



Tabor College

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School of Adult and Graduate Studies

**ACADEMIC CATALOG**  
**2013-2014**



## INVITATION TO TABOR COLLEGE

Catalogs, dreams, and plans seem to go together. As a kid, when a catalog came, I would page through it and dream about what I saw and make plans to acquire whatever captured my attention. The Tabor College Catalog is similar in nature.

On these pages you will find information that will inspire you to make plans to fulfill your vocational dreams. Degree programs, major fields of study, and course descriptions give you the content that will prepare you for your chosen vocation. Questions that you have about financial aid, degree requirements, and adult-oriented student services are answered. Procedures and steps that you will need to take to enroll in Tabor College are listed. All of this is to assist you as you work to make your vocational dream become a reality.

Tabor College is committed to preparing you for a life of learning, work, and service for Christ and His Kingdom. These pages are designed to help you get started on the path of your vocational goals becoming a reality in your life. Enjoy the dreaming. Begin making your plans. And do not hesitate to contact us directly either by phone, email, or going to our website and finding out more about how Tabor can help your vocational dreams become a reality.

With Joy,

A handwritten signature in black ink, which appears to read "Jules Glanzer". The signature is written in a cursive, flowing style.

Jules Glanzer  
President

## READER'S GUIDE TO THE COLLEGE CATALOG

The catalog is one of the most important documents you will receive from Tabor. Almost everything you need to know about the College can be found within its pages. At first glance, some of the information may seem complicated, but if you spend time familiarizing yourself with the way it is organized, you should soon feel comfortable with it. Students are responsible for knowing the contents of the catalog. The most current version of the catalog is available at [www.tabor.edu](http://www.tabor.edu).

**Chapters.** The catalog is divided into clearly labeled chapters. The Table of Contents lists the beginning page of each chapter.

**The Index.** If you are not sure in which chapter to look for specific information, refer to the index in the back of the catalog. Subjects of importance are listed in alphabetical order.

**Major Requirements.** The chapter entitled "Programs of Study" includes a listing of the required courses for each major, concentration or certificate program offered at the Tabor College School of Adult and Graduate Studies. The majors are arranged alphabetically beginning with undergraduate and then graduate programs.

**Course Descriptions.** The chapter entitled "Course Descriptions" contains the title, number, and description of all courses approved prior to the printing of this academic catalog, arranged alphabetically by prefix.

**Course Schedule.** Detailed course schedules are typically created before each term, with course times, instructors, and class locations. These are available on the Tabor College Intranet site. While every effort is made to create accurate course schedules, please keep in mind that they are subject to change.

Ask an admissions representative to contact you or visit the campus. Learning to know the people – faculty and students – will help you decide if Tabor College is where you belong.

***Tabor College Wichita  
School of Adult and Graduate Studies***

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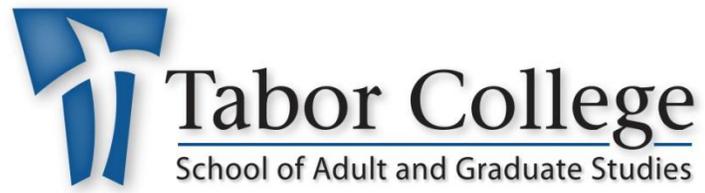
If after reading the catalog you have questions about some aspect of Tabor College, please call or write:

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Tabor College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools at 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 1-800-621-7440.

Tabor College does not discriminate on the basis of race, color, gender, religion, disability, or national or ethnic origin in its administration of its educational policies, federal, state, and institutional financial aid policies, scholarship programs, loan programs, athletic programs, admissions criteria, or any other College-administered programs.



## **ABOUT THE COLLEGE**

## MISSION

Preparing people for a life of learning, work and service for Christ and His Kingdom.

## VISION STATEMENT

Tabor College's vision is to be the college of choice for students who seek a life-transforming, academically excellent, globally relevant, and decidedly Christian education.

## CORE VALUES

The core values that influence the mission and vision of Tabor College include a commitment to being Christ-centered in all aspects of life, a passion for learning, the promotion of service to others, and meaningful involvement in college and community activities.

**Christ-centered:** The primary value of Tabor College is its desire to be a Christ-centered institution. All activities and programs flow out of this value and are evaluated in reference to it. The Mennonite Brethren Confession of Faith provides the biblical and theological foundation for the institution.

**Learning:** The purpose of Tabor is to promote learning. Tabor recognizes that learning occurs in informal settings as well as in the classroom and organized field experiences. Our goal is to develop students who are broadly educated, competent, and embrace the joy of learning which will last a lifetime.

**Service:** Service is at the heart of Christ-centered education. We emphasize the value of caring for others in all that we do.

**Involvement:** We believe that being engaged increases learning. Participation, both in the formal classroom and outside of it, is an effective way to prepare students for a life of work and service.

**Community:** Tabor values community. It desires to be a place where individuals feel like they belong, where there is a sense of mutual support, and members hold each other accountable.

## OBJECTIVES

### Tabor is...A Christian College

Tabor seeks to be more than just a "church-related" college. Its goal of providing a Christ-centered higher education is taken very seriously. Tabor requires that its faculty and staff be able to articulate and practice a strong faith in Jesus Christ as Savior and Lord. Tabor also seeks to integrate Christian convictions and values into its learning experiences throughout the College.

### Tabor is...A Liberal Arts College

Tabor seeks to provide a Christian worldview, infusing the entire curriculum with important dimensions of meaning and purpose. The Christian perspective redeems the educational process from the moral crisis, despair, and the lack of purpose in a secular worldview.

In the liberal arts tradition, students, faculty, and staff should demonstrate:

1. An understanding of the main fields of knowledge.
2. An understanding of the relationships between the fields of knowledge.
3. An understanding of value systems in order to develop the mind and character for free and mature decision making.
4. Methods of inquiry unique to the various disciplines of knowledge.
5. An understanding of the creative arts in a wide range of human experience and knowledge.
6. Independent scholarship.
7. Competency in reading, writing, speaking, and the functional use of numbers.
8. An understanding of how to care for the human body, use the environment, and use leisure time in order to maintain and improve physical and mental well-being.

### Tabor is...A Community of Learners

Aided by divine grace, love, and power, a community of learners may achieve high moral standards and experience the deepest meaning and potential of human nature.

In such a community, students, faculty, and staff should practice Christian virtues by demonstrating:

1. Healthy interpersonal relationships in order to be free to learn. Disengagement from people is an evasion of the educative task.
2. The ability to converse with people. Faculty serve as models for students as they think and talk through their own positions on various issues. Teachers share their own views and are willing to take a positive stance, but do not force students to subscribe to those views. The integrity of the student's perspective is respected.
3. Self-acceptance. Only persons who have come to terms with themselves are free to learn.
4. A loving and supportive attitude toward others. Because new knowledge and insights threaten a person's identity and world views, loving acceptance allows a person to learn, change, and make new and meaningful commitments that give identity and perspective.
5. Self-discipline, integrity, and responsibility. These are key ingredients of the learning process.
6. Respect for others, regardless of socio-economic background, gender, ethnic/cultural background, racial differences, and maturity of their personal faith.

### **Tabor is...A Church/Career Training Center**

The first calling of all Christians is to follow Christ and bear witness to their faith. Skills should be acquired to do this as effectively as possible. One's vocation or profession becomes the arena in which one lives out his or her faith.

As a part of a church/career training center, students, faculty, and staff should demonstrate:

1. Skill in churchmanship, meeting the Church's need for qualified workers. This is an important reason for Tabor's existence.
2. Career skills consistent with liberal arts and Christian objectives. Tabor offers a select number of majors and professional programs to help develop technical skills and competencies required for effective service.
3. How, through a chosen career or profession, a person can exhibit personal compassion, dedication to honesty and integrity, sensitivity to socio-political realities, and understanding of technological developments, adaptivity to change, and ecological sanity and harmony.

### **Tabor is...A Center for Lifelong Learning**

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

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

1. That learning is a life-long process.
2. That education is an enrichment of life rather than merely a prerequisite for employment.

## **TABOR'S HISTORY AND THE MENNONITE BRETHREN CHURCH**

The Mennonite Brethren denomination is a part of the broader Mennonite family of Christian believers who trace their origins to Menno Simons and others in Europe in the sixteenth century. These believers were often called "Anabaptists" because they felt strongly that believers should be baptized "again," giving witness as adults to their mature and determined commitment to Christ as Savior and Lord. They were also convinced that the new birth is into an accountable community where they would read the Bible together to grow as disciples of Christ.

Along with these emphases, Mennonite Brethren have drawn on the mainstream of what is today called "evangelical Christianity," characterized by personal commitment to Christ, a high view of the Bible's authority, and the importance of proclaiming the good news of the gospel.

Among the numerous Mennonites who migrated from Russia to the Great Plains of the United States and Canada, it was the Mennonite Brethren and a similar group, the Krimmer Mennonite Brethren, who saw the need for an institution of higher education and chose Hillsboro, Kansas, for its location. On September 5, 1908, 39 students and three instructors held the first classes of Tabor College. Before that school year ended, enrollment grew to 104, with a faculty of five. On April 30, 1918, a fire tragically destroyed the building which had housed the College for its first ten years. Supporters of the College quickly joined in constructing two new buildings, a dormitory-dining hall and an administration-classroom building, at a cost of more than \$130,000. The two buildings are still in use.

