of major learning and developmental theories as applied to students in PreK-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/3

Provides preparation in methods for teaching in PreK-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 create lesson plans emphasizing the following approaches: Basic Lesson Plan format, Differentiation/Multiple Intelligences, Layered Curriculum, Problem-Based Learning, Project-Based Learning, and a Web-based Lesson Plan. Students will be introduced to Bloom's Taxonomy of Educational Objectives as well as learning modalities and the theory of multiple intelligences. A 10-hour practicum in a nearby school is required. Sophomore standing is required. Prerequisite: ED 100. Spring Semester.

ED 216 Methods in the Arts/2

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). Spring semester.

ED 224 Technology in the PreK-12 Classroom/2

Designed to introduce teacher candidates (PreK-adult) to computer technology and its applications to the classroom and curriculum. The major focus of the course will be interactive technology via the computer, although other forms of technology will be explored. Special emphasis will be placed on customizing instruction to meet learning styles of a diverse student population and evaluation of current software applications. Fall semester.

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. Spring semester.

ED 328 Classroom Management in the Elementary/Secondary School/3
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 admission to Teacher Education Program. Fall semester.

ED 365 Elementary Field Experience I/1
This field experience requires 40 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/3
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 40 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, even-numbered years.

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 417 Methods of Teaching English Language Learners/3
This course is designed to explore contemporary approaches, methods, and best practices for appropriate instruction of second language learners. Candidates will be instructed in language proficiency assessment and placement for programming in second language classrooms. Philosophical perspectives on ESL and dual language approaches, including communicative, cognitive, and grammatical implications will also be discussed. Strategies for advocating for ELLs in the school environment and effectively collaborating with parents of ELLs will be presented. Approaches to differentiation of regular classroom instruction for cultural and linguistic diversity will be presented. Offered on demand.

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 assessment. Prerequisite: Approval for clinical experience, completion of major and professional education course work, and exhibit positive teacher dispositions (determined by the Educator Preparation Program committee). 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 and 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 assessment. Prerequisite: Approval for clinical experience, completion of major and professional education course work, and exhibit positive teacher dispositions (determined by the Educator Preparation Program committee). 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, completion of major and professional education course work, and exhibit positive teacher dispositions (determined by the Educator Preparation Program committee). 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. Offered on demand.

ED 434 Secondary Education Methods/3
Designed to prepare students for successful teaching at the secondary level (grades 6-12) in all content areas. 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: ED 215 and Admission to Teacher Education Program. Spring Semester.

ED 446 Reading Strategies: 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 and summer 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. Fall 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 high school grade point average. 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 high school grade point average. 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. Fall and spring semesters.

EN 240 Editing/3
Students will learn not only the fundamental skills required for editing and submitting their own work for publication but also the process of developmental editing and proofreading the work of others. Students will assist the Quill staff in working with student submissions for the journal's spring publication. Prerequisite: EN102-G. Spring semester.

EN 257 Journalism Participation: Quill/0-1
Participation on Tabor's Quill staff. Prerequisite: EN 240 or consent of instructor. Spring semester.

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. Fall semester, even-numbered years.

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. Spring semester, odd-numbered years.

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 331 Major American Authors/3
A study of major American authors from the colonial period through the mid-20th century. Prerequisite: EN 102-G. Fall semester, even-numbered years.

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. Spring semester, odd-numbered years.

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 416 Major British Authors/3
A study of major British authors from the ancient period through the mid-20th century. Prerequisite: EN 102-G. Fall semester, odd-numbered years.

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. Offered on demand.

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. Spring semester, even-numbered years.

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, even-numbered years.

HISTORY

Areas of strength in the History Department include American religious history, colonial and revolutionary America, the Caribbean and Atlantic World, Western Europe, and World History. 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, odd-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. Spring semester, even-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. Fall 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. Fall semester, odd-numbered years.

HI 228/328-G 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. Spring semester, odd-numbered years.

HI 290/390 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. Fall semester, odd-numbered years.

HI 311-G 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. Spring semester, even-numbered years.

HI 313 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. Spring semester, odd-numbered years.

HI 318 American Religious History/3
A survey of religions in America from their European roots to the present day. Emphasis will be placed on the major movements, denominations, sects, theological trends, and forces of change within American religions. Same as BT 318-G. Spring semester, even-numbered years.

HI 326-G 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. Fall 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. Offered on demand.

HI 352-G 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. Fall semester, even-numbered years.

HI 360-G 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. Spring semester, odd-numbered years.

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. Offered on demand.

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. Fall semester, even-numbered years.

HEALTH & HUMAN PERFORMANCE

The Health & Human Performance Department offers programs designed to prepare students for careers in sport management, exercise science, and teaching. Options include a major in Sport Management with concentrations in Coaching, Sport Administration, and Sport Communication. The teaching major prepares students for PreK-12 licensure to teach health and physical education in preschool, elementary, or secondary school settings. Both the Exercise Science and Sport Management majors prepare students for graduate school. Minors are available in Coaching, Sport Administration, Sport Communication, and Strength and Conditioning.

COURSE DESCRIPTIONS

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 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, odd-numbered years.

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. Spring semester.

HP 131 Field Experience/1
A laboratory experience assisting with on campus athletic events, an individual sport program, or related activities. Prerequisite: Consent of instructor. May be repeated one time. Graded CR/NR. Fall and spring semesters.

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 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.

**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. Fall 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 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. Fall and 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. Fall semester, odd-numbered years.

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. Fall and spring semesters.

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. Fall 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. 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. Spring semester.

HP 324 Physiology of Exercise/4
A study of the specific effects of exercise on the human body, including an emphasis on training regimens. Fall 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. Spring semester, odd-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, even-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. Spring semester, even-numbered years.

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. Fall semester, even-numbered years.

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 385 Professional Healthcare Seminar/3
This course is designed to prepare students for careers in healthcare-related fields by equipping them with the practical knowledge and skills necessary for application to professional programs. Students will learn about the various health professions, their requirements, and the steps required to apply for graduate programs, as well as develop essential tools for career success, such as professional applications, resumes, and networking opportunities. The course is specifically designed for students pursuing physical therapy, athletic training, and chiropractic pathways, but may apply to others. Offered on demand.

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 semesters.

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. Spring 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 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. 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. Offered on demand.

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. 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. 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, even-numbered years.

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. 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. Offered on demand.

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/3
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:
1. Successfully demonstrate knowledge and skills in the area of musicianship.
2. Successfully demonstrate knowledge and skills in the area of pedagogy.
3. Demonstrate success as soloists, ensemble members, and conductors through experience in recitals, concerts, and rehearsals.
4. Successfully demonstrate knowledge of music literature, music history, and performance practice.

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 103 Voice Class/1

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 107 Piano Class/1
Designed for students with little or no piano background. This course introduces students to the keyboard, rhythm notation and counting, note reading, finger technique, simple chord patterns, basic elements of interpretation (tempo, dynamics, etc.) and development of two-hand independence.

MU 109 Guitar Class/1
Elementary instruction in guitar for non-music majors.

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/1-2
MU 116 Woodwind Instrument/1-2
MU 117 Guitar/1-2
MU 120 String Instrument/1-2
MU 124 Percussion Instrument/1-2

MU 125/126/225/226 Piano Proficiency I, II, III, IV/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 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 143 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 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 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 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 342 Composition I/3
Beginning studies with basic melodic structure and contour, simple harmonic accompaniment and textures. Major projects will include composing instrumental and vocal music, solo and small ensemble. Introduction to forms, orchestration, and counterpoint will be integrated into exercises and assignments. Prerequisite MU 142. Offered on demand.

MU 343 Orchestration & Arranging/3
Practical arranging for choral and instrumental ensembles. Idiomatic uses of instruments, harmonization, melodic figures, voicing, textures, tonal colors and notational elements will be covered. Prerequisite MU 142. Offered on demand.

MU 350 Percussion Methods and Materials/1
Introduction in the pedagogy, technique and care of percussion instruments, including appropriate teaching materials to meet the wide range of individual differences in students. Spring semester, odd-numbered years.

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 Methods and Materials/1
Introduction in the pedagogy, technique and care of brass instruments, including appropriate teaching materials to meet the wide range of individual differences in students. Fall semester, odd-numbered years.

MU 356 Woodwind Methods and Materials/1
Instruction in the pedagogy, technique, and care of woodwind instruments, including appropriate teaching materials to meet the wide range of individual differences in students. Spring semester, even-numbered years.

MU 357 String Methods and Materials/1
Instruction in the pedagogy, technique, and care of string instruments (violin, viola, cello, bass), including appropriate teaching materials to meet the wide range of individual differences in students. Fall semester, even-numbered years.

MU 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. Offered on demand.

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. Offered on demand.

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. Offered on demand.

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 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 Elementary Music Methods and Materials 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. Fall semester, even-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. Prerequisite: MU 372. Spring semester, odd-numbered years.

MU 454 Methods & Materials for Teaching Instrumental Music 4-12/3
Materials and procedures for teaching instrumental music in grades 4-12. Emphasis is placed on both beginning instrumental ensembles and advanced band and orchestra techniques, marching band, related materials, and continued instrumental administration. Prerequisite: MU 472. Fall semester, odd-numbered years.

MU 460 Church Music Administration Seminar/1
Principles of structuring and developing a church music program,

including graded choirs, music filing, recruiting, working with pastors and music education in the church. Field observations required. Prerequisite: Open to students completing a major or minor in music with an emphasis in church music or by permission. Taken in conjunction with MU 385 Internship in Church Music.

MU 472 Conducting II/3
Advanced instruction in conducting, delving deeper into choral and orchestral conducting and score preparation. Conducting ensembles in both rehearsal and performance provides hands-on experience. Prerequisite: MU 372. Spring semester, even-numbered years.

MU 480 Pedagogy Capstone/2
A senior-level course synthesizing skills and principles outlined and used in the pedagogy courses and practicums. Students will be expected to do a research project/presentation on an approved pedagogical topic, teach group piano lessons in the Music Preparatory School, as well as complete a literature review of piano repertoire. Prerequisite: MU 380, senior standing. Offered on demand.

NATURAL SCIENCES

COURSE DESCRIPTIONS

NS 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. Fall semester.

NS 219 Science Seminar I/0.5
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 319 Science Seminar II/0.5
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 330 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. Spring semester, even-numbered years.

NS 420 Independent Research Project/0.5-4
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, Biological 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. Offered on demand.

NURSING

COURSE DESCRIPTIONS

(Nursing courses will be completed at Hesston College)

NURS 300 Nursing Foundations I (Fundamentals and Gerontology)/8
Introduces concepts, processes and skills which are foundational in the delivery of holistic client-centered care. Provides an introduction to the nursing process, beginning physical assessment skills, teaching/learning and communication. Emphasizes the importance of applying clinical judgment in each nursing practice setting. Explores the impact of illness on various adult body systems with an emphasis on the older adult. Examines legal and ethical issues which influence contemporary health care and asks students to identify their philosophy of nursing and career goals. Includes clinical participation in medical and gerontological care settings. Prerequisite: BISC 205 and BISC 215 or equivalent and official acceptance into the BSN program.

NURS 301 Holistic Assessment/3
Focuses on multiple methods of data collection, assessment of health, health promotion and primary and secondary prevention strategies for families, communities and individuals across the life span and across

diverse populations. Students also learn the process of assessing spiritual, cultural and health beliefs and values. Provides opportunities to apply knowledge of pathophysiology, communication, interviewing and assessment skills in the laboratory setting.

NURS 302 Nursing Foundation II and Maternal/Child Nursing/8
Builds upon the concepts, processes and competencies developed in NURS 300. Focuses upon knowledge and skills which are directly applicable to perioperative and maternal-child nursing. Applies the nursing process, teaching/learning, clinical judgment and concepts of communication to perioperative and maternal-child care situations. Students examine legal and ethical issues which directly apply to nursing and concepts of holistic client-centered care. Students learn to apply physical assessment skills in perioperative, maternal/newborn and pediatric care settings. Includes clinical participation in maternity, pediatric nursing, medical and perioperative care settings. Prerequisite: NURS 300.

NURS 306 Nursing Theories and Professional Practice/2
Focuses on the history of nursing, nursing theories and professional values. Students gain an understanding of how nursing theories have influenced the development of nursing as a profession and how nursing practice is impacted by professionalism and professional values. Explores concepts in intra- and inter-professional communication along with an understanding of cultural variations in communication. Also emphasizes the importance of self-care and continuous self-development.

NURS 308 Healthcare Ethics/2
Explores the concepts and principles of ethical decision making in health care. Through the process of analyzing bioethical issues, introduces students to ethical theory and modes of ethical analysis. Also explores the impact of morals, values and the Anabaptist and Christian faith on healthcare ethics.

NURS 312 Healthcare Systems, Policy and Finance/2
The primary goal of this course is to acquire greater understanding regarding how health care is organized and financed in the United States. Students develop a working knowledge of how healthcare policies are developed and carried out by regulatory agencies and how to function as a professional advocate in the health care system. Also provides students with opportunities to explore healthcare systems from a global perspective.

NURS 316 Evidence-Based Practice/2
Introduces the research process, with an in-depth look at the critical appraisal of evidence to support clinical practice. Emphasis is placed on developing and understanding the nurse's role in evidence-based practice. Students participate in an EBP project. Prerequisite: NURS 306 and MASC 210.

NURS 331 Clinical Pharmacology I/2
Introduces the student to core concepts in pharmacology and the terms, principles and pharmacological concepts related to providing nursing care. Focuses on pharmacodynamics, pharmacokinetics, absorption and metabolism of medications in various populations. Explores use of herbal

medications, vitamins and minerals, actions of medications used for nutritional support and pain relief and therapeutic regimens related to perioperative, maternal/newborn and pediatric experiences. Also addresses anti-infectives, CNS and reproductive agents and medications used for bone, dermatologic, eye and ear disorders. Contemporary issues, research roles for nurses and the process for drug approval are discussed. Prerequisite: NURS 300.

NURS 400 Acute Care Nursing I/9
(Medical/Surgical, Mental Health Nursing and Management)
Builds upon the concepts, processes and competencies developed in NURS 300 and NURS 302. Focuses upon nursing care for clients in acute care settings who are experiencing alterations in respiratory, cardiac, hematologic and endocrine function. Includes nursing care of clients with mental and emotional health disorders. Expands physical assessment skills in the nursing areas of focus. The nursing process, teaching/learning, clinical judgment and concepts of communication are applied in class and clinical experiences. Students are asked to examine legal and ethical issues which directly relate to clients and to apply evidence-based practice in the delivery of holistic client-centered care. Clinical practicum occurs in acute medical-surgical and mental health settings. Prioritization and management of client care is a major clinical focus. Prerequisite: NURS 302.

NURS 402 Acute Care Nursing II/9
(Medical/Surgical Nursing and Complex Care)
Builds upon the concepts, processes and competencies developed in NURS 300 through 400. Focuses upon nursing care for clients in acute care settings who are experiencing alterations in nutrition; bowel and urinary elimination; immune and integumentary systems; neurologic, visual, auditory, musculoskeletal and sexual/reproductive function. Includes nursing care of clients with gastrointestinal disorders, cancer and burns. Physical assessment skills are expanded in nursing areas of focus. Nursing process, teaching/learning, clinical judgment and concepts of communication are applied in client care situations and in the management of client care. Students are asked to integrate knowledge of legal and ethical issues and to promote evidence-based, holistic client-centered care. Clinical practicum occurs in acute medical-surgical and critical care settings. Complex care is a major clinical focus. Prerequisite: NURS 400.