While Tabor College has continued to be affiliated with the Mennonite Brethren Church since the College's inception, changes have been made in the organizational structure from time to time. The Tabor College Corporation owned and operated the College until 1934, when ownership was transferred to the Board of Trustees of the Conference of the Mennonite Brethren Church of North America. The College now operates under its own charter. Its Board of Directors is responsible to the Mennonite Brethren churches of the Central, Southern, Latin America, and North Carolina districts.

Tabor College began degree completion programs in Wichita in 1993. These programs now include: Business Administration, Christian Ministry, and Nursing. Certificate programs and Master's degrees are also offered through the School of Adult and Graduate Studies.

## **DOCTRINE**

Tabor College, as a ministry of the Mennonite Brethren Church, accepts the "Confession of Faith of the Mennonite Brethren Churches of the United States" adopted in 1999. Mennonite Brethren follow evangelical Anabaptist theology, which emphasizes new birth into Christ and faithful discipleship, a mission of personal evangelism and social justice, and obedience to the Bible as interpreted within the community of faith. A full copy of the MB Confession of Faith is available online at the conference website <http://www.usmb.org/confession-of-faith---detailed-version>.

## **ACCREDITATION**

Tabor College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602, Phone:800-621-7440), and is approved to offer training under the Veterans Educational Training Program.

The College holds membership in the Associated Colleges of Central Kansas, the Kansas Collegiate Athletic Conference, the Kansas Independent College Association, the Council of Mennonite Colleges, and the Council for Christian Colleges and Universities. In addition, Tabor College holds private accreditations in Athletic Training, Education, Music, and Nursing.

## **Our Locations**

Tabor College Wichita, which houses the School of Adult and Graduate Studies, is located in the northwest portion of Wichita and is easily accessible from all directions, including Interstate 235 and Highway 96. The metropolitan area provides students opportunity for ministry, practicum experiences, and networking. Tabor College Wichita focuses on nontraditional, accelerated, and online courses and programs that help working adults pursue their educational goals. Both undergraduate and graduate programs are available through the School of Adult & Graduate Studies. The facilities at Tabor College Wichita include five large classrooms with state of the art technology as well as administrative offices which house key services for Wichita students. Also housed in this location are offices of the District Minister for the Southern District of the Mennonite Brethren Church and the Regional Director of MB Mission.

Tabor College Hillsboro is located in Hillsboro, Kansas (population approximately 3,500), an agricultural area fifty miles north of Wichita, the largest city in Kansas. The campus consists of 43 buildings, located on a 86.5-acre tract in the southeast part of Hillsboro.

### **GENERAL INFORMATION**

Tabor College began an adult degree completion program in Wichita in 1993; with the establishment of a major in Management and Organizational Development in 1994 (this program was discontinued in 2002). In 1996, a Business Administration major was added; in 1997, a Christian Ministry major was added. A Bachelor of Science in Nursing degree was initiated in 2001. A Master of Science in Accounting was added in 2005 and has been redesigned into a Master of Business Administration in 2008 with a concentration in Accounting. In 2009 an additional concentration in Leadership-Management was approved. The cohort-based programs are interdisciplinary and designed in an accelerated format for non-traditional, working adults. Each of the undergraduate majors leads to a Bachelor of Science degree.

The Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Initial accreditation was received in June 2002. Continuing accreditation was received for the maximum 10 years, through June 30, 2017.



**ADULT UNDERGRADUATE DEGREE  
ADMISSIONS INFORMATION**

## ADMISSIONS

### UNDERGRADUATE ADMISSIONS REQUIREMENTS –

1. High school diploma or GED
  - a. For students requesting admission with a GED and no previous college credit, the following admission requirements must be met: students with GED composite scores of 500 or more will be considered for admission to Tabor College. Students who took the GED prior to January 2000 with composite scores of 50 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.  
Students who took the GED prior to January 2000 with composite scores between 45 and 49 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. Students who took the GED prior to January 2000 with composite scores below 45 will not be considered for admission.
2. Successful completion of the Tabor College School of Adult and Graduate Studies (AGS) Computer Assessment or completion of computer applications course as approved by the AGS Enrollment Management Committee or enrollment in BUS 328 Spreadsheet and Database Applications within the first 12 hours of study at Tabor College school of Adult and Graduate Studies.
3. Submit application for admission.
4. Official transcripts from all schools previously attended.

Students applying for degree completion program must also meet the following requirements:

5. 40 hours of transferable college credit
6. English Composition I with a minimum grade of C-
7. Minimum GPA of 2.0

#### International Student Applicants

International students whose first language is not English must have an English Proficiency Score of more than 525 on the paper-based TOEFL, 195 on the computer-based test and 70 on the internet-based test to be considered for admission as a full-time student. Official academic records showing that the applicant has graduated from a secondary school or its equivalent, and has successfully completed college preparatory course work, must be submitted. International students must also submit a confidential Declaration and Certification of Finances showing ability to pay for their education at Tabor College. Full financial settlement (payment of a term in full) must be made before the international student arrives on the Tabor College. Class attendance will be denied until this requirement is met.

#### Exceptions

Students who fail to meet the above admission requirements (points 1-7) may be considered for admission by the AGS Enrollment Management Committee. Such applicants may be asked to provide additional information/documentation to receive further consideration.

#### ADMISSION STATUS:

**Full Admission:** The student has met all the admission requirements.

**Provisional Admission:** Provisional students are granted permission to attend their first course(s) but are required to satisfy all admission documents within the six weeks of the first term.

**Conditional Admission:** A conditional admission exists when an applicant does not meet the above admission requirements. However, an acceptable education plan will be developed by the Applicant, the Academic Support Coordinator, and the Program Chair. The education plan will then be submitted for approval to the AGS Enrollment Management Committee by the Academic Support Coordinator. Once the education plan is approved it is placed in the student's academic file and will be reviewed each term until the student has successfully completed the plan. At which time the student will then be moved to a full admit status.

**Guest Admission:** Students who are non-degree seeking students and who are enrolling in less 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 AGS Enrollment Management Office. No high school or college transcripts are required until a guest student earns 12 hours at Tabor College. High School Students may enroll as guest students while enrolled in high school, provided they have completed 15 high school units.

#### ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE RN-BSN PROGRAM

1. Students must possess an unencumbered license to practice as a registered nurse (RN) in the state where the student will fulfill practicum requirements. A current, active nursing license must be presented to Tabor College School of Adult and Graduate Studies upon request.
2. **Admission of Graduate Nurses:** Graduate nurses (GN's) who meet admission criteria but have not taken the NCLEX-RN exam will be given conditional admission to the RN-BSN Program. Such students must present a Kansas RN license by the third course in the BSN program.

## 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 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 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 Academic Support Coordinator's Office.

### Granting of Credit for External Examination

The maximum amount of credit by examination which may be applied to the 124 semester hours required for the completion of a Bachelor's Degree is 30 hours. The maximum amount of credit that can be given for nontraditional hours, which includes credit by examination and portfolio hours, is 45 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 report so it can be evaluated according 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. For a list of examinations which may receive Tabor credit and the required scores, contact the Academic Support Coordinator's Office.

### 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.

### 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 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 includes guidelines for writing the life-learning paper, is available in the Academic Support Coordinator's Office.

\*A maximum of 30 hours may be earned from credit by examination.

\*\*A maximum of 30 hours may be earned for LLPs and PSTs.

Note: The combination of credit by examination and life experience credits (LLPs and PSTs) cannot exceed 45 hours.

## POLICY FOR TRANSFERRING CREDIT

### 1. Transfer Regulations:

To meet graduation requirements, students are required to have 54 hours of credit from four-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 an upper-level course. All regulations which apply to resident credit also apply to transfer credit. No more than 70 hours from a 2 year college may count towards the 124 hours for graduation. Generally, two year college work may not be used to fulfill upper-level requirements.

Transfer credit will normally be awarded for credit earned at regionally accredited institutions and completed with a grade of C- or better. A maximum of nine hours with a grade of D may be accepted in transfer if the credit was earned at a regionally accredited institution. Credit earned with less than a C- grade may not be 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 residence at Tabor.

Credit from institutions accredited by the following bodies will be accepted

- MSA:** Middle States Association of Colleges and Schools, Commission on Higher Education Northwest Commission on College and Universities
- NWCCU:** Northwest Commission on Colleges and Universities
- NCA-HLC:** North Central Association of Colleges and Schools, Higher Learning Commission
- NCA-CASI:** North Central Association of Colleges and Schools, Commission on Accreditation and School Improvement, Broad of Trustees
- NEASC-CIHE:** New England Association of Schools and College, Inc., Commission on Institution of Higher Education
- NEASC-CTCI:** New England Association of Schools and College, Inc., Commission on Technical and Career Institutions
- SACS:** Southern Association of Colleges and Schools, Commission and Colleges
- WASC-ACCJC:** Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
- WASC-ACSCU:** Western Association of Schools and Colleges, Accrediting Commission for senior Colleges and Universities
- ABHE:** Association for Biblical Higher Education
- ATS:** Commission of Accrediting of the Association of Theological Schools
- DETC:** Distance Education Training Council

### 2. Transfer from Non-accredited Institutions:

Courses submitted for transfer from institutions not accredited by one of the accrediting bodies listed above will not be accepted as transferable credit unless one of the following criteria is met:

- a. Attainment of a grade C or better in a succeeding course
- b. Passing and examination for a specific subject
- c. The ability of the Registrar and representative Program Director to evaluate the content and equivalency of each course in question
- d. The verification that minimum of three regionally accredited institutions will accept the course 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

1. The institution is accredited by one of the accrediting bodies under the CORPA (Commission of Recognition of Postsecondary Accreditation) umbrella.
  2. Credit will only be awarded for courses of study similar to subject areas offered at Tabor College or for courses of study that are approved by the Adult and Graduate Studies Academic Council.
  3. Credit will be awarded after the student completes 20 credit hours at Tabor College with a GPA of 2.0 or higher.
  4. The amount of credit awarded cannot exceed the following caps:
    - a. 75 hours from each four-year institution
    - b. 62 hours from each three-year institution (maximum 70 hours per cap below)
    - c. 40 hours from each two-year institution (maximum 70 hours per cap below)
3. The following are CAPS THAT APPLY TO ALL TRANSFER CREDIT:
- a. 70 hours from institutions which only offer programs which can be completed in less than four years.
  - b. 4 semester hour cap for Physical Education activity classes.
  - c. Credit reported on transcripts as clock hours will not be considered as transferable credit. In such cases, students may earn credit through portfolio assessment.
  - d. 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 towards an AA, AS, AGS, AAAS, and baccalaureate degree at a regionally accredited institution and for technical credit evaluated by ACE/PONSI that is recommended for upper-division baccalaureate credit.

2. 30-semester hour cap for any other technical credit, including credit earned through transfer, through ACE/PONSI-approved courses that are recommended for lower-division credit, and through portfolio assessment. Credit that was earned as part of an A.A.S. degree or vocational certificate is included under this cap. Credit that was earned as part of an A.A.S. degree or vocational certificates for nursing is capped at 45-semester hours.

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

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



## **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 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.

All applicants for aid are encouraged to file the Free Application for Federal Student Aid (FAFSA) online at [www.FAFSA.gov](http://www.FAFSA.gov). Paper forms are available from this same website.

The Office of Financial Aid will act on all scholarship applications and FAFSA results. Notification of award will be made in writing to all students who are accepted for admission to Tabor College. The student is asked to accept or decline the financial aid awarded to them by the reply date indicated on the award notice. All students have the right to appeal for an extension of time to accept the financial aid award package. If a student would like to have the aid package reviewed again, they should contact the Office of Financial Aid by the reply date.

Tabor College encourages all students to apply for and accept government grants, church scholarships, and to seek 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 their file must contact the Office of Financial Aid for an appointment. Students will only have access to their personal information; materials relating to parents and/or guardians will not be available unless authorized by the parent or guardian. *Tabor College complies with the Federal Trade Commission rules related to the safeguarding of customer financial information as addressed by the Gramm-Leach-Bliley Act (GLB Act). The College is also in compliance with the Family Educational Rights and Privacy Act (FERPA). Academic and financial information retained in student files is secured from unauthorized access through administrative and electronic controls.*

## STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

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

Items to consider:

- Financial aid SAP is similar to but not exactly the same as academic progress required for graduation.
- Being declared ineligible for financial aid does not mean a student has been academically dismissed from Tabor College. It means that students may not receive government financial aid. They may still be eligible for 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 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% of the average length of a program. This includes all attempted and earned credit hours whether the student receives Title IV aid or not. The specific expectations include the following:

1. Maintain a minimum cumulative grade point average (CUM GPA) from coursework taken at Tabor College: The minimum CUM GPA for undergraduates is 1.70 for freshmen (0 – 23 credit hours), 1.80 for sophomores (24 – 55 credit hours), and 1.90 for juniors (56 – 87 credit hours) and 2.0 for seniors (88 - ).
  - a) Grade changes after the term has been completed will be reviewed on a case by case basis.
  - b) Repeated courses – last recorded grade will be computed in the GPA.
2. For graduate students, maintain a minimum cumulative grade point average (CUM GPA) from coursework taken at Tabor College of 3.0.
3. Each student must earn at least 67% of all attempted hours each term. Attempted hours include: transferred hours, and all Tabor College hours including, incompletes, withdrawals, repeated, pass/fail, and all earned hours.
4. Students are expected to complete degree requirements within 150% of the average length of their program of study, i.e. 186 credit hours.
  - a) Maximum time frame will include all accepted and transferred credit hours.
  - b) Change in majors or pursuit of a second degree, attempted hours will include all transferred and Tabor College credit hours.

SAP is measured and reviewed after the fall, spring, and summer terms have 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 SAP STANDARDS FINANCIAL AID WARNING**

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:

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

#### **FINANCIAL AID APPEAL PROCEDURE**

Students not meeting the Satisfactory Academic Progress requirements may appeal their financial aid suspension. To do so a student must submit their appeal no later than one month after the term has ended. Appeal submission requires they provide the Office of Financial Aid with a signed SAP Appeal Form explaining why they should not be suspended. The SAP Appeal Form is available on-line for downloading and printing, or directly 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 Enrollment Management and the Academic Council Committee and a decision rendered and conveyed in writing by the Director of Financial Aid or their delegate to the student within two weeks of the receipt of student’s appeal. Decisions regarding appeals are final and, consequently, not subject to further review. If a student’s appeal is approved, federal aid may be allowed for one payment period. The outcome of a student’s appeal depends upon the nature of the circumstances causing the violation, documentation provided, and how well the student has demonstrated that they are now making good progress toward earning their degree.

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

#### **FINANCIAL AID SUSPENSION AND RE-ESTABLISHING ELIGIBILITY**

After financial aid has been withdrawn for failure to maintain satisfactory academic progress, students may re-establish eligibility by improving their completed courses and grade point averages through Tabor College at their own expense. Students should contact the Financial Aid Office at the end of the term in which two-thirds or more of the hours attempted have been completed. 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 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.

#### **ACADEMIC SCHOLARSHIPS**

The majority of scholarships are independently sought and awarded external to Tabor College for students in the School of Adult and Graduate Studies. These are through professional affiliations and organizations as adults. Information on external scholarships is available in the Admissions Office.

**Church Scholarships and Church Matching Grants.** Students are encouraged to seek financial assistance from their church congregations. Churches may provide scholarships to be applied to students’ accounts. 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.

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 Director of Financial Aid.

#### **GOVERNMENT AND ELIGIBILITY-BASED AID**

To apply for all federal eligibility-based aid students are encouraged to complete a FAFSA at [www.FAFSA.gov](http://www.FAFSA.gov). Tabor College’s federal school code is 001946 (needed for Step #6 when completing the FAFSA). The resulting eligibility analysis determines a student’s 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.

**Federal Pell Grant.** The Pell Grant is designed to provide financial assistance to those with financial eligibility who desire to attend post-high school educational institutions. Grants range from (\$605 to \$5,645). Graduate Students are not eligible to receive Pell Grant funds. Application for the 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 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 accrues on Unsubsidized loans upon disbursement. Subsidized loan interest begins upon graduation. 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. Students may be required to complete an Entrance Counseling or Financial Awareness Counseling. For more information please visit [www.studentloans.gov](http://www.studentloans.gov).

**Veterans' Benefits.** Students who have served in the Armed Forces are entitled to an educational expense allowance and a monthly subsistence allowance. The student should at the time of registration present a Certificate of Eligibility and Entitlement issued by the Veterans' Administration. The endorsement of this certificate by the institution completes the arrangements for receiving benefits granted by the G.I. Bill of Rights. Credit is granted for college courses completed through the Armed Services as recommended by the American Council on Education. Individuals eligible for these benefits must comply with all Terms of Financial Settlement. Veterans' benefits are facilitated by the Registrar's Office. All documentation must be turned in to the Office of Business Services prior to starting the term, of school year.

## VERIFICATION REQUIREMENTS

Some students completing the FAFSA will be selected for verification by the Department of Education or by Tabor College. Students selected will be notified on their Student Aid Report or by communication from Tabor College. The verification process will require the student to import their IRS tax information to the FAFSA application using the IRS data retrieval tool or provide an IRS Tax Return Transcript. Per Federal Regulations Tabor College must obtain an IRS processed Tax Return Transcript and are not able to accept unprocessed tax returns. Tax Return Transcripts are available free of charge at <http://www.irs.gov/Individuals/Order-a-Transcript>. In addition, a Verification Worksheet will need to be completed. This form will be sent to the student and is also available at the Office of Financial Aid. 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 transcript(s), tax information imported to the FAFSA and the Verification Worksheet must be provided by the student before any Title IV financial aid will be applied to the student's account. If a student does not respond with documentation and required tax information, their account will only be credited with Tabor institutional aid which is non-need based. The Business Office will charge a delinquent account fee each month for unpaid balances. No exception or waiver of this fee will be granted while state or federal aid applications and awards are pending or in transit. This is explained in supplemental information under Terms of Financial Settlement.