NURS 406 Healthcare Informatics, Quality and Safety/2
Provides students with a formal introduction to information technology and continuous quality improvement. Gives primary emphasis to the impact of information technology and quality improvement processes on the healthcare system, the nursing profession and promotion of safe client care.

NURS 408 Nursing Management and Leadership/3
Explores management of client care, resource management and delegation of client care, along with elements of leadership and interprofessional communication. The student will develop skills in empowerment, visioning and creativity to contribute to professional practice. It is designed to help develop nurse leaders who strive for

excellence in meeting current and future healthcare needs of individuals, families and communities. Corequisite: NURS 402.

NURS 410 Population-Based Nursing/4
Explores concepts and theories related to improving the health of entire populations. Focuses on risk reduction, protective and predictive factors within the environment(s) which influence the health of individuals, families, aggregates and entire populations, including global communities. Develops competencies in community health assessment and planning in collaboration with a variety of community agencies. Corequisite: NURS 400.

NURS 431 Clinical Pharmacology II/2
Builds on the knowledge base established in Clinical Pharmacology I. Addresses current issues that influence medication use including legal and ethical care considerations. Focuses on specific therapeutic regimens related to clients experiencing alterations in respiratory, cardiovascular, renal, psychiatric, endocrine, gastrointestinal and neurologic status. Explores medications used for clients with cancer and viral infections. Prerequisite: NURS 331 or competency testing.

NURS 490 Integration Seminar/2
Provides an opportunity for students to review and integrate their nursing educational experiences by applying concepts, principles and critical thinking to solve problems and make decisions in client case studies. Students are assisted with the development of individual study plans and the application of guided strategies for knowledge enhancement in areas that do not meet program benchmarks. Completion of a BSN Outcomes paper assists with reflection, self-awareness and knowledge integration. Corequisite: NURS 402.

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. Fall 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. Spring semester, even-numbered years.

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. Spring 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. Fall and spring semesters.

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. Spring semester, odd-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 semester.

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. 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 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.

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: MA 221-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 and MA 221-G. Spring semester.

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. Same as CO 201-G. Spring 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 Work Program Director and member(s) of the Social Work faculty. A member of the faculty may be appointed by the 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/about/ethics/code-of-ethics. 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. Spring 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. Fall and spring semesters.

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. Offered on demand.

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. Offered on demand.

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. Offered on demand.

SW 371 Trauma Informed Practice in Social Welfare/3
This course will prepare students for trauma-informed practice with human beings of all ages in a variety of social welfare, criminal justice, ministry, and psychological or sociological practice settings. Students will be exposed to the neurological science of trauma within the framework of the human development cycle and brain function. Students will increase understanding of the impact of trauma experiences on the core dimensions of human well-being, regulation, learning, and cognition. Students will demonstrate evidence-based practice techniques and will accurately apply trauma-informed research methods to the human condition and experience. Students will learn practical skills and techniques for incorporating trauma-informed care concepts into professional practice. This course is strongly recommended for all social work majors. Fall semester, odd-numbered years.

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/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 PY 430. Prerequisite: MA221-G or consent of instructor. Fall semester.

SW 432 Research Methods II/3
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/3
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. Offered on demand.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Offered on demand.

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). Fall and spring semesters.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Spring semester.

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. Fall semester.

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). Fall, spring, and summer semesters.

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. Fall semester.

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. Offered on demand.

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. Spring semester.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Fall and spring semesters.

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. Fall and spring semesters.

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). Fall and spring semesters.

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. Offered on demand.

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. Fall semester.

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. Fall semester, odd-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. Spring semester.

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. Fall and spring semesters.

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. Spring semester, odd-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. Spring semester, even-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 102 College Skills Seminar/1
This course seeks to help students acquire and develop specific skills for success in college through instruction and practice of skills such as time management, reading techniques, note-taking, exam strategies, memory strategies, relating with professors, library usage, writing papers, critical thinking, and study groups. Students will be given the opportunity to consider motivational issues related to their success in college. Graded CR/NC. Students on Academic Probation are required to enroll. Offered each 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. Fall and spring semesters.

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 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. Same as BT 348-G. Fall semester, odd-numbered years.

TC 390-G Global Engagement in Perspective/3
This course facilitates global and cultural competencies and engagement by looking at the Global Challenges that students will face in the next 15 years (as identified by the Center for Strategic and International Studies), from the perspective of different worldviews (secular, non-western and faith-based). The participants will be equipped with theories and research about individual and cultural differences to address these challenges. Additionally, students will be able to use their knowledge to enhance learning and global engagement opportunities. Fall semester.

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 UNDERGRADUATE ACADEMIC CATALOG

ADMISSIONS

Admission to Tabor College's Online Undergraduate Division 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.

Degree programs offered through Tabor College's Online Undergraduate Division are primarily intended for students who do not intend to study on campus in our School of Undergraduate Studies. Students enrolled in the on-campus School of Undergraduate Studies may take courses in the Online Undergraduate Division, but they are not allowed to declare a major or minor from the Online Undergraduate Division.

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.

ONLINE UNDERGRADUATE ADMISSION CRITERIA

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

A. Those entering with no prior college credit must have either:
   a. An official high school transcript, showing a graduation date with a High School GPA of 2.5, or an ACT composite score of 20 (or equivalent SAT or CLT score).
   b. An official GED credential. Students with a GED composite score of 500 or more will be considered for admission to Tabor College.
   c. For those who do not meet the above requirements, the Enrollment Management Committee will consider applicants with a 2.0 to 2.49 High School GPA, an ACT composite score of 16-19 (or equivalent SAT or CLT score), or GED composite score between 450 and 500.

B. Those entering from another college or university:
   a. Students with fewer than ten attempted semester credit hours shall be considered for admission under the same standards as those with no prior college credit. See section above.
   b. Students with ten or more college credits must have a college GPA of 2.0 or higher and official college transcripts.
   c. For those who do not meet the above college GPA requirement, the Enrollment Management Committee will consider a student's academic history including high school GPA, standardized test scores, etc. to determine admission eligibility.

C. Non-Degree Seeking and Audit Students

a. Non-degree seeking students may take up to 9 credit hours before submitting formal admission documentation.

ASSOCIATE DEGREE TRANSFER POLICY
In order to facilitate the seamless transfer of students into Tabor's online undergraduate programs, we adhere to the guidelines below to transfer in credit from Associate of Arts or Associate of Science degrees earned at other academic institutions:

1. Students must have earned their associate degree from a college or university that holds accreditation that is recognized by CHEA (Council on Higher Education Accreditation).
2. The courses in the curriculum for an A.A. and A.S. degree plan will be accepted as satisfying the general education for bachelor's degrees offered through Tabor College's Online Undergraduate Division. The following exceptions apply:
   a. All students must complete Tabor Distinctive courses that are part of the General Education Curriculum requirements.
   b. Students may be required to complete some General Education Curriculum or prerequisite courses in cases where such coursework is required by their major.

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 80, Duolingo score of 110, or an IELTS score of 7 (with reading and writing scores of 7). International students must have a transcript evaluation completed through an approved organization, i.e. World Education Services (www.wes.org), AACRAO (www.aacrao.org) or National Association of Credential Evaluation Services (http://www.naces.org/members.htm) and an official copy of the international transcript needs to be submitted to the Admissions Office.

High school transcripts require a basic evaluation, while university transcripts require a course-by-course evaluation. The online undergraduate programs at Tabor are not eligible for documents related to applying for a student visa.

UNDERGRADUATE ADMISSION PROCESS
To apply for admission to an online undergraduate program, students must submit the following:

1. A completed application.
2. Official transcripts received directly from all previous college-level work and/or official high school transcript or GED credential. Failure to provide a complete record of all academic work may result in students not being accepted into the College. If the student fails to provide necessary documents within the 6 weeks, the student may be administratively withdrawn from the College.
3. English as a second language students must have a suitable test scores (see above).

Completed applications and resulting assessment records are valid for 12 months; if students have not started a program within 12 months, a new

application for reassessment under the new Tabor College Academic Catalog will be required.

Non-degree and Audit students are required to complete the standard application but are not required to provide transcripts.

VERIFICATION OF IDENTITY
In order to remain compliant with U.S. Department of Education requirements, Tabor College has implemented the following practices to ensure that a student registering for a course is the same person participating in and receiving credit for a course. Tabor College requires incoming students to verify their identity by presenting a valid government-issued photo ID during a video call or in person meeting with an enrollment advisor, financial aid advisor, or academic advising staff. Tabor's staff documents verification of identity before a student is able to register for classes. Transfer students may also have their identities verified through the National Student Clearinghouse.

Tabor College continues to monitor and verify student identity throughout a student's academic career by:

- Assigning unique credentials to students with secure login and passwords. In addition, Tabor College requires dual authentication and periodic resetting of passwords.
- For high stakes exams, Tabor College uses remote proctoring services to verify student identity and exam participation.
- Select students applying for Federal Aid may be required to complete a verification process (see below).

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

All non-applied Associate of Arts and Associate of Science degrees from any accredited college will be accepted as meeting Tabor College's Online Undergraduate Division General Education Curriculum requirements with the exception of the Institutional Distinctives. Completion of the General Education Curriculum does not necessarily satisfy all degree requirements. Specific core curriculum courses required for a program of study are published in the Catalog.

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

Correspondence Courses:
To ensure transferability of courses taken by correspondence, a student must have written approval from the Tabor College Registrar.

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

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

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

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

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

PREVIOUS STUDENTS APPLYING FOR READMISSION TO THE COLLEGE

Students returning to Tabor College's Online Undergraduate Division after an absence of more than 12 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 may be subject to the requirements of the current Tabor College Academic Catalog. Students must be in good academic and financial standing with the college to be considered for readmission.

FINANCIAL AID

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

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

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

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

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

AWARD NOTICES

The Financial Aid Office will act on all Deposited students who have completed a FAFSA. Notification of financial assistance will be made in CoreCampus to students who are accepted for admission and deposited to Tabor Online. The student is asked to accept or decline the financial aid awarded. If a student would like to have the aid package reviewed again, they should contact the Financial Aid Office. Federal aid will not be awarded until acceptance. **Failure to accept financial aid by the end of a semester will result in the aid being canceled.**

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 studentaid.gov.

The resulting eligibility analysis determines a student's eligibility for the following programs:

Federal Pell Grant: The Pell Grant is designed to provide financial assistance to those with financial eligibility who desire to attend post-high school educational institutions. Grants range up to $7,395 (Academic Year 2026-27). Application for the Pell Grant is made by completing the FAFSA.

Federal Direct Student Loan Program: This program provides for a guarantee of a student loan from the federal government. A student must be enrolled at least half time to be eligible for a Direct Loan. Direct loans may be Subsidized or Unsubsidized. Interest starts to accrue on unsubsidized loans upon disbursement. Subsidized loan interest begins when you enter repayment after your six-month grace period after you leave school. If a student's grace period has not already been used, repayment begins six months after the student ceases to be enrolled at least half-time. For more information please visit studentaid.gov.

To disburse loan funds to student's accounts, a student must be at least half time, and have an active Entrance Counseling Questionnaire and Master Promissory Note which MUST be on file with the Federal Government. These items can be found at studentaid.gov. Students may be required to complete an Entrance Counseling or Financial Awareness Counseling if it has been one year since an Entrance Counseling was completed.

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

VERIFICATION
Some students' 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 FAFSA Submission Summary and by email from Tabor College. An Institutional Verification Worksheet will be sent to the student. The Verification Worksheet must be completed, signed, and returned to the Office of Financial Aid, along with the required Federal tax forms like an IRS tax return transcript(s), a signed 1040, and/or W-2's.

Per Federal Regulations Tabor College must obtain an IRS processed Tax Return Transcript and are not able to accept unprocessed tax returns. All documents requested must be sent to Tabor College.

PLEASE NOTE: All documentation, including tax return transcript(s), 1040's, W-2's, and the Verification Worksheet must be provided by the student before any Title IV financial aid will be applied to the student's account. If a student does not respond with documentation and required tax information, their account will only be credited with Tabor institutional aid which is non-need based.

FINANCIAL AID FORMS DEADLINE
It is imperative that students return information to the Financial Aid Office in a timely manner.

All documents requested are expected to be returned within 10 business days of the notification of the student.

Students are expected to check their Tabor College email for communication from the Financial Aid Office. If these deadlines are not met, Federal Financial Aid will not be posted to the student's account, which could result in processing delays and/or loss of aid.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS (SAP)
Federal regulations require Tabor College to establish Satisfactory Academic Progress (SAP) standards for student financial aid recipients. Tabor College's standards of SAP measure a student's academic performance both qualitatively and quantitatively by reviewing the following three areas of performance:

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

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

Items to consider:

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

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

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

The specific expectations include the following:

1. Maintain a minimum cumulative grade point average (Cum GPA) from any Tabor Online coursework: The minimum Cum GPA for undergraduates is 2.0 for all grade levels. Grade changes after the term has been completed will be reviewed on a case by case basis.
    a. Repeated courses – last recorded grade will be computed in the GPA.
2. Each student must earn at least 67% of all attempted hours each term. Attempted hours include: transferred hours, and all Tabor Online hours including: incompletes, withdrawals, repeated, pass/fail, and all earned hours.
3. Students are expected to complete degree requirements within 150% of the average length of their program of study, i.e. 180 credit hours.
    a. Maximum time frame will include all accepted and transferred credit hours.
    b. With a change in major or pursuit of a second degree, attempted hours will include all transferred and Tabor Online credit hours.

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

FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS

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

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

Students placed on financial aid warning will receive written notification of this action. However, **it is the responsibility of the student to know whether their grade report, when compared to the SAP criteria, will cause placement on financial aid warning, or the immediate loss of**

eligibility. The SAP policy is listed in the Catalog and the policy manual located in the Financial Aid Office.

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

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

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

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

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

FINANCIAL AID SUSPENSION AND RE-ESTABLISHING ELIGIBILITY
After financial aid has been withdrawn for failure to maintain satisfactory academic progress, students may re-establish eligibility by improving their completed courses and grade point averages through Tabor College at their own expense. Students should contact the Financial Aid Office at the end of the term in which two-thirds or more of the hours attempted have been completed satisfactorily. When two-thirds of the courses attempted have been completed and if all other academic progress requirements have been met, the student is 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.

WITHDRAWAL OR LACK OF ATTENDANCE POLICY

Students who withdraw from Tabor prior to the first day of regularly scheduled classes may be charged a service fee in lieu of charges for tuition and fees. No forms of financial aid, loans or other financial assistance administered by the college will be extended to the individual under these circumstances including Title IV federal aid programs and institutional aid programs.

Students receiving Title IV federal funding, who withdraw, drop out, fail all classes, or take a leave of absence may be required to return all or a portion of their financial assistance awards. Title IV funding refers to federal aid such as Pell grants, Direct loans (both subsidized and unsubsidized), and PLUS loans. Federal regulations require that students who withdraw from Tabor College or stop attending classes return the unearned portions of their Title IV aid to the federal government. The amount of aid that must be returned is based on the percent of the semester 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 completed based on the last date of attendance 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. The last date of attendance for online students requires academic activity. Simply logging into a course does not count as academic activity. Examples of academic activity include submitting assignments, taking tests or quizzes, and participating in an online discussion involving the academic course's content.

General Rule

If a student withdraws before completing sixty percent (60%) of a period of enrollment (i.e. fall term, spring term), his/her Title IV aid will require an adjustment, which may have an impact on the student's account.

If a student withdraws after attempting and completing more than sixty percent (60%) of a period of enrollment (i.e. fall term, spring term), all federal aid is considered to be earned by the student and no financial assistance refund will be required. A Return to Title IV calculation will be completed.

Module Rule

Modules are defined as terms that do not begin and end on the same date as the semester. If a student withdraws and is enrolled in modules, then the 49% rule may be applied. A student who successfully completes a module or combination of modules that include at least 49% of the countable days in the semester, is not considered to have withdrawn and is exempt from a return to Title IV calculation. Grant aid may still be adjusted based on the credit hours completed and the student may be required to pay the grant aid back to the federal government. If the student does not meet the 49% rule requirement and has begun attendance in a module, then the 60% process mentioned under the General Rule section applies and the module is included in the denominator of the R2T4 calculation.

Determining Withdrawal Date for Financial Aid Purposes
A student's withdrawal date is determined based upon one of the following:

The last date the student attended class even if the student did not complete an official Withdrawal form.

Once the withdrawal date is determined, a Title IV refund calculation will be performed. All unearned Title IV aid funds will be returned to their respective programs within 45 days of the determined date of withdrawal. Funds will be returned in the following order:

- Unsubsidized Direct Loan
- Subsidized Direct Loan
- Graduate PLUS Direct Loan
- Parent (PLUS) Direct Loans
- Federal Pell Grant
- Federal Supplemental Opportunity Grant
- Federal TEACH Grant
- Other Title IV aid

Only aid that is final and disbursed is eligible to be included in the total Title IV funds used. For instance, if a student fails to sign a promissory note and her/his Direct loan has not yet been disbursed; the student may no longer be eligible for those funds.

Example Calculation
Below is an explanation for the calculation of the percentage of Title IV funds that a student has earned upon withdrawal.
A student stopped attending classes in person or submitted their last academic activity on February 5th and contacted Tabor College in writing to notify the college of their withdrawal. The term began on January 18th and is 53 days long. The student has attended 18 days and has earned 34.0 percent of his financial aid (18 days divided by 53 days equals 34.0 percent).

The student received in aid:

Federal Unsubsidized Loan	$3,415
Federal Direct Grad PLUS Loan	$1,500
Total Aid Winter Term	$4,915

1. The amount of federal aid earned is 34.0 percent x $4,915 = $1,671.10.
2. Total federal aid unearned is $4,915 - $1,671.10 = $3,243.90.
3. The second calculation determines the percentage of the amount unearned based on school charges for tuition and housing. The student was charged $2,538 in tuition and did not live on campus. Percentage of unearned aid for this second calculation is 100 percent - 34.0 percent = 66.0 percent. Therefore, based on the tuition charges for the term, $1843 x 66.0 percent = $1,675.08.
4. The amount of federal aid the student must return is the lesser of step 2 or 3 ($1,675.08 in our example).
5. Federal guidelines determine the order of aid types to be reduced: Unsubsidized Loan, Subsidized Loan, Parent PLUS Loans (parent or graduate), FSEOG and then Pell Grant until $1,675 (rounded to the

nearest dollar) has been repaid. Therefore, the student's aid will be reduced to:

Federal Unsubsidized Loan	$3,415 - $1,675 = $1,740
Federal Direct Grad PLUS Loan	$1,500 - $0 = $1,500
Total Returned	$1,675

The total returned amount reflects the amount to be billed to the student's billing account from his financial aid. Any refunds from tuition that are determined and applied to his account may affect the amount that the student owes for the term.

The school must return the amount prescribed by the preset formula within the Return to Title IV funds. The student may also be required to return Title IV grants or loans. Once Tabor College has determined what the required amount is, Tabor College will notify the student as soon as possible. The student must return any loan funds based on the promissory note related to the loan. Any unearned grant funds are known as an overpayment and Tabor College will notify the student what amount is to be repaid by providing the Return to Title IV funds form with the amount listed. The student will need to make arrangements with Tabor College or the Department of Education to return the unearned grant funds.

Post-Withdrawal Disbursement
Post-withdrawal disbursements can be used to credit outstanding charges on a student's account in the rare cases when federal funds were not yet applied. If the amount disbursed to the student is less than the amount the student earned, the amount may be considered a post-withdrawal disbursement. Tabor College has 30 days from the student's withdrawal date to offer any available post-withdrawal disbursements to the student. The student must accept or decline some or all of the offered disbursements within 14 days of the date that Tabor College sends notification of post-withdrawal disbursement eligibility. If the student does not respond to Tabor's notice within the 14-day period, no portion of the post-withdrawal disbursement will be credited to the student's account. Tabor College is required to contact a withdrawn student prior to making a post-withdrawal disbursement of loan funds and explain to the student (or the parent of the student in case of a parent PLUS loan) his/her obligation to repay the funds if the funds are disbursed.

The student will be notified by mail that a Title IV refund calculation was performed. A copy of any adjustments on the student's account will accompany the notification. If there is any outstanding balance on the student's account, the student is responsible for making payment arrangements with the Business Office.

All F's
A student who receives grades of "F" in all classes at the end of the semester may be subject to the Return to Title IV Policy dependent upon the last date of academically related activity. If a student is receiving Title IV funds and receives "F" grades in all courses, the Registrar's Office will contact the course instructors to determine the last date of academically related activity also known as the last date of attendance (LDA). Academically related activity is defined as physical attendance in class, submission of a graded assignment, taking an exam, participating in an

interactive tutorial, or engaging in computer-assisted instruction. For distance education courses, Tabor is not required to take attendance. The LDA for distance education courses is based on evidence of academic engagement, such as submitting assignments or participating in online discussions. Only logging into a course without participation does not count as academically related activity. Documentation (for example, attendance records, graded submissions, or instructor statements) are used to support the LDA. The withdrawal calculation will be based on this date. For students enrolled in modules, the LDA is determined only for modules where the student began attendance, as verified by the course professor or course records per 34 CFR 668.22(I)(9). If professors are unable to furnish such a date at the time of inquiry, the midpoint of the semester will be certified as the withdrawal date.

Students are encouraged to see the Director of Student Financial Assistance for more information on these calculations and regulations.

The above All F's section has been updated to align with 34 CFR 668.22, as updated by the January 3, 2025, final rule. Tabor College may implement these updates early of February 3, 2025, for consistency and compliance.

STUDENT ACCOUNTS

TUITION AND FEE SCHEDULE

Total costs vary by program. This information may be obtained from the Enrollment Specialist. Students are required to complete full financial settlement with the Accounts Receivable Clerk upon enrollment. For additional information, including the tuition and fee schedule, contact the Business Office.

EMPLOYER ASSISTANCE

To be eligible for employer assistance (EA), a student must complete their Term Confirmation of Charges & Billing prior to beginning class. This form is for any student whose employer will make payments to the college or to the student personally. The student must select that they will receive employer assistance; however, EA is not a method of deferment of waived payment.

Note: If the student's employer requires the student to submit a grade in order to pay for tuition, the student is responsible for submitting the grade to the employer in a timely fashion. If the employer issues a Tuition Voucher, Approval Certificate, etc., the student must submit that the Financial Aid Office on or before the first class session of each Term in order to receive proper credit on the student's account.

If the employer will make payment to the student rather than to the college, or if payment will not be made until after successful completion of an entire term, the student will not be waived from full financial settlement and must make other arrangements for payment of charges, such as applying for a student loan or using the monthly payment plan.

ACTIVE DUTY MILITARY/VETERANS BENEFITS

Tabor College is proud to support veterans and their families looking to start or continue their education through Tabor College's Online Undergraduate Division. Some of the benefits we provide for our military students are listed below. This is not an exhaustive list; please contact the Financial Aid Office for more information.

The Post-9/11 GI Bill®

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

The Yellow Ribbon Program

The "Yellow Ribbon Program" is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008 (also known as the Post 9/11 GI Bill). This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with Veterans Administration to fund **tuition expenses** that exceed the annual maximum paid through the Post-9/11 GI Bill. The institution can waive up to 50% of those expenses and VA will match the same amount as the institution.

Please provide the Financial Aid office with the following documents:

Certificate of Eligibility: Can be requested online or by calling 1-888-442-4551. You will need to mail the form to the address indicated on the form

and then provide Tabor College with a copy of the *Official Certificate of Eligibility* you receive back.

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

Official Copy of Military Transcript (Veteran)

VA Form 22-1995 or 22-5495 Change of Program or Place of Training (if used VA benefits elsewhere): Can be found online – please type in the form number (either a2201995 or 2205495) at the bottom of the page in the "search" space.

We will need all forms turned in to the Financial Aid office before we are able to certify your credits using your VA Benefits. Individuals eligible for these benefits must comply with all Terms of Financial Settlement (found on CoreCampus under My Financial Information).

PERSONAL FUNDS
Students may pay for their program with personal funds by using the monthly payment plan (See the Accounts Receivable Clerk for payment plan information). Financing fees may apply for students selecting the payment plan.

DROP/WITHDRAWAL & REFUND POLICY
Students who wish to withdraw from Tabor College should inform the Registrar's Office and the Office of Financial Aid. A course drop/add form will be available online and must be completed. No refunds will be issued without a completed form on file. Any student who has completed any steps of registration and wishes to withdraw must complete the withdrawal process and course add/drop form online. The withdrawal date for prorating charges and refunds will be specified on the official course drop/add form acknowledged and signed by the Business Office.

CHARGE AND REFUND POLICY
All charge and refund policies are subject to change based on federal regulations. Current information is available from the Financial Aid Office and Business Office.

DROP/WITHDRAWAL FROM A COURSE & REFUND

1. Course Drop/Refund:
   - Follow appropriate guidelines for dropping a course (see Academic Information Section).
   - Student must notify the Registrar's Office prior to the first day of class to drop a course.
   - Once the correct drop procedures are followed and signed documentation is on file, the student will receive 100% refund on tuition and fees prior to the first day of class.
2. Course Withdrawal/Refund:
   - Follow appropriate guidelines for withdrawing from a course (see Academic Information section).
   - Students may withdraw from online courses by 11:59 p.m. CST through the 7th day. Withdrawals are completed by notifying the Registrar's Office (see Academic Information section).
   - Once the withdrawal procedures are followed and signed documentation is on file, the student will receive a 100 percent refund on tuition and be responsible for any applicable fees. After

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

PROGRAM WITHDRAWAL & REFUND
Follow appropriate guidelines for withdrawing from a program (see Academic Information section).

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

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

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

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

Tuition and fees for students who are suspended or dismissed under disciplinary measures on or after the first day of regularly scheduled classes during a term will be assessed in full for the current course they are in. Title

IV aid, Tabor College institutional scholarships, discounts and grant aid will be prorated. Other school-related fees, fines, and personal costs are not prorated and are non-refundable. There will be no refund given for tuition and fees under any circumstance of withdrawal, suspension, or dismissal after the seventh business day of a course start date.

The student will be notified by mail that a Title IV refund calculation was performed. A copy of any adjustments on the student's account will accompany the notification. If there is any outstanding balance on the student's account, the student is responsible for full financial settlement and/or making payment arrangements with the Accounts Receivable Clerk within 30 days of the student's official withdrawal.

Note: If a tuition refund is due the student as a result of withdrawal from classes, and the student received financial aid, refunds must be returned to the financial aid programs.

BOOKS
Students are responsible for purchasing all textbooks and/or other course materials.

STUDENT RESPONSIBILITIES
As part of the educational process, all accounts are considered to be the primary responsibility of the student. Failure to meet any terms of the financial agreement may result in the cancellation of enrollment until payment has been made.

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

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

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

1. You have the right to know what financial aid programs are available at your school.
2. You have the right to know the deadlines for submitting applications for each of the financial aid programs available.
3. You have the right to know how financial aid will be distributed, how decisions on the distribution are made, and the basis for these decisions.
4. You have the right to know how your financial need was determined. This includes how costs for tuition and fees, supplies, personal and miscellaneous expenses, etc., are considered in your budget.
5. You have the right to know what resources (such as parental contribution, other financial aid, your assets, etc.) were considered in the calculation of your need.
6. You have the right to know how much of your financial need as determined by the institution has been met.
7. You have the right to request an explanation of the various programs in your student aid package.
8. You have the right to know your school's refund policy.
9. You have the right to know what portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when repayment is to begin.
10. You have the right to know how the school determines whether you are making satisfactory progress, and what happens if you are not.

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

CREDIT ON ACCOUNT
After all charges have been determined and entered on a student account and all credits for grants, loans, scholarships, and payments have been entered on the account, a credit balance may exist. When a credit balance exists, the remaining funds will be released to the student up to 14 days from the first day the credit appears on the account after verification of charges, credits, and/or request is received.

STUDENT RESOURCES & POLICY INFORMATION

STUDENT LIFE

While enrolled in a Tabor Online program, the student's ability to understand and articulate increasingly complex ideas and feelings is intentionally developed. Consequently, both oral and written communication should reflect and demonstrate this search for precision and accuracy. Civility and respect are expected behaviors at Tabor Online. Tabor College discourages involvement in any activity that may be of an immoral or degrading nature. The historic and current commitment to the ideal of intellectual, spiritual, and physical wellness precludes the use of tobacco, alcohol, or any illegal substances at college facilities, during college events, or when representing the college formally as a student or alumni.

TABOR COLLEGE POLICY STATEMENT ON SUBSTANCE USAGE

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

STUDENT CONDUCT AND DISCIPLINE

Within the context of Tabor College's mission and its determination to be Christ-centered, students are expected to respect the personal worth, dignity, and rights of others as part of their course(s) of study. Instances of non-compliance will be referred to the Academic Dean for review and potential corrective action, up to and including dismissal from Tabor College Online.

NEW STUDENT ORIENTATION

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

STUDENT SUCCESS AND ACADEMIC ADVISING

Tabor College is committed to providing our online students with all of the resources that they need to succeed personally and academically. For students in the Online Undergraduate Division, their first point of contact for academic support in specific classes is their instructor. For all other needs, their first point of contact is their academic advisor. Academic advisors support students as they navigate challenges in the coursework and as they develop an educational plan, register for courses, etc. The academic advisor may point students to the Tabor College Office of Student Success for the purpose of tutoring, writing support, etc.

Beyond academic success, Tabor College is committed to the spiritual growth and well-being of our students. Online students are encouraged to access live-streamed chapel services and special events provided by the college. Tabor College also assesses mental health needs and refers students to mental health care providers.

For additional information about Tabor College's commitment to meeting the needs of disabled students as well as our compliance with Title VI, Title IX, etc. regulations, please see our statements at the beginning of this catalog.

CAREER SERVICES
A 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, the Office of Career Services offers a variety of resources including assessments, individual career counseling, internship assistance, job search assistance, graduate school application assistance, etc. In addition, a number of Tabor's online courses include career-focused modules in them to help support you in your calling and career pursuit.

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 distance learning 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.

ACADEMIC INFORMATION

In addition to many of the policies outlined in the Academic Policies section of the College Catalog, the academic policies, philosophy, and practices described in this section apply specifically to students enrolled in programs offered by Tabor College's Online Undergraduate Division. Degree programs offered by the division 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 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 academic advising to assist students, the ultimate responsibility for meeting degree requirements rests with the student. Any student half time of study or more must declare a program of study.

ACADEMIC CALENDAR

Tabor College's Online Undergraduate Division 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 INTEGRITY & GENERATIVE AI POLICY

I. Philosophy of Discernment

At Tabor College, we believe in the restoration of the individual. Therefore, the instructor of record's primary role is to discern the intent behind the violation. Faculty must distinguish between a student who is struggling to understand new technology (unintentionally) and a student who is attempting to deceive (intentionally) regarding academic integrity.

II. Academic Integrity Definitions

Academic dishonesty is any act of cheating, fabrication, plagiarism, dissimulation, and any act of aiding and abetting academic dishonesty. Unsanctioned use of generative AI is considered 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.