*Tabor College does not discriminate on the basis of race, color, gender, religion, disability, or national or ethnic origin in its administration of its educational policies, federal, state, and institutional financial aid policies, scholarship programs, loan programs, athletic programs, admissions criteria, or any other College-administered programs.*

## FINANCIAL PAYMENT POLICIES

### TUITION AND FEES

Total costs vary by program. This information may be obtained from the Admissions staff. All students are required to meet with the Director of Business Services and complete financial aid and payment arrangements upon enrollment.

### PROGRAM DEPOSIT

For students in a cohort-based program of study, a \$100 deposit is to be paid upon provisional acceptance into a degree program. After a student completes Term 1, the \$100 is applied to their student account. If the student withdraws before the end of Term 1, the deposit is non-refundable and will not be applied to their account.

### PAYMENT OPTIONS

Charges for the Term are due on or before the first class. Each subsequent Term's charges are due on or before the first class of the Term.

In order to waive full payment on or before the first class, a student must:

1. Have applied for financial aid/employer assistance.
2. Provide evidence that aid/assistance will be available in the immediate future.
3. Have contacted the Director of Business Services regarding payment arrangements/plan, which must be signed and approved before the first day of class (before the start of a term).

*Note:* Student accounts must be in a current status at the end of each Term, or the student may be denied additional enrollment in coursework or be administratively withdrawn.

### Financial Aid

The Free Application for Federal Student Aid (FAFSA) is the application for the Pell Grant and determines one's eligibility for a Direct Loan (Subsidized or Unsubsidized). The FAFSA can be completed at [www.FAFSA.gov](http://www.FAFSA.gov). Students must be enrolled at least part time (6 credit hours) to qualify for most Federal Aid programs.

By completing the FAFSA, all students may determine their 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 will need to complete more than one FAFSA for two successive years. The Office of Financial Aid and AGS Business Office will inform students as to which year's forms will be needed. Students enrolled in most AGS programs are considered to be "half time", in compliance with federal financial aid regulations.

By completing the FAFSA (Tabor College's school code is 001946), the student will begin the process. Students selected for Verification will need to import their IRS tax information to their FAFSA application using the IRS Data Retrieval Tool or provide an IRS Tax Transcript (available for free at <http://www.irs.gov/Individuals/Order-a-Transcript>) AND complete, sign and return a Verification Worksheet to the Office of Financial Aid. Notification of Verification selection will be noted on the Student Aid Report from FAFSA or communication from The Office of Financial Aid. Upon receipt of all of the above, the Director of Financial Aid will award appropriate types and amounts of aid. The student will then be able to sign an award notice, complete a loan application form, and complete a student loan entrance interview. This will complete the process.

*Note:* In some situations students may qualify for deferment of current student loan payments through a process called in-school deferment. To qualify for deferment students must be enrolled as a half-time student. To complete a deferment form go to <http://ifap.ed.gov/dpccletters/attachments/GEN1214SCH.pdf>, print off the form, read and complete Sections 1, 2 and 3, and return it to the Office of Financial Aid.

### **Employer Assistance**

To be eligible for employer assistance, a student must fill out an "Employer Assistance Information" form prior to the beginning class. This form is for any student whose employer will make payments to the College or to the student personally.

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

If the employer will make payment to the student rather than to the College, or if payment will not be made until after successful completion of an entire Term, the student should not show this as Employer Assistance and must make other arrangements for payment of charges, such as applying for a student loan, using the Term payment plan, or using the monthly payment plan.

### **Personal Funds**

Students may pay for their program with personal funds by using the monthly payment plan or the Term-based payment plan. (See the Director of Business Services for payment plan information.) Processing fees apply for students selecting the payment plan.

### **RECRUITMENT INCENTIVE**

Tabor College School of Adult and Graduate Studies students who are enrolled in a cohort program are eligible to receive a recruitment incentive for referring qualified prospects. If the referred student enrolls in a cohort program, the student who provided the referral will receive \$200 after the referred student completes their first term. Conditions apply; please contact the Director of Business Services for further detail.

### **DROP/WITHDRAWAL & REFUND POLICY**

Students who wish to withdraw from Tabor should inform: Academic Support 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 in the College Financial Aid Office and Business Office).

### **Drop/Withdrawal from a Course & Refund:**

- 1) Course Drop/Refund:
  - Follow appropriate guidelines for dropping a course (see Academic Policy).
  - Student must notify Administration prior to the first day of class to drop a course.
  - Once the correct drop procedures are followed and signed documentation is on file, the student will receive 100% refund on tuition and fees prior to the first day of class. Exceptions made if the student has received books. All book fees are non-refundable.
- 2) Course Withdrawal/Refund:
  - Follow appropriate guidelines for withdrawing from a course (see Academic Policy).
  - Student must notify Administration and Faculty prior to the tenth calendar day of the course start date to withdraw from a course.
  - Once the correct withdrawal procedures are followed and signed documentation is on file, the student will receive 100% refund on tuition, assessed a withdrawal fee, and is responsible for all other fees, including books. All book fees are non-refundable. After the tenth business day, 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 tenth business day.

**Program Withdrawal & Refund**

- 1) Program Withdrawal/Refund:
  - Follow appropriate guidelines for withdrawing from a program (see Academic Policy).
  - Students who withdraw prior to the first day of regularly scheduled classes for the fall, spring, or summer term will be charged a service fee of \$100 in lieu of charges for tuition, fees, and students activity fees.
    - No forms or 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 Administration (see Academic Policy for program withdrawal procedures). Title IV financial aid, Tabor College institutional scholarships and grant aid will be prorated. Book fees, other school-related fees, fines and personal costs are not prorated and are non-refundable.

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

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

Tuition and fees for students that are suspended or dismissed under disciplinary measures on or after the first day of regularly scheduled classes during a term will be assessed tuition and fees in full for the current course they are in. Title IV aid, Tabor College institutional scholarships and grant aid will be prorated. Book fees, other school-related fees, fines and personal costs are not prorated and are non-refundable. There will be no refund given for tuition and fees under any circumstance of withdrawal, suspension or dismissal after the tenth 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 making payment arrangements with the Director of Business Services.

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

**Book Fees**

All book fees are non-refundable. If a student drops a course before the course start date and prior to receiving books, then a student will not be assessed a book fee. No other exceptions will apply. Tabor College provides books to students before each course starts.

**STUDENT RESPONSIBILITIES & RIGHTS****STUDENT RESPONSIBILITY**

AS A PART OF THE EDUCATIONAL PROCESS, ALL ACCOUNTS ARE CONSIDERED TO BE THE PRIMARY RESPONSIBILITY OF THE STUDENT. FAILURE TO MEET ANY TERMS OF THE FINANCIAL AGREEMENT MAY RESULT IN THE CANCELLATION OF THE STUDENT’S CAMPUS PRIVILEGES OR ENROLLMENT UNTIL PAYMENT HAS BEEN MADE.

All 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.

**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 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. The student may either leave the credit on account for future charges or may request, in writing, a refund of the credit. A written request for refund should be signed and returned to the Director of Business Services. Please allow up to 14 days from the first day the credit appears on the account for verification of charges, credits, and processing of request.

**Student Responsibilities**

- 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, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget.
- 5) You have the right to know what resources (such as parental contribution, other financial aid, your assets, etc.) were considered in the calculation of your need.
- 6) You have the right to know how much of your financial need as determined by the institution has been met.
- 7) You have the right to request an explanation of the various programs in your student aid package.
- 8) You have the right to know your school's refund policy.
- 9) You have the right to know what portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when repayment is to begin.
- 10) You have the right to know how the school determines whether you are making satisfactory progress, and what happens if you are not.



## **STUDENT LIFE INFORMATION**

## STUDENT LIFE

While enrolled in an AGS program, the student's ability to understand and articulate increasingly complex ideas and feelings is intentionally developed. Consequently, both oral and written communication should reflect and demonstrate this search for precision and accuracy. Civility and respect are expected behaviors in the School of Adult and Graduate Studies. 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.

## NEW STUDENT ORIENTATION

Tabor College Wichita begins each term with a new student orientation for both accelerated degree programs and online 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 of student interaction, learning, and setting the foundation for successful degree completion.

### Library

The Library, located on the Hillsboro campus, had its beginning on the lower level of the first Tabor College building, erected in 1908. Following the fire of 1918, the Library was relocated to the first level of the H.W. Lohrenz Building, formerly known as the Administration Building, completed in 1920. The present Library, constructed in 1957, was renovated and enlarged in 1984.

A newly implemented online public access catalog provides access to over 53,000 cataloged books, videotapes, CDs, films, etc. Materials not converted into electronic format are accessible through the integrated subject/author/title card catalog. Public-access computers provide web-based access to the Kansas Library Catalog (KLC), a union listing of book and periodical title holdings of Kansas, Oklahoma, and Texas libraries. Materials not owned by Tabor Library are available through Interlibrary Loan via the international Online Computer Library Center (OCLC), of which Tabor College Library is a member. Currently the Tabor Library provides access to Britannica Online, Encyclopedia Americana Online, Grolier's Multimedia Encyclopedia Online, Infotrac Web, EBSCOhost, CQ Researcher, GaleNet Literature Resource Center, SIRS Discoverer, PsycARTICLES, PsycINFO, Lexis-Nexis, and FirstSearch databases. A campus-wide computer network allows access to library computer resources from any location on campus. Off-campus users are allowed access through Tabor's proxy server.