III. Faculty-Specific Autonomy for AI Usage
Different disciplines approach AI in various ways. Faculty have the authority to define levels of AI usage within a course or for specific assignments in a course. A standardized statement of AI Usage levels is included in Tabor syllabi. Faculty determine if student usage of AI aligns with the level of usage permitted in the course or for specific assignments. When students use AI in a way that is not consistent with the course or assignments guidelines, it is considered a violation of academic integrity.

IV. Procedural Guide for Alleged Misconduct
To support student growth, a student **will not normally receive more than one sanction per calendar month (a 30-day window)** for the same type of error. This allows for a "course correction" period where the student receives mentoring. *If a student deliberately repeats the same violation within the 30-day window to take advantage of the policy or does not respond to mentoring within 7 days, the academic administration may issue an additional sanction.*

The instructor of record shall determine if the infraction is intentional or unintentional by attempting to make contact with the student (in person preferred) and presenting the evidence (AI detection reports, stylistic discrepancies, etc.). This conversation leads to one of two responses:

1. Unintentional Infractions (The Learning Moment)

If the instructor of record determines the student misunderstood the boundaries (e.g., used AI for a study guide thinking it was allowed), the instructor shall deal with the infraction at their discretion (e.g., a "do-over" or a localized grade penalty). These are not reported as formal sanctions to the Academic Dean's office.

2. Intentional Infractions: 4 Levels of Sanctions

If the instructor of record determines the intent was to deceive or if there is a pattern of infractions, the following cumulative schedule applies. The following sanctions are not confined to individual courses or classroom settings. Rather, all intentional infractions subject to sanction - regardless of class or contact – are cumulative and will count toward a student's total disciplinary record throughout their entire academic career at Tabor College. The Academic Dean keeps a record of reported infractions and sanctions and notifies the instructor if the incident reported is not the student's first infraction.

Five Levels of Sanctions

Sanction	Dean/Record Action	Notification List
Offense 1		
The student fails the assignment and completes required academic integrity training. Failure to complete the integrity training escalates the incident to Offense 2. Faculty may elect to allow students to revise and resubmit the assignment for a reduced grade following completion of academic integrity training.	Faculty submits an Academic Integrity Report to the Academic Dean for tracking. The incident is **NOT** added to the student's permanent record.	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success. Notification includes Academic Integrity Training.
Offense 2		
The student fails the assignment and is placed on academic probation* *If the offense takes place during the final, the instructor of record may assign a failing grade for the course.*	Faculty submits an Academic Integrity Report to the Academic Dean for tracking. Dean mandates a "Restorative Integrity" meeting. The incident is added to the student's permanent record.	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success
Offense 3		
The student fails the course and is placed on academic probation*	Faculty submits an Academic Integrity Report to the Academic Dean for tracking; The incident is added to the student's permanent record. Notification of potential suspension for future offenses.	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success

Offense 4		
The student is suspended from the college with transcript notation that suspension is for academic dishonesty. Suspended students are not guaranteed re-admittance.	Faculty submits an Academic Integrity Report to the Academic Dean for tracking. The incident is added to the student's permanent record. Transcript notation of "Suspended for Academic Dishonesty."	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success
Offense 5		
When a student who was suspended is re-admitted and has a fifth offense, they are dismissed from the college with no right to appeal.	Faculty submits an Academic Integrity Report to the Academic Dean for tracking. The incident is added to the student's permanent record. Transcript notation of "Dismissed for Academic Dishonesty." No right to appeal.	Student, Instructor of record, Advisor, Coach/Sponsor, and Director of Student Success

*Note: Academic probation sanctions occurring after the 9th week of the semester will be applied to the next semester. Academic probations for offenses 2 and 3 do not compound to result in academic suspension.

Academic Integrity Appeals.

With the exception of the fifth offense, students have the right to appeal any charge of academic dishonesty. A charge of academic dishonesty may be appealed in the following manner:

1. The student may initiate an appeal by writing to the VPAA requesting a review of the incident, providing specific details and all appropriate information.
2. The VPAA 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 academic calendar weeks of the infraction notification. The Appeals Committee will strive to meet within 10 business days of receipt of the appeal.

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.

RIZE-POWERED COURSES
Some majors, minors, concentrations, and courses are offered online through a consortium of regionally accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Tabor College and our accreditor. Students register through Tabor College and receive academic credit from Tabor College.

ALTERNATIVE COLLEGE CREDIT
Alternative Credit Policies for Baccalaureate Students — Tabor College's Online Undergraduate Division students may accumulate a total of 30 credit hours toward a baccalaureate degree from the following categories of non-traditional sources:

Category A: Prior Learning Assessment (PLA). PLA preparation guidelines may be requested from one's Academic Advisor and are normally complete during the first 12-months of enrollment in a degree seeking program.

Category B: Credit by examination, such as CLEP, DANTES, etc. (30-credit maximum)

Alternative Credit Policies for Associate Degree Students —Tabor College's Online Undergraduate Division students may accumulate a total of 15 credit hours toward an associate degree from the following categories of non-traditional sources:

Category A: Prior Learning Assessment (PLA). PLA preparation guidelines may be requested from one's Academic Advisor and are normally complete during the first 12-months of enrollment in a degree seeking program.

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

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

Students seeking credit for either Life Learning Paper (LLP) or Prior Learning Assessment (PLA) must submit documentation within one year of starting their academic program.

Students attempting to earn credit toward graduation by taking either DANTES or CLEP examinations should contact Academic Affairs for more information.

ARTICULATION AGREEMENTS

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

AUDITING COURSES

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

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

CLASSIFICATION

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

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

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

COURSE CANCELLATION

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

COURSE NUMBERS

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

000-099	These courses are not applicable to a degree
100-199	Recommended for freshmen

200-299 Recommended for sophomores
300-399 Recommended for juniors
400-499 Recommended for seniors
500-599 Graduate Level, open to undergraduate students by special permission only

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

COURSE REPEATS
Grades earned at Tabor College may be improved only by repeating the same course for credit at Tabor College. Both grades will be recorded on the transcript, but only the last earned grade will be computed in the GPA. Students may repeat Tabor College courses elsewhere and the credit will be transferred, but the Tabor College GPA will not be impacted. A student is awarded credit only once for each course. See the Registrar's Office for details. A course which is repeated must be repeated in its entirety.

ONLINE LEARNING ENGAGEMENT AND SUBSTANTIVE INTERACTION REQUIREMENTS

- Tabor College's Online Undergraduate Division requires regular and substantive interaction between students and faculty. Regular and substantive interaction typically involves weekly engagement in an online discussion, virtual class meeting, or by completing an assignment that requires collaboration with one's peers or feedback from the instructor.
- Students are expected to log in at least once a week and may be monitored if they are repeatedly disengaged from the online course.
- If a student does not log into a course by the withdrawal period, they will be automatically dropped from the course.
- Completing these online engagement expectations will not guarantee successful completion of the course. Students must satisfactorily complete the requirements of the course beyond these engagement expectations.

DIRECTORY INFORMATION PUBLIC NOTICE
At its discretion, the College may provide Directory information in accordance with the provisions of FERPA to include: student name, local and permanent address, email address, telephone number, date and place of birth, major field of study, photograph, dates of attendance, anticipated graduation date, degrees and awards received, most recent previous educational institutions attended by the student, participation in officially recognized activities and sports, weight and height of members of athletic teams, and student classification. Students may withhold directory information by notifying the Registrar in writing within two weeks after the first day of the class of the term.

DROPS AND WITHDRAWALS

- A student may drop a course by notifying the Academic Affairs Office.

- 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.
- Students may withdraw from online courses by 11:59 p.m. CST through the 7th day. Withdrawals are completed by notifying the Academic Affairs Office fees and tuition apply as outlined in the Financial Information section).
- If an online student withdraws after the seventh day, they will receive a WP if doing passing work, or a WF if doing failing work.
- If a student registers for a course and does not attend *within* the 7th class day for online courses, the student will be withdrawn from the course with no grade, but the student's account will be assessed according to the Refund Policy in the Financial Information section.
- In the event of deployment, active duty military personnel may request to be withdrawn from a course and/or program up to 30 days post deployment date with no penalties, and may re-enter their program at any time without penalty.

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 in Tabor College's Online Undergraduate Division. Payments and other financial arrangements are to be made with the Accounts Receivable Clerk. Students who find it necessary to withdraw from the College before the end of a course or term must follow withdrawal procedures and arrange with the Financial Aid Office and the Accounts Receivable Clerk for payment of all bills in order to secure honorable dismissal.

ENROLLMENT STATUS CHANGES
Students can initiate two kinds of enrollment status changes:

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

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

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

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.

EXTERNAL EXAMINATIONS

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

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

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

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

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

non-traditional education experience. Students who do not receive a passing score must wait 180 days before retaking the test. A fee is assessed for each DANTES exam provided.

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

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 date of the course.
2. If there is no satisfactory resolution with the instructor, the appeal must be made in writing to the Academic Dean who will investigate and issue a ruling in writing to the student.
3. The Academic Dean may refer the matter to an ad hoc committee on academic standards. The decision of the Academic Dean or the ad hoc committee, if so empowered, is the final word in this process.

GRADING POLICY
Students have access to their grades through CoreCampus (https://scansoftware.com/cafeweb/login). Only the instructor of the course can make a grade change. If a student believes that the grade has been improperly given, the instructor should be contacted no later than 30 days after the end date of the course. If the instructor decides that a grade change is warranted, the instructor will submit an appropriate change of grade form to the Registrar.

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

Incomplete courses shall be completed and the work turned in to the faculty member by the date stated on the Incomplete form. If a grade for the incomplete course is not submitted to the 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 to the completion date stated on the Incomplete form must be made in writing to the Academic Dean before the stated date.

INDEPENDENT STUDY POLICY
Tabor College's Online Undergraduate Division directed studies provide individualized educational experiences for students under the supervision of a faculty member. 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 College's Online Undergraduate Division 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 Academic Dean.

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. Independent Study forms may be secured from the Academic Affairs Office, 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
Tabor College's Online Undergraduate Division 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.

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

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

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

Complete information including guidelines for writing the life-learning paper, is available from the Online Academic Services Coordinator. A maximum of 30 hours may be earned from credit by examination.

Note: The combination of credit by examination and life experience credits (LLPs and PSTs) cannot exceed 30 hours.

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

REGISTRATION
Students enroll in courses according to program schedules.

SATISFACTORY ACADEMIC PROGRESS
All Tabor College Online Undergraduate Division students must maintain a minimum cumulative GPA of 2.0 to remain in good academic standing. Students whose GPAs fall below this minimum will be placed on academic probation. Only one term of probation is permitted. Courses in which students received a D or F may be repeated to raise the cumulative GPA. A student who receives an "I" grade must complete all work and receive a letter grade in the course before beginning a subsequent term.

After being placed on academic probation, students must achieve a cumulative GPA of 2.0 by the completion of the next term. Undergraduate students admitted on probation must achieve a cumulative GPA of 2.0 by the end of the first term. Students who fail to do so will be suspended. Additionally, students who receive two concurrent or consecutive grades of F or WF will be suspended.

A student who has been suspended may reapply for admission after one term of non-attendance. To reapply, a student must make a case for re-admittance by sending a letter of appeal to the Academic Dean. The Academic Dean will rule on the appeal in consultation with the appropriate program chair. A student readmitted after academic suspension must meet the 2.0 cumulative GPA requirement by the end of the first term after re-admittance. Students who fail to meet this standard will be suspended and are not guaranteed re-admittance to the College.

Should the subsequent term begin before it is feasible for the College to inform a student of his/her suspension, the student will be administratively dropped immediately when the College determines that the student must be suspended. A student who has appealed a suspension will not be dropped from current or future courses unless his/her appeal is denied. In such situations, the attempted course(s) will not be reflected in the student's academic record.

SATISFACTORY ACADEMIC PROGRESS SUSPENSION APPEALS
A SAP suspension may be appealed in the following manner:

1. The student may initiate an appeal by writing to the Academic Dean, 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 Academic Dean and 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.

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

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

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

WITHDRAWAL
Students wishing to withdraw from classes must notify the Registrar's Office by completing an official Course Drop Form and submit for advisor approval. All charges continue until the date of the student's written notification of withdrawal has been received by the Registrar's Office. In addition, the student must notify the Accounts Receivable Clerk and the Director of Financial Aid (if receiving financial aid) after withdrawing from classes. Withdrawal from a class or classes may affect the amount of financial aid a student is entitled to receive. Arrangements must be made with the Accounts Receivable Clerk for payment of all remaining charges. If there is a credit balance on the student's account, the balance will be credited according to the Credit on Account Policy.

WITHDRAWAL FROM THE COLLEGE
Students wishing to withdraw from the College must notify the Registrar's Office by completing a Withdrawal Form for approval. The Registrar's Office will assist students in completing the withdrawal form. Failure to comply will result in F grades being recorded for subjects in which the student is enrolled.

ACADEMIC PROGRAMS AND 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. 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.

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 must be earned in residence. No student may earn more than 30 hours by correspondence.

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.

GUIDING PRINCIPLES FOR MINORS

A minor is a cohesive set of required and elective courses that, when completed by a student, connotes knowledge, competency, or skills in a 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.

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.

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

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

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 the fall semester so that degrees can be awarded at the end of the 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 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 12 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. Students earning a second undergraduate degree are not eligible to participate in a second undergraduate commencement ceremony.

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:

Honor	GPA
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**.

TABOR COLLEGE ONLINE UNDERGRADUATE ACADEMIC PROGRAMS

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.

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.

CREDIT HOUR DEFINITION

Tabor College defines a credit hour as the unit of academic credit representing approximately 40 hours of learning pursued during a semester or modular course. Additional credit-hour calculation and policy guidance is found in the Employee Policy Manual.

TABOR COLLEGE ONLINE UNDERGRADUATE CORE CURRICULUM REQUIREMENTS (37-40 HOURS)

TABOR DISTINCTIVES: 9-12 HOURS
Choose one first-year course (3 hours):
BT 101-G Literature and Theology of the Old Testament/3
BT 102-G Literature and Theology of the New Testament/3

Choose three Bible or theology (BT) electives, excluding internships (9 hours).

NOTE: Students admitted to Tabor with junior standing are required to choose two BT electives (6 hours).

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
CH 101-G Intro to Chemistry/4
PH 101-G Physical Science/4

Communication & Writing: 6 hours
EN 101-G English Composition I/3
CO 131-G Public Speaking/3

Imagination: 6 hours
EN 102-G English Composition II/3
Choose one:
AR 109-G Design Thinking/3
AR 351-G Issues in Fine Arts/3

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 I/3
HI 161-G World History II/3

Relationships: 3 hours
Choose one:
PY 111-G General Psychology/3
SO 113-G Intro to Sociology/3

Intercultural Awareness: 3 hours
CO 201-G Intercultural Communication/3

ONLINE UNDERGRADUATE DEGREE OFFERINGS

MAJORS

Management

- Cybersecurity Management Concentration
- Digital Marketing Management Concentration
- Information Technology Management Concentration

Psychology

MINORS

Generative AI

Management

Psychology

MANAGEMENT MAJOR 56 HOURS

Cybersecurity Management Concentration

Management Core Requirements 24 hours

BA 125 Principles of Management/3
BA 313 Business Communication/3
BA 319 Principles of Accounting/3
BA 327 Business Law/3
BA 329 Principles of Marketing/3
BA 347 Principles of Economics/3
BA 415 Human Resource Management/3
BA 490 Business Ethics & Leadership/3

Cybersecurity Management Requirements 32 hours

CS 121 Introduction to Cybersecurity/3
CS 222 Career Navigation & Exploration in Cybersecurity/3
CS 201 Introduction to Programming and Problem Solving/4
CS 241 Network & System Security/3
CS 281 Cybercrime and Governance/3
CS 302 Advanced Programming & Problem Solving/4
CS 339 Security Operations/3
CS 379 Ethical Hacking/3
CS 441 The Future of Cybersecurity/3
CS 491 Cybersecurity Capstone/3

This major, minor, or concentration is offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Tabor College. Students register through Tabor College and receive academic credit from Tabor College.

MANAGEMENT MAJOR 48 HOURS
Digital Marketing Management Concentration

Management Core Requirements 24 hours
BA 125 Principles of Management/3
BA 313 Business Communication/3
BA 319 Principles of Accounting/3
BA 327 Business Law/3
BA 329 Principles of Marketing/3
BA 347 Principles of Economics/3
BA 415 Human Resource Management/3
BA 490 Business Ethics & Leadership/3

Digital Marketing Management Requirements 24 hours
BA 131 Introduction to Digital Marketing/3
BA 231 Career Navigation & Exploration in Digital Marketing/3
BA 265 Going Viral & Growth Hacking/3
BA 331 Social Media Marketing, Brand Awareness, Engagement /3
BA 361 Lifecycle & Email Marketing/3
BA 371 Digital Marketing Analytics & Experimentation/3
BA 441 Growth Marketing & Multi-channel Digital Marketing Capstone/3
MA 151 Foundations of Data Analytics I/3

This major, minor, or concentration is offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Tabor College. Students register through Tabor College and receive academic credit from Tabor College.

MANAGEMENT MAJOR 56 HOURS
Information Technology Management Concentration

Management Core Requirements 24 hours
BA 125 Principles of Management/3
BA 313 Business Communication/3
BA 319 Principles of Accounting/3
BA 327 Business Law/3
BA 329 Principles of Marketing/3
BA 347 Principles of Economics/3
BA 415 Human Resource Management/3
BA 490 Business Ethics & Leadership/3

IT Management Requirements 32 hours
CS 121 Introduction to Cybersecurity/3
CS 160 Introduction to Information Technology Systems/3
CS 201 Introduction to Programming and Problem Solving/4
CS 224 Networking Technologies & Telecommunications/3
CS 262 Google Cloud Computing Foundations/3
CS 302 Advanced Programming & Problem Solving/4
CS 303 Database Design and SQL/3
CS 401 Operating Systems/3
CS 460 Information Security & Data Protection/3
CS 493 Information Technology Capstone/3

This major, minor, or concentration is offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education.

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PSYCHOLOGY MAJOR **33 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 hours**
PY 311 Marriage & Family Life/3
PY 405 Physiological Psychology/3
SO 113-G Introduction to Sociology/3

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

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.

Generative AI

Management

Psychology

GENERATIVE AI MINOR 20 HOURS

CS 125 AI for Everyone/3
CS 201 Introduction to Programming and Problem Solving/4
CS 265 Foundations of Generative AI/3
CS 302 Advanced Programming & Problem Solving/4
CS 328 AI Ethics/3
CS 385 Predictive Modeling in AI/3
MA 221-G Elementary Statistics/3

This major, minor, or concentration is offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education.

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MANAGEMENT MINOR 18 HOURS

BA 125 Principles of Management/3
BA 313 Business Communication/3

Choose four courses:
BA 319 Principles of Accounting/3
BA 327 Business Law/3
BA 329 Principles of Marketing/3
BA 347 Principles of Economics/3
BA 415 Human Resource Management/3
BA 490 Business Ethics & Leadership/3

PSYCHOLOGY MINOR 18 HOURS

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

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

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."

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.

AR351-G Issues in Fine Arts/3
Students will gain an understanding of the basic composition of art and music as it relates to history, the context in which it was created, and the social and historical backgrounds of art and music ideas. Students will also learn skills for interpreting and understanding the meaning of various terms used in art and music.

BA 125 Principles of Management/3
This course introduces core management principles with a focus on aligning strategy, operations, budgeting, and marketing. Students examine how strategic goals are translated into operational plans, supported by financial decisions, and reinforced through market awareness. Through cases and applied work, the course emphasizes cross-functional integration and effective organizational decision-making.

BA 131 Introduction to Digital Marketing/3
Digital Marketing is a dynamic field with many different channels, each targeting unique audiences using specific analytics tools and strategies. This course uses case studies and hands-on exploration to survey these channels and trends, introducing key marketing concepts and how they connect to business and sales goals. Students will practice using real-world digital marketing tools and create strategy plans based on research and analysis of successful campaigns. Rize-powered course.

BA 141 Fundamentals of Project Management/3
Project Management is about executing ideas on time, in budget, and adapting to challenges along the way. All modern business professionals need to understand it. This course, which culminates in a final project, gives you the foundational tools to do that: Waterfall and Agile methodologies, the project management lifecycle, precise goal-setting, professional progress trackers, stakeholder engagement, and project analysis. Rize-powered course.

BA 231 Career Navigation & Exploration in Digital Marketing/3
This course will help you find a job in Digital Marketing upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Digital Marketing, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. Prerequisites: Any Digital Marketing class

or Advisor approval and a strong interest in career in Digital marketing. Rize-powered course.

BA 265 Going Viral & Growth Hacking/3
"Going viral" is crucial for businesses. Companies that create content that spreads quickly online can significantly grow their brand. "Growth hacking" maximizes every opportunity and extracts value from every move. This course teaches what drives people to share content and how to create shareable, meme-worthy material that boosts growth. You'll also discuss the ethics of going viral and handling negative publicity. Rize-powered course.

BA 313 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 319 Principles of Accounting/3
This course is a study of accounting in terms of management's information requirements. Emphasis is given to the use of accounting in planning and controlling a firm's activities. Topics include debits and credits, budgeting, inventory valuation, cost volume, profit analysis, standard costing, and financial statement analysis.

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.

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.

BA 331 Social Media Marketing, Brand Awareness, Engagement/3
The average consumer spends 2.5 hours per day on social media sites. This course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that. Prerequisite: BA 131 Intro to Digital Marketing. Rize-powered course.

BA 347 Principles of Economics/3
Introduction to microeconomics and macroeconomic principles, including resource allocation, economy of the United States, the role of government, forms of competition, economics of business and production, supply and demand, price, banking and money, and international trade.

BA 361 Lifecycle & Email Marketing/3
Lifecycle marketing is essential for businesses to maintain continuous engagement with customers by tailoring content to their specific stages. Emails are crucial for creating direct, personalized communication that varies by lifecycle stage. In this course, you'll learn to craft successful email campaigns within lifecycle marketing plans. By the end, you'll build a marketing campaign that drives customers to take desired actions based on their lifecycle stage. Prerequisite: EN 101-G English Composition and BA 131 Intro to Digital Marketing. Rize-powered course.

BA 371 Digital Marketing Analytics & Experimentation/3
Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, you'll learn to design experiments that rigorously test various marketing decisions, analyze digital customer behavior data using a variety of tools, and leverage data to refine marketing strategies and improve customer acquisition. Prerequisite: BA 131 Intro to Digital Marketing. Rize-powered course.

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.

BA 441 Growth Marketing & Multi-channel Digital Marketing Capstone/3
In the real world, companies use multiple channels for marketing efforts. Campaigns are spread across social media, email, search, and more for maximum reach and engagement, leading to multi-channel strategies. In this course, you'll learn to create effective multi-channel marketing plans, considering the advantages and disadvantages of each platform. By the end, you'll produce a portfolio-worthy digital marketing campaign plan that utilizes multiple channels. Prerequisites: BA 331 Social Media Marketing and BA 361 Lifecycle and Email Marketing. Rize-powered course.

BA 490 Business Ethics and Leadership/3
This course applies leadership and management principles in organizational settings, including decision-making, influence, communication, and team development. Leadership responsibilities are examined across organizational structures to emphasize ethical leadership practices in complex business environments. Students analyze contemporary leadership challenges through a Biblical framework, applying ethical principles to guide responsible decision-making and organizational impact. Prerequisites: BA125 and BA313

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-G 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.

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 themes for contemporary Christian faith and life.

BT 202-G Life and Teachings of Jesus/3
A study of the life and teachings of Jesus as presented in the gospels of Matthew, Mark, and Luke. The centrality of Jesus for contemporary discipleship will be emphasized, and the Sermon on the Mount will receive special attention. Prerequisite: BT 101-G or BT 102-G.

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. Prerequisite: BT 101-G or BT 102-G.

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 or BT 102-G.

BT 270-G Introduction to Philosophy/3
This course will introduce students to the four primary categories in the study of philosophy—logic (the study of the rules of correct reasoning), metaphysics (the study of fundamental questions of existence—Is there a God? What is God like? Are human beings free? Is the future already determined? What is evil? etc.), epistemology (What is knowledge? What is evidence? Should we be skeptical about knowledge claims), Ethics (Why should people be moral? What makes right things right and wrong things wrong? Etc.

BT 333-G Nehemiah/3
An inductive study of Nehemiah, his context, life, and leadership. Leadership theory, theology, and practice will be explored and applied to the students' current leadership context.

BT 392-G Knowing the Story/3
This course provides a durable framework for understanding faith and Scripture. Special emphasis will be on examining faith through the lenses of systematic and biblical theology within the context of the Bible's overarching story of salvation and mission.

BT 401-G The Sermon on the Mount/3
An in-depth study of the Sermon on the Mount which explores the primary themes and specific ethical and discipleship challenges found

in the Matthew 5-7 text. Particular attention will be paid to understanding the historical, cultural, geographic, linguistic, and sociorhetorical context of the text and its place in the larger narrative in order to discern the counter-cultural significance of what it means to live out Jesus' expectations in today's world.

BT 407-G Spiritual Life Transformation/3
A practical course that combines academic study of Spiritual Disciplines with practices designed to foster spiritual growth. The course will cover theories of transformation, Spiritual Disciplines, and the history of spiritual formation as a movement within the Church.

CH 101-G Introduction to Chemistry/4
This is a general or G course designed for non-science majors, nursing students, life sciences & allied areas and those who need some basic knowledge and credit of chemistry. It includes a three-hour weekly laboratory. This course adds another science G-course option to general education majors. It will include some selected topics in chemistry necessary for life with a brief introduction to fundamental concepts, measurements, significant figures & dimensional analysis, atomic structure, chemical reactions, chemical bonding, nomenclature of ionic and molecular compounds, nuclear chemistry, acids and bases, periodic law and the periodic table, etc. as applied in the life sciences and allied areas. This course can also be taught online with a three-hour weekly online laboratory.

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.

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.

CS 121 Introduction to Cybersecurity/3
In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks – and provide you with the tools you'll need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

CS 125 AI for Everyone/3
Artificial Intelligence is transforming the world. It is changing jobs, creating them, and even replacing them (but less than you think). Knowing how to efficiently and responsibly leverage AI tools like ChatGPT is a powerful and valuable skill in today's job market. This course is designed for everyone, regardless of your major, and does not require any coding experience or a background in AI. Learn how to identify which types of problems to solve with AI, master prompt engineering, detect AI-generated output, navigate ethics and privacy concerns, and stay up-to-date with one of the most transformative technologies of our lifetime. Rize-powered course.

CS 160 Introduction to Information Technology Systems/3
Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, you'll be prepared to take your next steps in IT and start solving technology problems on your own. This online class has optional live sessions.

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 222 Career Navigation & Exploration in Cybersecurity/3
This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. Prerequisites: Any Cybersecurity class or Advisor approval and a strong interest in a career in Cybersecurity. Rize-powered course.

CS 224 Networking Technologies & Telecommunications/3
Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies. This course will teach you how networks work, and how to set up and secure them. By the end of this course, you will be able to manage and maintain a range of different network types. This online class has optional live sessions. Prerequisites: CS 123 Introduction to Information Technology Systems. Rize-powered course.

CS 241 Network & System Security/3
Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities. Rize-powered course.

CS 262 Google Cloud Computing Foundations/3
This course will introduce you to the fundamentals of Cloud Computing, Infrastructure and Networking, and will explore how the cloud is used in a range of situations, including IT, App Development and Machine Learning. By the end of the course, you will know what the cloud is, and how to use it effectively. This course uses the Google Cloud Platform (GCP) and was built in concert with the Google Cloud Learning Services team. Prerequisites: Programming for Everyone I & II or Equivalent. Rize-powered course.

CS 281 Cybercrime and Governance/3
This course explores the critical role of governance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect and stop cybercrimes, and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem. Rize-powered course.

CS 265 Foundations of Generative AI/3
Generative AI is AI that can produce new content - answers, code, music, art, video, and more. Those who harness it are more productive, more in-demand, and more highly paid. Those who don't will be left behind. This lightly technical intro will teach you the foundational skills to level up your understanding of transformers, LLMs, and more. By the end of this course, you will engineer better prompts and apply chain-of-thought techniques to generate AI solutions.

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 303 Database Design and SQL/3
An introduction to relational database design and Structure Query Language, including the entity relationship model and normalization. In addition, students will be introduced to current trends in data warehousing, NoSQL databases, and cloud computing. Prerequisite CS 201. Rize-powered course.

CS 328 AI Ethics/3
Have you ever heard someone say that AI could take over the world? As drastic as that may sound, AI poses substantial ethical risks to businesses, people, and anyone taking advantage of the technology. Therefore, learning the ethical theories and legal frameworks surrounding AI is critical for anyone using AI tools. This course will explore the ethical standards and legal requirements in AI deployment, covering topics such as bias, privacy, and governance. Rize-powered course.

CS 339 Security Operations/3
The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn't occur in the first place. Prerequisites: CS 121 and CS 241. Rize-powered course.

CS 379 Ethical Hacking/3
To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You'll learn the tools to launch these offensive tactics, and then complete a hands-on project where you will be asked to ethically hack a real system. Prerequisites: CS 241. Rize-powered course.

CS 385 Predictive Modeling in AI/3
This course brings the predictive power of AI to your toolbox. You'll discover how to analyze, interpret, and forecast complex data using AI tools. Learn through hands-on activities and practice techniques like regression analysis and neural networks. You'll also explore how to fill in missing data and estimate your confidence in your predictions. By the end of this course, you'll have in-demand skills for your career and be ready to take on more advanced studies. Prerequisites: MA 221-G, CS 201, CS 265. Rize-powered course.

CS 401 Operating Systems/3
An introduction to the major concept areas of operating systems. This includes: process, memory, device, and file systems management; concurrency; synchronization; historical development of operating systems; and systems structures. Prerequisite CS 301.

CS 441 The Future of Cybersecurity/3
Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks. Prerequisites: CS 241. Rize-powered course.

CS 460 Information Security & Data Protection/3
Imagine a world where people were trying to steal from every home, workplace, or bank - all the time. That’s the world of digital security. Because it’s cheap to launch attacks on every system you can find, virtually every organization and individual is always under some level of digital attack. This course will teach you how to help defend against this constant assault and keep valuable information and critical systems safe. This online class has optional live sessions. Prerequisites: CS 160, CS 201, CS 301, and CS 224.

CS 491 Cybersecurity Capstone/3
The Capstone course is the culmination of the Cybersecurity program, allowing students to apply their knowledge to real-world challenges. Students will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare students for major cybersecurity certifications. Prerequisites: CS 121, CS 241, CS 281, CS 339, CS 379, and CS 441. Rize-powered course.