The Library maintains approximately 150 periodical subscriptions in paper format. These periodicals are accessible through indexing in either paper or electronic indexes. The web-based periodical databases, Infotrac Web and FirstSearch, provide subject access to citations and full-text to numerous periodical titles.

The Library is intended to support a broad academic curriculum, but several subject areas of particular interest to the College and its constituency are especially represented in the collection, including Mennonite Brethren history, life and thought, peace studies, as well as materials on C. S. Lewis, Flannery O'Connor, and Madeleine L'Engle. An extensive juvenile literature collection includes Newberry, Caldecott, and William Allen White award-winning books. Some 2,000 recordings, including compact discs, as well as a large selection of cataloged scores, support the music program.

The Library building also houses offices and holdings for the Center for Mennonite Brethren Studies.

## TABOR COLLEGE POLICY STATEMENT ON SUBSTANCE USAGE

Consistent with its obligation under federal law and in keeping with its commitment to provide a drug-free environment, Tabor College has formulated the following policy regarding substance abuse.

### Applicability

This policy applies to all Tabor College students.

### Prohibitions

Tabor College strictly prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students on any property of the College or as part of any activity associated with the College. Tabor College also prohibits the transport, manufacture or promotion of drugs, drug paraphernalia, or look-alike(simulated) drugs on its campus or part of any activity associated with the College.

### Fitness for Examination and Testing

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

### Legal Sanctions

Illegal use or possession of drugs and alcohol may also be subject to criminal prosecution. Tabor College will refer violations of proscribed conduct to appropriate authorities for prosecution.

## STUDENT CONDUCT AND DISCIPLINE

Within the context of Tabor College's mission and its determination to be Christ-centered, students are expected to develop and maintain a high standard of personal and behavioral values. These expectations include, but are not limited to, the following:

1. Respect for the personal worth, dignity and rights of others.
2. Respect for the right and necessity of TCW to develop and maintain a Christian atmosphere conducive to academic study and personal growth.
3. Respect for Tabor's longstanding tradition of honesty, moral and ethical integrity, freedom of expression and open inquiry within the bounds of TCW standards.
4. Respect for the diverse backgrounds, personalities, convictions and spiritual traditions of students, staff and faculty who comprise the TCW community.

5. Respect for local, state and federal laws and ordinances.
6. Respect for discipline, policy, procedures and authority established by TCW for the systematic management of college activities, the well-being of the members of the college community, and the integrity of the institution.
7. Willingness to offer service, support, guidance, and friendship to others.
8. Regard for the nature of a moral community by embracing the need for students, staff, faculty, and administrators to lovingly confront and hold accountable members of the TCW community whose conduct falls outside the boundaries of Christian behavior, college policy, and state and federal laws.

## **DISCIPLINARY RESPONSES**

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

### **Disciplinary Warning**

An official response given verbally and/or in writing, notifying the student of his or her misconduct and warning that subsequent infractions must not occur.

### **Disciplinary Probation**

An official status that places the student in a position that any subsequent misconduct during the period of probation will result in additional discipline, including, but not limited to, suspension or dismissal from the college. The term of the probation is determined by the Vice President of TCW or his/her designee.

### **Final Notice**

An official response notifying the student that any additional inappropriate behavior will result in their removal from the college either in a limited-term suspension, dismissal for at least the remainder of the academic semester, or expulsion.

### **Disciplinary Suspension**

An official response that prohibits the student from attending the college, entering into college owned or operated property, participating in any university activities or academic organizations, typically to include at least one calendar week or the rest of the academic semester in which the offense occurred. Length of suspension will be determined by the Vice President TCW or his/her designee. For academic year or semester suspensions, written request to return to the college must be submitted to the Vice President of TCW at least one month prior to the semester in which the student wishes to re-enroll. For suspensions, a student must complete an exit and re-entry interview with the appropriate college official before returning to campus. Any classes missed due to a suspension will be unexcused and subject to the policies and procedures of the faculty. Notification of suspension will be sent to the appropriate college offices, including their Program Director and Academic Support Coordinator.

### **Disciplinary Dismissal**

An official determination canceling the student's registration at the college which usually lasts for at least the remainder of the academic semester in which the offense occurred and additional semesters as the sanction warrants. If the dismissal occurs within the withdrawal timeframe, a W will result in their courses. If the instance of dismissal occurs following the withdrawal timeframe, the student will receive a WP or WF (Withdrawal Passing or Fail) in their classes, depending upon the students standing in the class at the time of dismissal. Monetary reimbursements will not be made for tuition, books, or any other college fee. Notification of expulsion will be sent to the appropriate college offices, including their Program Director and Academic Support Coordinator. Students who wish to return to school after the dismissal period has ended, must submit written notification to the Dean of AGS, or his/her designee, at least one month prior to registering for the semester in which they intend to re-enroll. This written request should include a discussion of action steps completed to comply with specific requirements of the dismissal and a statement of intent to comply with the attitudes and behaviors expected of Tabor students. Three letters of reference should also accompany this request. Usually a professor; a minister, pastor, elder or church leader; a counselor/therapist; or a personal friend writes these letters. These letters should indicate the relationship with the student and an assessment of the student's progress toward change and completion of re-enrollment requirements. Failure to submit a written request may result in delayed admission for the subsequent semester. Notification of the dismissal may be noted on the student's transcript for the term of the dismissal and will be deleted after that time.

### **Disciplinary Expulsion**

An official determination that permanently prohibits the student from attendance at the college.



## **ACADEMIC INFORMATION**

### Academic Calendar

Tabor College Wichita School of Adult and Graduate Studies has three terms (Fall, Spring, and Summer) in an academic year.

### Registration

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

### Academic Advising

Tabor College School of Adult and Graduate Studies 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.

### E-Mail

All students are provided a Tabor College e-mail account, which is one of the College's official methods of communicating important and time-sensitive information. *All are expected to check the mail sent to this account on a frequent and consistent basis, and to respond to official communications in a timely manner.* All are responsible for monitoring this account and for the consequences of missing important and time-sensitive messages. In order to prevent misuse of the group e-mail system, students who wish to send an e-mail to all Wichita students should contact the Executive Assistant to the Vice President of Tabor College School of Adult and Graduate Studies.

### Services for Students with Disabilities

Students with documented disabilities may be eligible for accommodations under the Americans with Disabilities Act. Students who wish to request accommodations must contact the Student Success Counselor and submit appropriate documentation. After the request and documentation are reviewed, reasonable accommodations will be provided through the Student Success Office. Accommodation requests may take up to 14 days to process so students are encourage to submit requests as soon as possible. Services will begin once approval process is complete. Please contact the Student Success Office (620-947-3121, ext. 1223) for further information.

### 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 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, but should not be surprised to find the content more difficult than in a 100-level course. In some cases, special permission from the instructor or the Dean of AGS is necessary for a student to take a course beyond his or her academic level.

### Course 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

### 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

### 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 Academic Support Coordinator's Office. Students taking the course for credit will receive priority if seating is limited. All auditors will be assessed the Audit Fee per hour regardless of enrollment in other courses for credit, plus the book fee. Auditors who are not taking any other classes need to be admitted through the college as guest students prior to enrolling. There is no requirement of auditors except regular attendance. Added participation, including graded evaluation, is at the discretion of the instructor. Auditors with regular attendance receive a final grade of AU on the transcript. No college credit is given for auditing and no requirements are met with an audit course. Supervised studies such as independent studies, internships, and practica must be taken for credit. Auditing may not be appropriate for all courses, such as those designed to develop skills and those that are "hands-on" in nature. Changes from audit to credit may be made up to the 10<sup>th</sup> day 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 10<sup>th</sup> day of class as well. In both cases, the proper forms must be completed in the Academic Support Coordinator's Office.

## ATTENDANCE

Courses within the AGS are accelerated in format and designed for working students unable or unwilling to attend a traditional, residential program. This accelerated format makes attendance all the more essential in meeting learning outcomes and program goals. The attendance policy is strictly adhered to by AGS and its faculty with exceptions made only by the Dean of AGS. **Six to eight week courses are allowed one absence (4 hours). Courses less than six weeks in length are not allowed absences, except for extenuating circumstances\***. Arriving late for class or leaving early from class is counted toward the absence policy. Absences, including being late for class or leaving early from class, accumulating above the absence policy limit (4 hours) will result in a failing grade for the course. While an absence may be allowed according to the AGS attendance policy, students should give careful thought and consideration to missing a class. The class attendance policy is designed for extenuating circumstances beyond the control of the student. All homework, class assignments, or other work may still be required on the day of the absence and instructors may reduce points or grades based on individual syllabi requirements. Arriving late to class and/or leaving early may also result in grade reductions or loss of points.

Students in fully **online courses** of six to eight weeks duration are allowed one absence and online courses less than six weeks in duration are not allowed absences, except for extenuating circumstances\*. Attendance for a fully online course means logging in to the course on a weekly basis for the duration of the course (each week) and engaging in the course work. Not adhering to the online attendance policy will result in a failing grade for the course. Please note that logging on to the course each week only counts toward attendance in that course. Online students are expected to actively participate in online course assignments, post as required, access and view all resources, and fulfill all participation and syllabus requirements as noted in the online syllabus.