CS 493 Information Technology Capstone/3
So far, you’ve learned how to solve problems as they occur, and how to address the various components that make up an organization’s IT ecosystem. This course will put it all together. You’ll learn how to solve systemic problems across all layers of an organization and guide transformational change. By the end of this course, not only will you know how to solve IT problems as they arise, you’ll be able to prevent those problems from happening in the future. This online class has optional live sessions. Prerequisite: CS 442. Rize-powered course.

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 high school grade point average.

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.

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.

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.

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.

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.

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.

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.

MA 151 Foundations of Data Analytics/3
In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being “data literate” will help you in your chosen field. In this course, you’ll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you’ll be able to analyze large datasets and present your results. This online class has optional live sessions. Rize-powered course.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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: MA 221-G or consent of instructor.

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 and MA 221-G.

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.

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 ARTS IN MINISTRY ADMISSION CRITERIA

Tabor College offers a number of graduate courses in ministry for the purpose of equipping students with essential skills in preaching, pastoral care, spiritual formation, church administration, and cultural engagement. Applicants must meet the following requirements in order to receive graduate credit from Tabor College:

1. An official transcript showing a conferred bachelor's degree from a regionally accredited college or university, or equivalent.
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. A brief essay describing the applicant's faith testimony and their goals for completing graduate studies in ministry.
4. A signed agreement acknowledging Tabor's commitment to the Mennonite Brethren Confession of Faith.
5. A letter of recommendation.

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.

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 Program Director and the Registrar's Office.

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.
4. A professional resume with relevant work experience noted.
5. Three letters of recommendation from persons who can attest to an applicant's readiness for graduate-level study.

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

MASTER OF 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.

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.

FINANCIAL AID
Students taking Graduate Studies in Ministry courses are not eligible for Federal Financial Aid. Tabor College offers some financial aid to defer the cost of graduate education. Students are encouraged to seek external funding (church, denominational, or foundation grants or scholarships). Graduate school policies apply to all students in this program. Students must meet Tabor's Satisfactory Academic Program Standards to continue taking graduate courses in future semesters.

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 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.

APPLICANTS WITHOUT A BACHELOR'S DEGREE
Probationary admission of a maximum of 10% of the graduate student population without a bachelor's degree is allowed. In addition to the regular graduate admission criteria except having a bachelor's degree awarded, the following criteria are considered. First, applicants will normally have at least fifteen years of post-secondary life experience that includes work in a field related to the graduate degree. Applicants also demonstrate professional excellence and contribution to one's field. Second, applicants will normally have completed a minimum of 60 credits which includes English composition, and a minimum cumulative GPA of 3.0. Third, applicants write an essay, in addition to other application essays, explaining how their life experience, vocational training, and education have prepared them for graduate work. Academic and admissions leadership conduct a holistic review of applicant files to provisionally admit students who are believed to

be strong candidates for the program. Final admission must be approved by the academic dean or a committee appointed by the dean.

Applicants must achieve a minimum Tabor cumulative GPA of 3.0 by the end of the first registered semester, or they will be administratively withdrawn from 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 VPAA) 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 studentaid.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 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 in CoreCampus to students who are accepted for admission to Tabor College. The student should accept or decline the financial aid awarded before their first semester of attendance for which the award is made. 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 atstudentaid.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.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 studentaid.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. Apply at studentaid.gov.

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' 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 FAFSA Submission Summary and by email from Tabor College. An Institutional Verification Worksheet will be sent to the student. The Verification Worksheet should be completed, signed, and returned to the office of financial aid, along with the required Federal tax forms like an IRS tax return transcript(s), a signed 1040, and/or W-2s. ***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), 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.
   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 the date provided on the SAP Appeal Form Letter. 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 within 2 weeks of the review by the Appeals Committee. 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

Veterans attending Tabor College's main campus are encouraged to contact the financial aid office in person or by phone with questions they may have pertaining to the processing of their VA educational benefits. The SCO (School Certifying Official) is primarily responsible for the administration of veteran's benefits programs and the necessary enrollment certifications.

Veterans attending Professional Studies who wish to activate VA education benefits at Tabor College should notify financial aid and the business office they want to be using the GI Bill® payment option. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

Tabor College is fully compliant with the Veterans Benefits and Transition Act of 2018, in that it abides by Section 103; and does not impose any penalty will not be imposed to the student, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

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 VPAA 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.

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, Education, and Ministry, which are available online. Degree programs offered by Tabor Online have been designed for adult learners who must maintain professional and personal commitments while returning to school. Staff members will assist students in discovering the best options for completing all requirements in a timely fashion.

ACADEMIC ADVISING

Tabor Online believes that academic advising should be a process that helps students to identify and clarify their interests, abilities, and life/career goals, and to develop an educational plan for realizing these goals. While the college provides a complete advising program to assist students, the ultimate responsibility for meeting degree requirements rests with the student.

ACADEMIC CALENDAR

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

ACADEMIC DISMISSAL

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

ACADEMIC 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 VPAA.
   b. The VPAA 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 VPAA 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 VPAA requesting a review of the incident, providing specific details and all appropriate information within 30 day of grade posting.
2. The VPAA will investigate and issue a ruling in writing to the student.
3. The VPAA may refer the matter to an ad hoc committee on academic standards. The decision of VPAA 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 graduate course gives students the opportunity to explore areas of interest without being subject to the demands of class activities or evaluation and grading. It also provides students denied graduate admission a pathway to defend their preparedness for graduate school. Auditors must receive permission from the program director, complete the Audit Petition Form in the Registrar's Office, and pay audit tuition fees. Students taking the course for credit will receive course enrollment priority over an audit student. In order to audit a course, students must be admitted to the online graduate school as a fully admitted student or as a special non- degree seeking student. Special admits complete the full graduate school application for the graduate program in which they hope to take courses. Special non-degree seeking admits are not required to hold an undergraduate degree but must demonstrate in their admission letter appreciation for the rigor of participating in graduate coursework. Students may not audit more than 6 credits of graduate coursework per semester. There is no requirement of auditors except regular attendance. Added participation, including graded evaluation, is at the discretion of the instructor. Instructors are under no obligation to grade audit work. 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.

Graduate Course Audit fee of $200 per credit.

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 VPAA. 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 VPAA 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 VPAA who will issue a ruling in writing to the student.
3. The VPAA may refer the matter to an ad hoc committee on academic standards. The decision of the VPAA or the ad hoc committee if so empowered, is the final word in this process.

GRADING POLICY
Students have access to their grades through CoreCampus (https://scansoftware.com/cafeweb/loginsso). 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 VPAA 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 VPAA.

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 VPAA, 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 VPAA 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 August and December.

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 **May** if they will complete all requirements by the end of August.

GRADUATION REQUIREMENTS FOR A MASTER OF ARTS IN MINISTRY DEGREE

To earn a Master of Arts in Ministry 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 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 25 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 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 Online posts degrees two times a year: 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.

CREDIT HOUR DEFINITION

Tabor College defines a credit hour as the unit of academic credit representing approximately 50 hours of learning pursued during a semester or modular course. Additional credit-hour calculation and policy guidance is found in the Employee Policy Manual.

MASTER OF ARTS IN MINISTRY

The Master of Arts in Ministry (M.A.M.) equips students with essential skills in preaching, pastoral care, church administration, and cultural engagement through a curriculum of 12 courses embedded in scripture and Evangelical/Anabaptist theological perspectives. Courses are delivered in seven-week modules over a two-year program, offering a manageable format for working adults. The curriculum sequence is linear; students take one course at a time and may start the program at the beginning of any semester. Courses are delivered in a hybrid format that combines the flexibility of online education with live and in-person elements. Students serve in local ministry residencies while completing their studies. The default student for the M.A.M. is a working adult discerning a call to ministry in a volunteer or vocational context who has completed a bachelor's degree but may have little or no formal theological education.

The Masters of Arts in Ministry is crafted by a dedicated partnership between Tabor College and the Central and Southern districts of the U.S. Mennonite Brethren (USMB) churches. M.A.M. instructors are content specialists with terminal degrees and extensive ministry experience, many of whom serve in full-time pastoral ministry. Pastors also serve as cohort facilitators and mentors to support students in their learning.

M.A. IN MINISTRY LEARNING OUTCOMES

The program learning outcomes of the Master of Arts in Ministry are consistent with the mission and vision of Tabor College. Specifically, M.A.M. graduates will develop competency in the following areas:

- **Close Reading and Interpretation of Scripture.** Applies advanced exegetical processes and hermeneutical principles in careful analysis and interpretation of biblical texts informed by evangelical commitments.
- **Doctrinal Accuracy and Theological Clarity.** Evaluates theological positions in comparison with other theological and philosophical schools of thought with clarity and accuracy.
- **Understanding of Anabaptist Tradition in God's Redemptive Plan.** Assesses the role of Anabaptist history and theology within the framework of salvation history from biblical times through to today.
- **Care for the Spiritual Well-Being of Others.** Develops a philosophy of ministry that highlights the role of ministry leaders in providing spiritual care, guidance, and encouragement.
- **Visionary and Collaborative Leadership.** Creates a ministry plan that inspires others with a clear vision for ministry, fostering collaboration and spiritual growth.
- **Competence in Church Leadership and Administration.** Manages church resources, teams, and operations effectively with integrity and foresight.

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.A. in Ministry.

Master of Arts in Ministry	36
BTM 531 Old Testament Survey I	3
BTM 532 Old Testament Survey II	3
BTM 535 New Testament Survey I	3
BTM 536 New Testament Survey II	3
BTM 540 Church History: An Anabaptist Perspective	3
BTM 550 The Steward Leader: Managing the Church	3
BTM 560 Systematic Theology I	3
BTM 561 Systematic Theology II	3
BTM 621 Preaching I	3
BTM 622 Preaching II	3
BTM 630 The Missional Leader: Mobilizing the Great Commission	3
BTM 645 The Discerning Leader: Wisely Guiding the Church	3
BTM 663 Graduation Committee Interview	0

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 Healthcare Leadership Emphasis	18
BUS 528 Legal and Ethical Issues in Healthcare	3
BUS 548 Healthcare Leadership and Business Operations	3
BUS 578 Healthcare Policy and Administration	3
BUS 628 Healthcare Finance	3
BUS 658 Data Analysis and Decision Making	3
BUS 678 Healthcare Internship Capstone	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 (M.Ed.) in Neuroscience and Trauma is a distinctive, fully online graduate program designed to be completed in either one or two years. The program is intentionally structured to equip professionals who work with individuals affected by trauma with both practical knowledge and applied competencies grounded in current research in neuroscience and trauma studies. Graduates of the M.Ed. program are prepared to implement trauma-responsive and evidence-informed practices across a wide range of professional contexts; including education, counseling, ministry, social work, law enforcement, foster care, and family and parenting environments. The curriculum emphasizes the integration of faith and scientific knowledge with practical application to support effective, compassionate, and responsive engagement with trauma-impacted populations.

M.ED. LEARNING OUTCOMES

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

- **Knowledge:** Demonstrate a foundational knowledge of brain physiology and anatomy of healthy brains and brains affected by acute stress and trauma.
- **Discovery:** Explore cognitive and neural processes that support attention, memory, health, and resiliency
- **Collaboration:** Gain trauma-responsive knowledge and skills that help survivors of acute stress and trauma by working effectively, professionally, and collaboratively in an online environment
- **Practice:** Examine current trends and practices in neuroscience, psychology, and trauma
- **Application:** Demonstrate an ability to apply pragmatic applications of trauma-responsive practices to their vocations through discussions, assignments, and research

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	31
EDU 500 Weekend Orientation Residency	1
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 670 Stress, Trauma, and Resiliency	**1**
EDU 672 Mind, Brain, and Body Seminar	**2**
EDU 675 Trauma-Informed Learning Communities *OR* EDU 678 Trauma-Informed Strategic Management	**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.

Certificate in Neuroscience and Trauma	**12**
Required Courses (6 hours):	
EDU 520 Fundamentals of Neuroscience	**3**
EDU 525 Cognitive Neuroscience	**3**
Choose two of the following courses (6 hours):	
EDU 530 Advanced Cognitive Psychology	**3**
EDU 535 Current Trends (Neuroscience, Psych, Trauma)	**3**
EDU 610 Learning and Behavior Analysis	**3**
EDU 675 Trauma-Informed Learning Communities	**3**
EDU 678 Trauma-Informed Strategic Management	**3**
EDU 680 Behavior Interventions	**3**

***FEDERAL FINANCIAL AID NOT APPLICABLE TO THIS CERTIFICATE**

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.

BTM 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.

BTM 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.).

BTM 531 Old Testament Survey I/3
This course provides an overview of the Old Testament books from Genesis through Esther, exploring their theological themes, historical contexts, and literary genres, including narrative, poetry, and law. Students will examine God's covenantal relationship with humanity and the unfolding of God's redemptive plan. The course will include practical application for ministry and personal spiritual growth.

BTM 532 Old Testament Survey II/3
This course provides an overview of the Old Testament books from Job through Malachi, focusing on wisdom literature, Hebrew poetry, and the major and minor prophets. Students will examine the theological themes, literary features, and historical contexts of these writings, with attention to their role in the overarching biblical narrative. The course equips students to interpret and apply these texts in pastoral ministry and personal spiritual formation.

BTM 535 New Testament Survey I/3
This course examines the books of Matthew through Acts, focusing on the Gospels and the early church's history. Students will explore the genres of biography, parable, discourse, and historical narrative to understand the life of Christ, the early church's development, and the spread of the gospel. Through this course, students will gain deeper insights into the theological themes of these books and their relevance for contemporary ministry.

BTM 536 New Testament Survey II/3
This course explores the New Testament books from Romans through Revelation. Students will examine the theological themes, literary features, and historical contexts of the epistles, the pastoral epistles, and apocalyptic writing, with particular attention to their pastoral and practical application. The course will equip students to interpret and apply these texts for contemporary ministry and personal spiritual growth.

BTM 540 Church History: An Anabaptist Perspective/3
This course surveys the key turning points in church history, with a focus on the Anabaptists and the Radical Reformation. Students will explore the theological, cultural, and social developments that shaped

the church from its inception to the present day. Emphasis will be placed on understanding the unique contributions and challenges of the Anabaptist movement, as well as its relevance for contemporary ministry.

BTM 550 The Steward Leader: Managing the Church/3
This course equips students with the practical skills and spiritual insights necessary for effective church leadership. Emphasis is placed on managing the day-to-day realities of pastoral ministry, including officiating weddings and funerals, overseeing staff, budgeting, and time management. Students will develop tools to navigate the administrative and relational aspects of church leadership while fostering a spirit of stewardship and servant leadership.

BTM 560 Systematic Theology I/3
This course introduces students to the foundational elements of systematic theology, examined through the lens of an Evangelical Anabaptist perspective. Focusing on theological topics such as God, Scripture, humanity, sin, and salvation, the course draws connections to the Mennonite Brethren Confession of Faith. Students will explore both the academic and pastoral dimensions of theology, learning to apply these doctrines within the context of ministry and congregational life.

BTM 561 Systematic Theology II/3
This course continues the exploration of systematic theology through the lens of an Evangelical Anabaptist perspective, drawing connections to various articles of the Mennonite Brethren Confession of Faith. Topics include the church's mission, Christian discipleship, nonviolence, stewardship, and eschatology. Emphasis is placed on understanding these doctrines and their pastoral application in ministry. Students will integrate theology with practical ministry approaches, addressing the challenges and opportunities of living out these beliefs in contemporary contexts.

BTM 621 Preaching I/3
This course introduces students to the foundational principles and practices of expository preaching, focusing on the effective proclamation of Old Testament narratives. Students will learn to interpret biblical texts faithfully, craft effective sermons, and deliver them with clarity and conviction. Emphasis will be placed on understanding the unique challenges and opportunities of preaching from Old Testament stories, with attention to their theological and pastoral significance.

BTM 622 Preaching II/3
This course builds on foundational principles of expository preaching, focusing on the interpretation and proclamation of texts from the epistles, particularly Paul's writings. Students will explore the unique theological, structural, and rhetorical features of the epistles and learn to craft sermons that are faithful to the text and relevant to contemporary audiences. Emphasis will be placed on preaching that communicates the gospel effectively in pastoral ministry.

BTM 630 The Missional Leader: Mobilizing the Great Commission/3
This applied theology course explores the principles of Christian discipleship as presented in the Gospels and evangelism as modeled in

Acts. Emphasizing pastoral ministry in the church, the course equips students to mobilize their congregations for effective engagement with the Great Commission. Students will develop practical skills to cultivate discipleship and evangelism within their ministry contexts while remaining grounded in the biblical narrative and theological reflection.

BTM 645 The Discerning Leader: Wisely Guiding the Church/3
This course explores the unique challenges of pastoral leadership in the church, focusing on the biblical and practical principles of guiding congregations with wisdom and discernment. Students will learn to address issues such as casting vision, resolving conflict, leading change, and shepherding the spiritual well-being of others. Emphasis will be placed on developing the spiritual, relational, and organizational skills needed for effective and faithful pastoral leadership.

BTM 663 Ministry Capstone/0
In their final semester, students eligible for graduation submit a portfolio for review by a graduation committee to assess the student's mastery of learning outcomes and ministry preparedness. Grading is Pass/Fail

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 528 Legal and Ethical Issues in Healthcare/3
This course helps students establish a foundational understanding of ethical theories and principles as they apply to healthcare decision-making. Students will critically examine the moral dimensions faced by healthcare leaders. In addition to ethical issues, the course also explores legal considerations in healthcare with a focus on relevant statutes, contractual negotiations and regulations that impact healthcare professionals and organizations. Students will gain the knowledge and skills necessary for responsible, legally, and ethically sound decision-making in their professional roles.

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 548 Healthcare Leadership and Business Operations/3
This course encompasses key elements of leadership theory, business strategy, and operational management tailored specifically to the healthcare industry. Students will gain a comprehensive understanding of healthcare leadership principles, management strategies, and the ability to drive positive change within healthcare organizations. This course aims to prepare future healthcare leaders who can effectively lead, innovate, and navigate the complexities of the rapidly evolving healthcare landscape.

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 578 Healthcare Policy and Administration/3
Students will analyze healthcare policy development and implementation at local and national levels as well as examine the influence of political, economic, and social factors on healthcare policy. This course will provide insights into the complexities of healthcare systems and the role of stakeholders in shaping policy decisions. Course instruction will provide students with the tools to understand the policy landscape, navigate regulatory frameworks, and master administrative strategies in healthcare organizations.

BUS 628 Healthcare Finance/3
Healthcare leaders must possess the skills to navigate complex financial systems, make strategic financial decisions, and ensure the

fiscal sustainability of healthcare organizations. This course will provide an overview of financial management as it applies to healthcare. Topics may include healthcare reimbursement systems, healthcare cost management, and the economic impact of financial decisions.

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 658 Data Analysis and Decision-Making/3
As the need for data analysis grows, understanding how to collect, analyze, and interpret healthcare data is crucial for optimizing clinical processes, enhancing patient care, and guiding strategic initiatives and strategic planning. This course is designed to equip students with the skills and knowledge needed to harness the power of data for informed decision-making as well as explore current trends in data analysis.

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 Sport 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.

BUS 678 Healthcare Internship Capstone/3
Students will gain practical, supervised experience in various healthcare environments. The faculty internship coordinator will supervise the overall experience and written requirements and will assist students in selecting internship placements. The internship capstone requires students to complete 120 site hours.

EDU 500 Orientation to M.Ed. in Neuroscience and Trauma/1
This orientation will give students the opportunity to visit Tabor College in person 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 521 Fundamentals of Neuroscience/2 (Certificate Program)
This course provides an introduction to the nervous system with emphasis on the structure and function of the human brain. The course is intended to provide foundational knowledge for students with little or no background in neuroscience. Topics to be covered include an exploration of the senses, cellular communication, motor systems, neuroplasticity, consciousness, and neural dysfunctions.

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 526 Cognitive Neuroscience/2 (Certificate Program)
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 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 536 Current Trends (Neuroscience, Psychology, Education)/2 (Certificate Program)
This course will utilize a wide variety of media 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.

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 611 Learning and Behavior Analysis/2 (Certificate Program)
This course will examine the relationship between neuroscience and current innovative educational practice with regard to behavior. With an intention 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 brain science, compassion, and understanding.

EDU 670 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 672 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 (Certificate Program)
This course will examine current research and revolutions in our understanding of the brain and mind. Students will be exposed to the latest theories of attachment and developmental trauma as well as explore what happens to brains and cognition following experiences of adversity. This course will consider adversity across the lifespan and will culminate with a focus on resilience, healing, and paths to recovery

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/2 (Certificate Program)
This course will help students develop an understanding for how

traumatic experiences impact the learner and learning environments (cognitively, emotionally, behaviorally, socially, spiritually, and physically) by engaging in a trauma-informed teaching perspective. Students will learn strategies and approaches to mitigate the negative impacts of trauma and how to improve educational outcomes (behaviors, social context, and classroom environment). Students will also learn to develop a trauma-informed learning environment by recognizing, developing, and incorporating effective self-care strategies for students and educators.

EDU 678 Trauma-Informed Strategic Management/3
In this course, students will examine the multifaceted impact of traumatic experiences on victims, offenders, families, and communities through the lens of first responders. Students will explore the cognitive, emotional, behavioral, social, spiritual, and physical effects of trauma, gaining insight into its broader implications. Emphasis will be placed on developing awareness, strategies, and evidence-based approaches to mitigate the adverse effects of trauma and improve situational outcomes within various contexts. Additionally, learners will examine best practices for fostering a healthy and safe workplace, as well as a balanced personal life, by recognizing, implementing, and maintaining effective self-care strategies specific to the demands of first responders.

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.

COLLEGE PERSONNEL & LEADERSHIP

EXECUTIVE LEADERSHIP TEAM

President
David Janzen, Ph.D.

Vice President of Academic Affairs
Dale Lemke, Ph.D.

Vice President for Business and Finance
Caleb Loss, M.B.A

Vice President of Philanthropy
Ron Braun, B.A.

ACADEMIC LEADERSHIP

SCHOOL OF UNDERGRADUATE STUDIES

Arts and Humanities Division (Division Chair, Wendell Loewen)
- Fine Arts Department Chair, Chris Teichler
- Humanities Department Chair, Chis Dick

Business Division (Division Chair, Lily Arthur)
- Business Department Chair, Lily Arthur

Education and Behavioral Sciences Division (Division Chair, Lisa Moore)
- Education Department Chair, Lisa Moore
- Social and Behavioral Sciences Department Chair, Jim Paulus

Health and Sciences Division (Division Chair, Amy Ratzlaff)
- Health and Human Performance Department Chair, Amy Ratzlaff
- Science Department Chair, Thomas Wiese
- Math and Computer Science Chair, Daniel Creamer

SCHOOL OF GRADUATE AND ONLINE STUDIES (Division Chair, Melinda Rangel)

Administrative Unit
- Director of Online Learning, Search is in Process

Online Undergraduate Studies Division
- BA Management, Cybersecurity and IT Management Program Director, Daniel Creamer
- BA Management, Digital Marketing, Shanna Smith
- BA Psychology Program Director, Jim Paulus

Graduate Studies Division
- Master of Education Program Director, David Stevens
- MA Ministry Program Director, Eric Foster-Whiddon
- MBA, Leadership Program Director, Melinda Rangel
- MBA, Sports Management Program Director, Amy Ratzlaff

- MBA, Healthcare Leadership, Jeremy Ensey

ACADEMIC ADMINISTRATION

- Director of Assessment, Aaron Smith
- Director of the Carson Center, Craig Jost
- Director of CMBS, Ryan Loewen
- Director of General Education Curriculum, Erik Noren
- Director of the Honors Program, Dave Faber
- Director of Library Services, Kylie Davis
- Faculty Chair, Amy Ratzlaff
- Registrar, Scott Franz
- Vice President of Academic Affairs, Dale Lemke

ADMINISTRATIVE PERSONNEL

AMANDA ABRAHAMS, B.S., Associate Head Dance Coach

LYNETTE BARTSCH, M.Ed., Teacher Education Program Manager, Online Academic Services Coordinator, Licensure Officer

DEENA BOESE, Director of Enrollment Data Systems

THEODORE A. BOYKIN, M.Div., M.S.C.C., B.S., Dean of Student Life, Learning and Formation

NICHOLAS BRADLEY, B.A., Admissions Counselor

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

JEFF BREWER, M.S. Ed., Director of Athletics, Head Softball Coach

ADAM BREWSTER, B.A., B.S., Head Volleyball Coach

KATE BRICKELL, M.S., LAT, ATC, Assistant Athletic Trainer, Assistant Women's Basketball Coach, Adjunct Instructor of Health & Human Performance

GRANT BRUBACHER, M.B.A., Dean of Enrollment

VICKIE BRUBACHER, B.S., Campus Visit Coordinator

KYLER CLAASSEN, Information Technology Services Technician

ANDREW (ANDY) DAVIS, M.A., Adjunct Instructor of Health & Human Performance, Assistant Baseball Coach

KYLIE DAVIS, B.A., Director of Library Services

ANALISA DEFIESTA, B.A., Director of Career Services

ALLEN EDIGER, B.A., Controller

MATTHEW EICHELBERGER, A.A., Accounts Payable & Payroll Manager

TERRY ENS, B.A., Director of Facilities Operations

AARON EPP, B.A., Facilities Specialist

KIRBY FADENRECHT, M.B.A., Donor Account Manager, Administrator Emeritus

SCOTT FRANZ, M.S.A., Registrar, Financial Aid Director

MIKE GARDNER, M.A., Head Football Coach, Associate Athletic Director, Instructor for Physical Education

MALLORY GASKELL, M.Ed., Residential Educator

THOMAS GASKELL, M.B.A., Director of Soccer

CHRIS GLANZER, B.A., Director of Information Technology Infrastructure

MICHAEL GOMBOS, M.Ed., Assistant Men's Basketball Coach

BRANDON GRANGER, A.G.S., Executive Administrative Assistant to the VPAA

ELIZABETH HEFTIE, M.Ed., Graduate Online Recruiter/Marketer

COLBY HETT, Facilities Carpenter and Trades Specialist

CJ HILL, M.Ed., Assistant Football Coach, Defensive Coordinator

NATHAN HOWARD, M.B.A., Sports Information Director

KAREN JANZEN, Director of Contemporary Christian Music

MARLIN JANZEN, Athletic Facilities Trades Specialist

JACOB JONES, M.B.A., Admissions Recruiter, Assistant Baseball Coach

JOSH JONES, M.B.A., Head Men's & Women's Golf Coach, Residential Educator

CRAIG A. JOST, M.Div., Director of the Carson Center for Global Engagement, Assistant Professor of Intercultural Studies

JEREMY JOST, Custodian

MEGAN JOST, B.A., Executive Assistant to the President

MICHAEL KLAASSEN, M.A., Digital Content Manager

WAYNE KLIEWER, B.A., Director of Information Technology Operations

DANIEL KREBS, M.A., Director of Student Success, Assistant Professor of English

RYAN LEE, M.A., Campus Pastor & Academic Success

SHEILA LITKE, D.M.A., Director of Keyboard Studies, Director of Music Preparatory School

WENDELL LOEWEN, D.Min., Director of Constituent and Alumni Development

KRISTA MATLOCK, B.A., Head Cheer & Dance Coach

JEREMY NELSON, B.A., Head Men's & Women's Tennis Coach

BECKY NUSS, Retail Manager (Adrienne's & JayShop)

DIANE K. OBORNY, B.F.A., Senior Graphic Designer

JOSH PAULUS, B.A., Facilities Specialist

SHAWN REED, M.Ed., Head Women's Basketball Coach, Associate Athletic Director

KAITLYN REMPEL, B.A., Assistant Registrar

JOSH ROACH, B.A., Head Men's Basketball Coach

KEVIN ROEHRICH, B.A., Assistant Football Coach, Offensive Coordinator

JASON SCHROEDER, Facilities Coordinator, Custodial Manager

DALE SHEWEY, B.A., Assistant Director of Financial Aid

SARA SIGLEY, M.S., Director of Residential Education, Residential Educator

AARON SMITH, M.B.A., Director of Assessment and Institutional Research, Assistant Professor of Statistics

MARK STANDIFORD, B.A., Head Baseball Coach, Associate Athletic Director, Assistant Professor

ADAM SUDERMAN, B.A., Communications Specialist

ALEX WIENS, B.A., Human Resource Manager

AARON YODER, M.S., Director of Cross Country and Track & Field, Assistant Athletic Director

RYLEE YODER, Associate Head Cheer Coach

ADRIANNE ZABEL, M.B.A., Assistant Volleyball Coach

DESSA ZAVALA, B.A., Admissions Counselor

FACULTY

LILLIAN (LILY) ARTHUR, M.S.A., Assistant Professor of Accounting; B.A., Tabor College, 1996; M.S.A., Tabor College, 2005

DARREN BRADLEY, Ph.D. Cand., Assistant Professor of Criminal Justice; B.S. California Baptist University, 1993; M.A., Gateway Seminary, 2007

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

DANIEL CREAMER, Ph.D., Associate Professor of Mathematics; B.S., Wheaton College, 2009; M.S., Northern Illinois University, 2012; Ph.D., Texas A&M University, 2018

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

JEREMY ENSEY, M.B.A., Assistant Professor of Business; B.S.N., Wichita State University, 1995; M.B.A., Friends University, 2010

DAVID S. FABER, Ph.D., Professor of Philosophy/Religious Studies; B.A., Calvin College, 1979; Ph.D., University of Massachusetts, 1989

ERIC FOSTER-WHIDDON, Ph.D., Assistant Professor of Biblical Studies, M.A. in Ministry Program Director; B.A., Emmanuel University, 2001; M.Div., Gordon-Conwell Theological Seminary, 2020; M.Phil., Peterhouse, University of Cambridge, 2021; Ph.D., St. Mary's College, University of St. Andrews, 2024

KATHRYN GLANZER, M.A., Assistant Professor of Composition; B.A., Tabor College, 2002; M.A., Emporia State University, 2013

DEREK HAMM, M.F.A., Professor of Graphic Design; B.S., John Brown University, 2009; M.F.A., Portland State University, 2018

KRISTEN HAYS, Ed.D., Associate Professor of Education; B.S., Emporia State University, 1996; M.Ed., MidAmerica Nazarene University, 2001; M.S., Pittsburg State University, 2007

RYAN LOEWEN, Ph.D. Cand., Assistant Professor of Theology, Director of Center for Mennonite Brethren Studies; B.A., Tabor College, 2014; M.Div., Denver Seminary, 2018; Th.M., Denver Seminary, 2020; Ph.D. Student, University of Aberdeen

JAMES (JIM) MOORE, Ed.D., ATC, C.S.C.S., Professor of Health and Human Performance, Athletics Health Care; B.S., Pillsbury Baptist Bible College, 1983; M.S., United States Sports Academy, 1998; Ed.D., United States Sports Academy, 2021

LISA MOORE, Ed.D. Cand., Assistant Professor of Education; B.S., Kansas State University, 1990; M.A., Baker University, 2007