# of weeks in a course	# of Absences Allowed
<b>6-8 Week Courses</b>	1 absence only
<b>5 and under Week Courses</b>	Absences allowed only under extenuating circumstances*

\*Extenuating circumstances are identified as those circumstances outside the control of the student (i.e., death in the family, illness, accident) and must be requested from and approved by the instructor and the Program Director in consultation with the Dean of AGS as needed.

Regular class attendance is essential for the success of all AGS. Professors will indicate the effect of absences on the course grade. Attendance records are essential to comply with regulations established by both the Veteran's Administration and Health, Education, and Welfare (H.E.W.) for recipients of V.A. benefits or Federally Insured Student Loans.

### Grading System

Passing work is indicated on the transcript by the grades A, B, C, D, 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 end of the add/drop period.

### Grade Scale:

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

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 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.

### 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.

### Incompletes

A grade of I (Incomplete) may be assigned to any student at the discretion of the instructor. Incomplete courses shall be completed and the work turned in to the faculty member by date stated on Incomplete form. If a grade for the incomplete course is not submitted to the Academic Support Coordinator within two weeks after the due date, the grade for the course shall default to the alternate grade submitted by the instructor at the time the Incomplete grade was given. If the failure to submit a grade to the Registrar is the fault of the instructor, he/she must use the existing change of grade mechanism to address the problem. Any request for an extension to the completion date must be made in writing to the VP of AGS before the completion date.

### 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.

**Grade Changes**

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

**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 Dean of AGS requesting a hearing before the AGS Student Appeals Committee, providing specific details and all appropriate information.
  3. If a hearing is granted, both the student and the instructor may attend.
  4. By majority vote, the committee will render its opinion, in the form of a written recommendation, to both the student and the instructor. While the judgment is final in terms of further appeals, it serves only as a recommendation for the faculty member involved. 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 six weeks of the end of the term in which the disputed grade was given.

**Grade Minimums**

1. 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 courses.
2. All courses in the major must have a grade of C- or better to count toward the major.
3. A resident cumulative GPA of 2.0 or greater is required to graduate.

**Change in Registration**

Courses may be dropped or added prior to the start of a term without any transcript entry. Students **withdraw from a course up to the 10<sup>th</sup> calendar day after the course start date** will receive a non-punitive **W** on the transcript. Students are required to contact the Academic Support Coordinator and the AGS Business Services Department to complete necessary paper work. Fees may be assessed for dropping a course prior to the start date.

**Administrative Withdrawal**

Students may be withdrawn from any course on the basis of excessive absences, according to the attendance policy for that course, or for chronic disruptive behavior in the classroom. The Academic Support Coordinator and the Registrar will initiate an Administrative Withdrawal for financial aid purposes. The Academic Support Coordinator 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 pro-rated 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 Academic Support Coordinator. If the notice of intent was dated in the first 10 days, the assigned grade will be a W; if the date was in the eleventh class day or beyond, a WP/WF will be assigned.

**Extraordinary Circumstances**

Students may experience extraordinary problems during a term. Within one year of having completed such a term, a student may petition the Academic Dean to be withdrawn retroactively from any class or classes taken during that term. Any such petition will be processed by the Academic Policies Committee. 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.

**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. (Note that a withdrawal can have an impact on Financial Aid Please consult Financial Aid officer for specific input prior to withdrawal.)

**Stopping out of a Program**

AGS's programs are meant to be completed within an accelerated time frame. There are instances, however, when a student must stop out of the program for a short period of time and re-enter the program. In such cases, a stop-out and re-entry form must be completed and program directors informed. Students should contact the AGS Business Services department to complete proper paper work and to determine how this might affect their program and financial aid. Stop-outs lasting greater than 6 months but less than a year may require a re-entry fee and re-application to the program. All students re-entering the program must obtain the signature and approval of the Program Director. When such stop-outs occur, it is important to communicate and discuss potential stop-out and re-entry with the Program Director, the Academic Support Coordinator, and the AGS Business Services Office.

**Withdrawal from the Program/College**

A withdrawal form must be signed by the Director of Student Financial Aid, Academic Support Coordinator, Business Services Office, and Program Director in order to properly clear student records. Withdrawal forms are available in the Academic Support Coordinator's Office. The completed forms are to be returned to the Academic Support Coordinator. Failure to comply will result in a Failing grade(s) being recorded for subjects in which the student is enrolled. (See supplementary financial information for refund information.)

**Re-Applying**

To re-enter a program once withdrawn from that program, a student must re-apply to that program with the Enrollment Service Office (unless it is an approved stop-out of less than 6 months duration). There is a processing fee due with the re-application.

**ACADEMIC INTEGRITY**

Academic dishonesty is any act of cheating, fabrication, plagiarism, dissimulation, and any act of aiding and abetting academic dishonesty. The following definitions are used for this policy.

1. **Cheating** is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.

2. **Fabrication** is falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.
3. **Plagiarism** is representing the words or ideas of another as one's own in any academic exercise.
4. **Dissimulation** is disguising or altering one's actions so as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested), etc.
5. **Aiding and abetting** academic dishonesty is knowingly facilitating any act defined in 1-4.

### Procedural Guide for Dealing with Academic Dishonesty

The instructor shall determine if the infraction is intentional or unintentional.

1. If unintentional, the instructor shall deal with the infraction at his/her discretion. The instructor may choose to use the system created for intentional infractions.
2. If intentional, the following procedures will guide the response:
  - a. The instructor shall:
    - Impose the appropriate sanction and inform the AGS Dean via the Academic Integrity Incident Report.
  - b. The AGS Dean shall:
    - Keep a record of reported infractions and sanctions.
    - Place the student on academic probation effective immediately. This shall be understood as a full term's probation.
    - Notify the instructor if the incident reported is not the student's first infraction.
    - Verify that the appropriate sanction has been imposed based on the following schedule:  
 Offense 1: fail the assignment, potential of a one letter grade reduction of course final grade (professor's discretion as posted in syllabus), and complete academic integrity remediation session(s) with either – or both – the AGS Dean or Program Director.  
 Offense 2: fail the course.  
 Offense 3: immediate suspension from the College for the remainder of the term and one additional full term with transcript notation that suspension is for academic dishonesty. Suspended students are not guaranteed re-admittance.  
 Offense 4: dismissal from the College with no right to appeal.
    - Notify the course instructor, Academic Support 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 AGS Dean requesting a review of the incident, providing specific details and all appropriate information.
2. The AGS Dean will request relevant materials from the professor(s).
3. The Chair of the Student Appeals Committee will review all materials to determine whether or not to convene the Student Appeals Committee for formal action. This preliminary opinion will be based on the documentation submitted alone. If the request for appeals is denied, the student would retain the option to file a final grade appeal.
4. If convened, the committee will render its opinion by majority vote. The judgment of the committee is final. One copy of the committee decision will be kept in the student's permanent file; copies will also be given to both the student and the instructor. All academic integrity appeals must be initiated within three weeks of the infraction notification. If convened, the Appeals Committee will meet within ten business days of receipt of the appeal.

### SATISFACTORY ACADEMIC PROGRESS

For AGS students, the following criteria represent satisfactory academic progress at Tabor College:

1. A term GPA of 1.70 or higher for 6 or more credits; and/or a GPA of 1.70 or higher for last 9 credits
2. A cumulative resident GPA with these minimums:

Tabor College Terms completed	Cumulative Resident GPA
1-2	1.70
3-4	1.80
5-6	1.90
7 or more	2.00

The following additional criteria must be met to maintain continuous enrollment toward degree completion.

1. Successful completion of a module with no more than two retakes.
2. No more than two consecutive failures of program modules.
3. A resident cumulative GPA with these minimums:
  - At the program's midpoint-1.9 or higher.
  - Near the program's conclusion-cumulative GPA of 2.0 or higher, and 1.70 or higher in the major (C- is 1.7).

AGS programs consist of varying numbers of terms. Satisfactory Academic Progress for students who qualify for federal financial aid but who are not enrolled in one of the degree seeking programs will be determined by the Dean of AGS for continued enrollment and the Director of Financial Aid for continued receipt of federal financial aid on a case-by-case basis. Students are eligible for academic probation one time and then academic suspension. Students who fail to meet the criteria will also be subject to financial aid suspension in alignment with Federal Financial Aid Guidelines.

### ACADEMIC PROBATION/SUSPENSION GUIDELINES

#### Probation

A student will be placed on academic probation if any of the following is true:

1. They have not accomplished the GPA requirements of the School of Adult and Graduate Studies (See section on Satisfactory Academic Progress).
2. They are found to be in violation of the standards of academic integrity. (See section on Academic Integrity)
3. They are admitted under the Conditional Admission Status.

A probationary period will last for three classes, or a minimum of 9 credit hours. If, at the end of the first probationary period, satisfactory academic progress has not been achieved, the student will be placed on academic probation for an additional three modules. However, those admitted to the program conditionally, become subject to suspension after the first probationary period (see below). Student will receive a certified letter notifying them that they have been placed on Academic Probation from the Dean of AGS. Program Directors will also be notified of students placed on Academic Probation with the expectation that they will develop an education plan with the student. This plan will be placed in the student academic file. If satisfactory academic progress has occurred, the student will be removed from academic probation.