ERIK NOREN, Ph.D., Assistant Professor of History; B.A., Cornerstone University, 2013; M.A., Central Michigan University, 2014; Ph.D., Wayne State University, 2023

LAUREN ORTIZ, M.S.W., Assistant Professor of Social Work, Field Director; B.A., Wichita State University, 2020; M.S.W., Wichita State University, 2021

JIM PAULUS, Ph.D. Cand., Assistant Professor of Psychology; B.A., Tabor College, 1994; M.S., California Baptist University, 2005; M.A., Fuller Theological Seminary, 2012

TOBY PENNER, M.A., Assistant Professor of Communication; B.A., Tabor College, 2022; M.A., Wichita State University, 2024

MELINDA RANGEL, Ed.D., 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

AMY RATZLAFF, Ph.D., Associate Professor of Health and Human Performance, Assistant Athletic Director; B.A., Bethel College, 1995; M.S., Emporia State University, 2017; Ph.D., Grand Canyon University, 2023

PAVAN MAHAVEER SINGARA, M.S., Assistant Professor of Computer and Data Science; B.Tech., Andhra University, 2018; M.S., Wichita State University, 2023

DAVID STEVENS, Ed.D., Professor of Education; B.A., Trinity College, 1992; M.S., California State University, 2003; Ed.D., University of Southern California, 2010

CHRIS TEICHLER, D.M., Professor of Music, Director of Instrumental Music; B.M., Wheaton College Conservatory of Music, 1999; M.M., Northwestern University, 2002; D.M., Northwestern University, 2006

SARAH Y.S. THAM, Ph.D., Associate Professor of Education; B.Ed., The University of Exeter, 1998; M.S., University of Kansas, 2012; Ph.D., University of Kansas, 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

LARA VANDERHOOF, D.S.W., L.M.S.W., Associate Professor of Social Work, Social Work Program Director; B.S.W., Roberts Wesleyan College, 1992; M.S.W., Roberts Wesleyan College, 1997; D.S.W., Capella University, 2015

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

GREG ZIELKE, D.M.A., 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

TABOR-HESSTON PARTNERSHIP FACULTY

Nursing

TRAVIS BUNK, M.S.N. Nursing; A.A., Cloud County Community College, 2003; B.S., Kansas State University, 2005; B.S.N., Wichita State University, 2014; M.S.N., Wichita State University, 2020; Hesston College 2018-

CHANTEL CHERNEY, M.S.N. Nursing; B.S., Kansas State University, 2010; B.S.N., Oklahoma University, 2012; M.S.N., Pittsburg State University, 2022; Hesston College 2022-

DENISE DILLER, M.S.N. Nursing; A.A., Hesston College, 1997; B.S.N., Bethel College, 1999; M.S. N., Grand Canyon University, 2014; Hesston College 2022-

ELIZABETH GATZ, M.S.N. Nursing; B.S., Kansas State University, 1983; B.S.N., Wichita State University, 1987; M.S.N., University of Phoenix, 2007; Hesston College 2006-08, 2022-

BELINDA KNOX, M.S.N. Nursing; B.S.N., Oklahoma Wesleyan University, 2016; M.S.N., Oklahoma Wesleyan University, 2018; Hesston College 2019-

CYNTHIA LAPP, D.N.P. Nursing; A.A., Hesston College, 1989; B.S.N., University of Phoenix, 2016; M.S.N., Tabor College, 2018; D.N.P., Regis College, 2021; Hesston College 2017-

GREGG SCHROEDER, M.S.N., APRN-CNS Nursing; A.A., Hesston College, 1986; B.S.N., Bethel College, 1992; M.S.N., Wichita State University, 1994; Hesston College 2001-07, 2009-

SHARON WOODWARD, M.S. Nursing; A.A., Hesston College, 1990; B.S.N., Goshen College, 1992; M.S., University of Kansas, 2017; Hesston College 2006-10, 2012-

JOY YODER, M.S.N. Nursing; A.A., Hesston College, 1996; B.S.N., Southwestern College, 2001; M.S.N., Fort Hays State University, 2017-

EMERITI ADMINISTRATORS

Kirby Fadenrecht, M.B.A., Senior Vice President for Business and Finance
Jules Glanzer, D.Min., Tabor College President
Frank Johnson, Ph.D., Provost
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
Douglas Miller, Ph.D.
Biblical & Religious Studies
Deborah Penner, Ph.D.
English
Aleen Ratzlaff, Ph.D.
Communication
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
Richard Kyle, Ph.D.
History and Religion
S.L. Loewen
Biology
Gary Myers, M.S.
Physical Education
Malinda Nikkel, M.S.
English
Wes Prieb, M.A.
English
Delmer Reimer, Ed.D.
Physical Education
Lonn Richards, M.M.E.
Music
H.C. Richert, M.S.
Music
Marvin Sellberg, M.B.A.
Business
Richard Wall, Ph.D.
Biology
Katie Funk Wiebe, M.A.
English
Sharon Zenger, Ph.D.
Education

2025-26 Clarence R. Hiebert Excellence in Teaching Award Winner

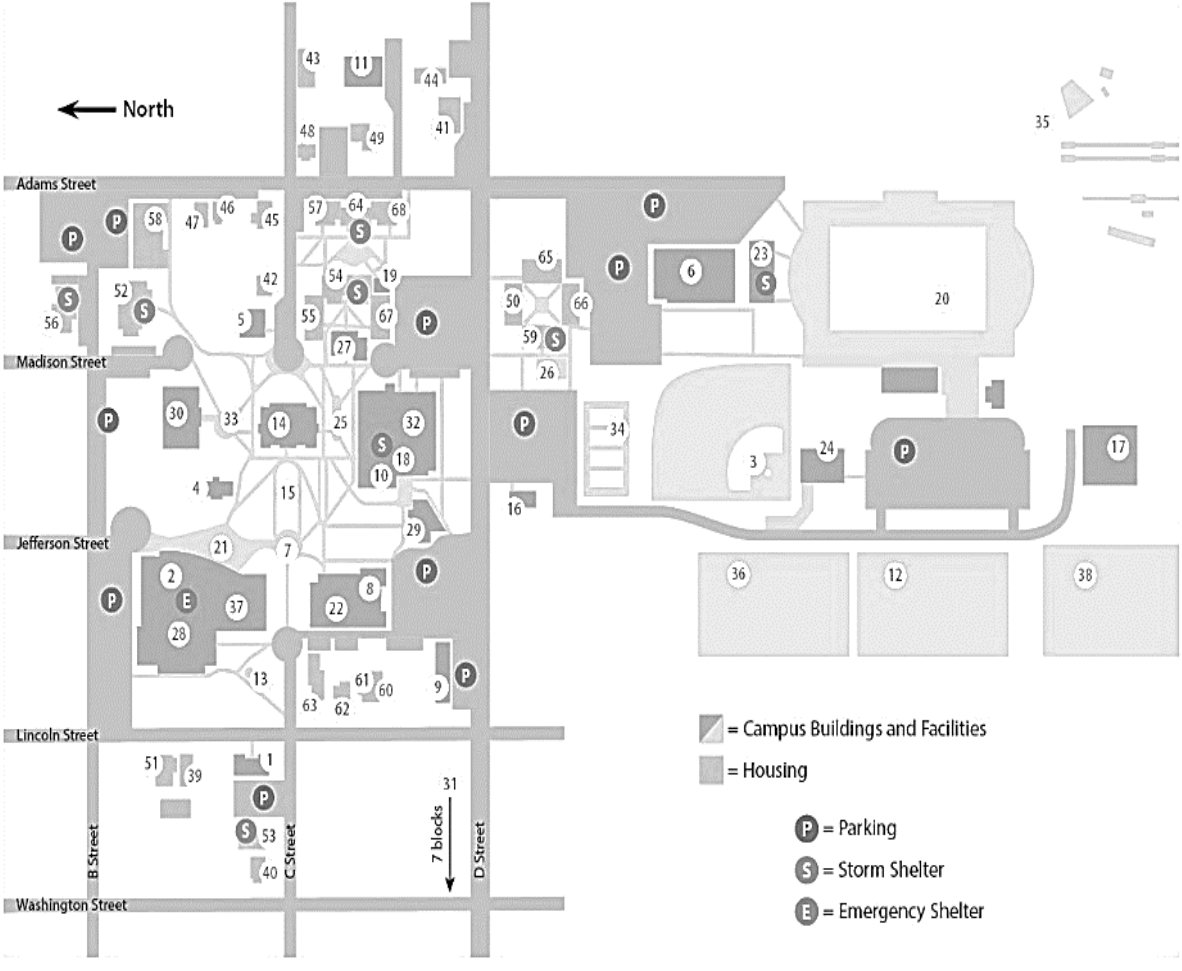
The Clarence R. Hiebert Excellence in Teaching Award is given annually to recognize one faculty member who exemplifies the following qualities:

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



The 2025-26 honoree and twenty-seventh Tabor faculty member to receive this award was Lily Arthur, Assistant Professor of Accounting.

CAMPUS MAP


North
Adams Street
Madison Street
Jefferson Street
Lincoln Street
Washington Street
B Street
C Street
D Street
7 blocks
= Campus Buildings and Facilities
= Housing
= Parking
= Storm Shelter
= Emergency Shelter

Campus Buildings and Facilities

1. **315 South Lincoln**
   Rental Property
2. **Adrienne's Coffee Shop**
3. **Bluejay Baseball Field**
4. **Business and Entrepreneurship Center**
   Construction beginning soon
5. **Business Studies (BUSN)**
   Business Department
   Classroom
   Student Computer Lab/Classroom
6. **Campus Recreation Center (CRC)**
   Athletic Department Offices
   Exercise Room
   Gymnasium
   Racquetball Courts
   Strength Training Facility
7. **Centennial Plaza**
8. **Center for Mennonite Brethren Studies (CMBS)**
9. **Central Kansas Entrepreneurial Center (CKEC)**
   Athletic Offices
   Central Kansas Entrepreneurial Center
10. **Courtside Grill**
11. **Facility Operations**
    Maintenance Department
12. **Football Practice Field**
13. **Gazebo**
14. **H.W. Lohrenz Building (LOHR)**
    Academic Conference Room, main
    Biblical & Religious Studies Department, upper
    Chapel-Auditorium, main
    Classrooms, lower & upper
    Communications Department, upper
    English Department, main
    History Department, upper
    Katie Funk Wiebe Writing Center, main
    Lohrenz Conference Room, main
    Office of Academic Affairs, main
    Office of Business Affairs, main
    Office of Campus Ministries, main
    Office of Student Life, Learning & Formation, main
    Prayer Room, lower
    Registrar's Office, main
    Social Science Department, upper
15. **H.W. Lohrenz Green**
16. **Historic Church**
17. **Indoor Tennis Facility**
18. **Java Jays**
19. **Jaywash**
    Co-ed Student Laundry
20. **Joel H. Wiens Stadium**
    Concession Stand
    Reimer Field–Football & Soccer Facility
    Restrooms
    Track & Field Events Facility
21. **Kliewer Memorial Plaza**
22. **Library (LIBR)**
    Center for Mennonite Brethren Studies, lower
    Library Services, lower
    Student Computer Lab/Classroom, lower
    Office of Communications. lower
    Office of Student Success & Career Services, lower
    SEFC Conference Room, upper
    Shari Flaming Education Commons, upper
23. **Pendery Athletic Center***
    Athletic Office Facility, upper
    Bluejay Suite, upper
    Classroom, upper
    Hall of Fame Room, upper
    Locker Room, lower
24. **Penner Clubhouse**
    Baseball Training Facility
25. **Reneé Penner Memorial Mall**
26. **Sand Volleyball Court**
27. **Schlichting Reception Center**
    Student Lounge & Gameroom (Co-ed lounge)
    Women's Resident Director Apartment
28. **Shari Flaming Center for the Arts (FCFA)****
    Adrienne's Coffee Shop
    Braun Theater Complex
    Classrooms
    David and Mary Flaming Visual Arts Education
    Ebel Gallery
    Nikkel Green Room
    Regier Atrium
    Richert Auditorium
    Prieb Harder Theater
    Theater Department
    Vogel Choral Room
29. **Shari Flaming Welcome Center (SFWC)**
    1908 Conference Room, lower
    Executive Conference Room, upper
    Institutional Advancement Office, upper
    Office for Admissions, lower
    Office of Alumni, upper
    Office of Student Financial Assistance, lower
    Office of the President, upper
30. **Solomon L. Loewen Natural Science Center (SLL)**
    Biology Department
    Chemistry/Physics Department
    Classrooms and Laboratories
    Conference Room
    Lecture Room (Classroom 103)
    Mathematical Department
    William J. Johnson Atrium
31. **Sports Complex - Softball & Tennis**
32. **Student Center, Gymnasium & Cafeteria (STCR)***
    Athletic Department Offices
    Blue Gold Room (next to Cafeteria)
    Courtside Grill
    Cafeteria/Foyer
    Classrooms, basement
    Gymnasium/Lobby
    Java Jays Lounge
    JayShop (Campus Bookstore)
    Student Conference Room (SCR), basement
    Student Mailroom
    The Hub
33. **Sundial**
34. **Tennis Courts**
35. **Track and Field Events**
36. **Vernon R. Wiebe Soccer Practice Field**
37. **Wohlgemuth Music Education Center (WMEC)**
    Classrooms
    Music Department
    Piano Laboratory
    Practice Rooms
    Lonn Richards Rehearsal Hall
    Franz Family Heritage Lobby
38. **Women's Soccer Practice Field**

Housing

39. **307 South Lincoln**
    Rental House
40. **316 South Washington**
    Inactive
41. **418 South Adams**
    Rental House
42. **506 East C Street**
    RE Housing
43. **607 East C Street**
    Rental House
44. **608D Hall** (608 East D Street)
    Student Housing
45. **Adams II Hall** (315 South Adams)
    Student Housing
46. **Adams III Hall** (311 South Adams)
    Student Housing
47. **Adams IV Hall** (309 South Adams)
    Student Housing
48. **Adams VI Hall** (402 South Adams)
    Student Housing
49. **Adams VII Hall** (408 South Adams)
    Student Housing
50. **California Hall**
    Men's Residence Hall
51. **Carson Hall** (305 South Lincoln)
    Student Housing
52. **Dakota Hall***
    Dakota Lounge (Co-ed student lounge)
    Men's Residence Hall
    Resident Director Apartment
53. **Duplex** (206 East C Street)
    Student Housing
54. **East Hall***
    Women's Residence Hall
55. **Ediger Hall**
    Women's Residence Hall
56. **Harms Hall***
    Student Housing
57. **Hiebert Hall**
    Townhouse Units A, B, C & D
    Student Housing
58. **Jost Hall**
    Student Housing
59. **Kansas Hall***
    Kansas Lounge (Co-ed student lounge)
    Men's Resident Director Apartment
    Men's Residence Hall
60. **Lincoln III Hall** (408B South Lincoln)
    Student Housing
61. **Lincoln IV Hall** (408A South Lincoln)
    Student Housing
62. **Lincoln V Hall** (406 South Lincoln)
    Student Housing
63. **Lincoln VI Hall** (303 East C Street)
    Student Housing
64. **Loewen Hall**
    Townhouse Units E, F*, G & H
    Student Housing
65. **Nebraska Hall**
    Men's Residence Hall
66. **Oklahoma Hall**
    Men's Residence Hall
67. **Regier Hall**
    Women's Residence Hall
68. **Wiebe Hall**
    Townhouse Units I, J, K & L
    Student Housing

* Storm Shelter
** Emergency Shelter

Revised 7/22/2024