### **Suspension**

Any one of the following is grounds for suspension from enrollment:

1. Failure to achieve Satisfactory Academic progress by the end of a second probationary period.
2. Failure to achieve a resident cumulative GPA of 2.0 or higher by the end of the program.
3. Three consecutive failures.
4. Failure to achieve a C- or better in a particular program module after enrolling in that module three times.
5. For those admitted under the Conditional Admission Status, failure to achieve a C- or better, without any incompletes, during the first three enrolled modules.

### **Re-admission**

1. A student who chooses to leave the College under probationary status will be subject to the same status upon return to Tabor.
2. A student who leaves the College under academic suspension is not eligible for re-admission for one calendar year. The student may apply to the Dean of AGS for re-admission. If re-admission is granted, the student will automatically return under probation and will have three modules to meet a minimum cumulative GPA of 1.9 for those modules.
3. A re-admittance fee will be assessed.

### **Appeals of Suspension**

To appeal a decision of academic suspension, a student must indicate this intention in writing to the Dean of AGS within 30 days of the date of notification. This letter should state the reasons for such an appeal. The AGS Academic Appeals Committee will review the appeal and render judgment on the decision to dismiss. The Committee's decision is final, and the student will be notified in a timely manner in writing of the decision.

### **ACADEMIC PROBATION/SUSPENSION/DISMISSAL**

If the minimum criteria for academic progress, as defined above, are not met, the student will be placed on academic probation for the following semester. If, at the end of the first probationary semester, satisfactory academic progress still has not occurred, the student will again be placed on academic probation for the following semester. At the end of the second probationary semester, if the criteria for satisfactory academic progress have not been met, academic suspension will result. No student may have more than two probationary semesters at Tabor College.

Those admitted on probation are limited to 12 hours per semester until they achieve "satisfactory academic progress" as defined above. Those not admitted on probation, but placed on probation while enrolled at Tabor are strongly encouraged to limit themselves to 12 hours. A procedural hold is placed on a student's registration for the subsequent semester. Completing the registration requires that the advisor and student discuss the course load and other issues related to academic success.

Academic Suspension indicates that the student may reapply after an absence from the college. Academic Dismissal indicates that the student can never be re-admitted.

### **Exceptions:**

1. Any student who achieves a semester GPA of at least 2.30 for ten or more completed hours will be allowed to remain at the institution for the subsequent semester regardless of the cumulative GPA.\*
2. A student who has been admitted to the College on academic probation will be subject to suspension after two semesters of attendance, unless satisfactory academic progress criteria have been met.
3. Any student who is currently or has ever been on probation whose semester GPA is 1.00 or below will be academically suspended from the College.

### **Re-Admission**

1. A student who chooses to leave the College under probationary status will be subject to the same status upon return to Tabor College.
2. A student who leaves the College under academic suspension may apply to the Dean of AGS for re-admission after the stated academic probationary time frame. If re-admission is granted, the student will automatically return under probation and will have one semester to meet minimum criteria for academic progress. The student will be required to meet with his/her Faculty Advisor or Program Director at the frequency outlined in their academic plan for success.
3. A re-admission fee will be assessed.

### **Appeals**

To appeal a decision of academic suspension, a student must indicate in writing to the Dean of AGS this intention within 30 days of the date of notification. This letter should state the reasons for such an appeal. The AGS Student Appeals Committee will review the appeal within 15 business days and render a judgment on the decision to dismiss. The student will be notified in a timely manner as to the decision of the appeal. If an appeal is not resolved before the term begins, the student may stay through the completion of his/her current course(s) in process. The Committee's decision is final, and the student will be notified in writing of that decision.

### **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 make arrangements 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 which 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.

#### **STUDENT RIGHT-TO-KNOW**

All post-secondary institutions which receive federal financial aid are required by the Department of Education to disclose the graduation rate for their students based on a cohort class of full-time freshmen who complete their degree within a six-year time period. This information is available in the Office of Enrollment Management and the Registrar's Office.

#### **DIRECTORY INFORMATION PUBLIC NOTICE**

At its discretion, the College may provide Directory information in accordance with the provisions of FERPA to include: student name, local and permanent address, e-mail address, telephone number, date and place of birth, major field of study, photograph, dates of attendance, anticipated graduation date, degrees and awards received, most recent previous educational institutions attended by the student, participation in officially recognized activities and sports, weight and height of members of athletic teams, and student classification. **STUDENTS MAY WITHHOLD DIRECTORY INFORMATION BY NOTIFYING THE REGISTRAR IN WRITING WITHIN TWO WEEKS AFTER THE FIRST DAY OF CLASS OF THE FALL OR SPRING TERM.**

#### **ACADEMIC HONORS**

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

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) with no incomplete by the end of the term. The 10-hour condition may be waived for those involved in term long placements (e.g., practica, 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 **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

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 graduation requirements which are in effect at the time they enter Tabor College, but they may choose to meet the requirements of any subsequent catalog, provided ALL requirements of that catalog are met. 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 that catalog.

### GPA Requirement

A minimum resident cumulative grade point average of 2.0 is required for graduation for all undergraduate degrees. Master's level students must have successfully completed all graduate course work with a grade of B- or higher, as well as, all transfer course work with a grade of B- or higher.

### Limit of Activity Credit Hours

Students will be allowed to earn a maximum of eight hours of credit in varsity athletics and musical ensembles which may apply to the 124-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. Twenty of the last 30 or 40 of the last 60 hours must be earned in residence. Residency requirements for students in the Undergraduate Adult 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 Science Degree

To qualify for the Bachelor of Science degree a student must complete a minimum of 124 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.

### Bachelor of Science in Nursing Degree

To qualify for the Bachelor of Science in Nursing degree a student must complete a minimum of 124 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.

### Nursing Pinning Policy

The nursing program pinning ceremony is a special ceremony given for the graduating nursing students, family, and friends. The pinning ceremony is designed to be ceremonial, formal, and traditional. Nursing students that have completed the nursing program curriculum and have completed NUR 460 are invited to participate in this ceremony. The nursing program chairperson may grant exception for participation based on special student circumstances. Students will not receive their purchased nursing pins until the completion of all program requirements.

### Associate of Arts Degree

To qualify for the Associate of Arts degree in Urban Ministry, a student must complete a 64-hour program of study, which is comprised of Core Curriculum courses, disciplinary courses, elective courses, and TUMI (The Urban Ministry Institute) courses. Tabor College Wichita offers an A.A. degree in Urban Ministry in special conjunction with The Urban Ministry Institute. At least 30 credit hours, including the last 10 credit hours earned toward this degree, must be completed in residence at Tabor College. A resident cumulative grade point average of 2.0 is required for graduation. Residency courses at Tabor College are those that are exclusively administered and taught by Tabor College personnel.

### Master of Business Administration

This degree requires 36 hours of course work in leadership.

### Application for a Degree

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

### Meeting Requirements for a Second Degree

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

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

### Conferral of Degree

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

After students have been approved by the Board, degrees will be conferred at the first conferral date following completion of requirements. Diplomas will be mailed at the time that the degree is conferred. Conferral dates are December, February, May, and August. If a student has completed the degree and needs verification prior to the next conferral date, a letter of verification will be provided. Students can be approved by the Board in October if the only remaining requirements are In Progress at Tabor and will be completed during fall semester so that degrees can be awarded at the end of fall semester.

Students can be approved by the Board in February if they have completed all requirements at that time. Students can be approved by the Board in May if they have no more than twelve hours of coursework needed after Commencement. 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. Master's level students must have successfully completed all graduate course work with a grade of B- or higher, as well as, all transfer course work with a grade of B- or higher. **Students cannot have more than 6 credits remaining in the program to participation in the Commencement exercises and must have an approved completion plan in place with the Academic Support Coordinator's office 6 weeks prior to Commencement.** This includes all graduate coursework and undergraduate prerequisite requirements.

### **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 providing they have a plan approved by their advisor and the Registrar to complete all requirements. Graduate students may have 6 credits remaining in the program to participation in Commencement exercises and an approved completion plan in place with the Academic Support Coordinator to participate in Commencement.



## **UNDERGRADUATE ACADEMIC PROGRAMS**

## CORE CURRICULUM PROGRAM

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

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

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

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

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

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

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

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

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

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

### Core Curriculum Conceptual Framework

The Core Curriculum is based on the Tabor College Mission Statement and Philosophy.

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

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

### LIFE-LEARNING PAPERS (LLP)

Students may write Life-Learning Papers that identify significant learning from past experiences. Students are provided with a model to help analyze the learning experience, break it into component parts, and thoughtfully examine each element. College work from a two-year school beyond the 70-hour cap may be looked at for credit through a Life-Learning Paper. See the Academic Support Coordinator for further information about the Life-Learning Paper.

### PROFESSIONAL SCHOOLS AND TRAINING (PST)

Students may receive credit for professional schools, courses, workshops, seminars, and licenses for which college credit has never been awarded. Credit may be earned for college-level learning that directly relates to professional development, providing the proper documentation is submitted. See the Academic Support Coordinator for further information about Professional Schools and Training.

### PORTFOLIO

Portfolio credits (LLPs and PSTs) must be completed within the 12-month deadline for active enrollment in the College.

### LIFE-LEARNING PAPER APPEAL PROCESS

The appeal process is to be enacted for those unusual cases when a student feels that her or his Life-Learning Paper has not been evaluated fairly. This process will not be initiated until after the second rewrite and must begin within 30 days of the evaluation.

## CORE CURRICULUM COMPETENCIES FOR ALL PROGRAMS

### MATH AND SPEECH COMPETENCY

Graduation requirements include the demonstration of both Math and Speech Competencies either demonstrated through course work or through Tabor College Wichita's internal competency process. Fees are charged for those students who choose to meet the competency requirement through the internal competency process.

#### Mathematics Competency

Students must demonstrate competency in mathematics before receiving the Bachelor's degree from Tabor College. There are six ways for students to meet this requirement:

1. A mathematics ACT score of 19 OR mathematics ACT of 16-18 paired with an English ACT of 19. If the ACT was taken *prior to 1990*, competency is demonstrated with an ACT mathematics of 16 OR an ACT mathematics score of 12-15 paired with an English ACT score of 16.
2. A mathematics SAT score of 460 OR a mathematics SAT score of 400 paired with a verbal SAT score of 470. If the SAT exam was taken *prior to 4/1/95*, competency is demonstrated with an SAT mathematics score of 390 OR a mathematics SAT score of 350 paired with a verbal SAT score of 390.
3. Pass the Compass Pre-Algebra Competency Exam with minimum score of 50 or the Compass Algebra exam with a 40. There is no fee for the initial attempt at the Compass exam. No credit is earned with this option.
4. Minimum score of 43 on the Numerical Skill portion of the ASSET test
4. Grade of at least C- in Tabor College's MTH 103 Basic Math or a grade of at least a C- in MTH 104 Intermediate Algebra or a transfer course which is equivalent of MTH 104.

\*\*No credit is earned with option 1-4.

#### Speech Competency

Students must demonstrate competency in speech before receiving a Bachelor's degree from Tabor College. There are two ways for students to meet this requirement:

1. A grade of at least a C in Tabor College's course COM131 Public Speaking, or in any transfer course that is at least the equivalent of COM 131.
2. Take a written exam and deliver a speech according to guidelines established by the Tabor College's Department of Communication. The written exam will be taken first. If the student does not earn a grade of C or higher on the written exam, then she/he has not demonstrated speech competency. If the written exam is passed with a grade of C or higher, the student will be asked to prepare and deliver a speech. If the speech earns a grade of C or higher, the student will have demonstrated speech competency. Opportunities for this option will be offered each term. No credit is earned with this option.

### ARTICULATION AGREEMENTS

Tabor College has articulation agreements with a number of institutions including an articulation agreement with Hesston College. Articulation agreements allow seamless transfer to Tabor College. An articulation agreement with Hesston College also allows Hesston nursing students to obtain a Bachelor of Science in Nursing degree through a 2+2 year program at Tabor College School of Adult and Graduate Studies. For more information about the articulation arrangements, see the Registrar.



**UNDERGRADUATE ACADEMIC PROGRAMS**

**BUSINESS ADMINISTRATION**

**RN-BSN**

**CHRISTIAN MINISTRY**



REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING (RN-BSN)

*Hours Term Taken Grade*

**Core Curriculum Requirements for Graduates:**

Tabor College Distinctives:

BRS 325 Bible Journeys .....	3	_____	_____
Intercultural Awareness: met via several modules .....		_____	_____

Liberal Arts Sequence:

English Composition – two courses (6+ hours)			
English Composition I.....	3	_____	_____
English Composition II .....	3	_____	_____

Social Science – two courses (6+ hours) from different disciplines; examples include:  
 Psychology, Sociology, Anthropology, Economics, Political

.....	3	_____	_____
.....	3	_____	_____

Humanities- three courses (9+ hours) from at least two of  
 the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language\*\*, History

.....	3	_____	_____
.....	3	_____	_____
.....	3	_____	_____

\*\*Two semesters of language meet two humanities requirements

Speech

One course OR .....	3	_____	_____
Competency			

Science/Mathematics

One lab course OR .....	4	_____	_____
One natural science course without a lab .....	3	_____	_____
ALONG WITH one of the following courses:			
Mathematics: College Algebra or higher.....	3+	_____	_____

Deductive Reasoning:  
 Met via MTH 340 Applied Statistics

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TOTAL HOURS    —    \_\_\_\_\_    \_\_\_\_\_

**Major Courses:**

NUR 310 Exploring Professional Nursing Opportunities.....	3	_____	_____
NUR 320 Health Assessment .....	3	_____	_____
MTH 340 Applied Statistics.....	3	_____	_____
NUR 350 Healthcare Organizations and Environments .....	3	_____	_____
NUR 400 Ethics and Values in Nursing .....	3	_____	_____
NUR 400 Ethics and Values in Nursing .....	3	_____	_____
NUR 400 Ethics and Values in Nursing .....	3	_____	_____
NUR 403 Intro to Prof. Nursing Capstone Experience.....	1	_____	_____
NUR 410 Evidence Based Nursing Practice .....	3	_____	_____
NUR 420 Nursing in the Community .....	3	_____	_____
NUR 430 Professional Nursing Issues and Trends.....	3	_____	_____
NUR 440 Pathophysiology.....	3	_____	_____
NUR 450 Nursing Leadership and Management.....	3	_____	_____
NUR 460 Professional Nursing Capstone Experience.....	2	_____	_____

TOTAL HOURS    33    \_\_\_\_\_    \_\_\_\_\_

**CHRISTIAN MINISTRY (CHM)**

*Hours Term Taken Grade*

**Core Curriculum Requirements for Graduates:**

Tabor College Distinctives:

BRS 410 Element of Christian Faith ..... \_\_\_\_\_  
 Intercultural Awareness: met via several modules

Liberal Arts Sequence:

English Composition – two courses (6+ hours)  
 English Composition I ..... \_\_\_\_\_  
 English Composition II ..... \_\_\_\_\_

Social Science – two courses (6+ hours) from different disciplines; examples include:  
 Psychology, Sociology, Anthropology, Economics, Political

..... \_\_\_\_\_  
 .....

Humanities- three courses (9+ hours) from at least two of  
 the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language\*\*, History

..... \_\_\_\_\_  
 .....

\*\*Two semesters of language meet two humanities requirements

Speech

One course OR ..... 3 \_\_\_\_\_  
 Competency

Science/Mathematics

One lab course OR ..... 4 \_\_\_\_\_  
 One natural science course without a lab ..... 3 \_\_\_\_\_  
 ALONG WITH one of the following courses:  
 Another science course ..... 3 \_\_\_\_\_  
 Mathematics: College Algebra or higher ..... 3+ \_\_\_\_\_

Deductive Reasoning (3 hours)

*One of the following options\*:*

Mathematics: College Algebra or higher  
 MTH 340 Statistics (or equivalent)..... \_\_\_\_\_  
 Logic: Introduction to Logic, Symbolic Logic, or Set Theory..... \_\_\_\_\_

\*Cannot duplicate a course used for the Science/Mathematics requirement

TOTAL HOURS \_\_\_\_\_

**Major Courses:**

BRS 101 Biblical Interpretation and Teaching ..... 3 \_\_\_\_\_  
 BRS 207 Practical Ministry ..... 3 \_\_\_\_\_  
 BRS 302 Life and Teachings of Jesus ..... 3 \_\_\_\_\_  
 BRS 304 Technology for Ministry ..... 2 \_\_\_\_\_  
 BRS 314 Personal Assessment and Ministry ..... 1 \_\_\_\_\_  
 BRS 343 Discipleship & Evangelism ..... 3 \_\_\_\_\_  
 BRS 354 Leadership and Community ..... 3 \_\_\_\_\_  
 BRS 360 Ministry to Youth and Families or BRS 450 ..... 2 \_\_\_\_\_  
 BRS 362 Church and the Mission of God ..... 3 \_\_\_\_\_  
 BRS 367 Old Testament Survey ..... 4 \_\_\_\_\_  
 BRS 368 New Testament Survey ..... 3 \_\_\_\_\_  
 BRS 410 Elements of Christian Faith ..... 4 \_\_\_\_\_  
 BRS 441 Practicum ..... 1 \_\_\_\_\_  
 BRS 442 Practicum ..... 1 \_\_\_\_\_  
 BRS 443 Practicum ..... 1 \_\_\_\_\_  
 BRS 444 Practicum ..... 1 \_\_\_\_\_  
 BRS 460 Formation of Ministry ..... 2 \_\_\_\_\_

TOTAL HOURS 40 \_\_\_\_\_

**Associate of Arts in Urban Ministry (AAUM)**

*Hours Term Taken Grade*

**Core Curriculum Requirements for Graduates:**

**Tabor College Distinctives:**

BRS 290 History of Christianity ..... 3 \_\_\_\_\_  
 Intercultural Awareness: met via several modules

**Liberal Arts Sequence: (9 hours)**

ENG 101 English Composition I..... 3 \_\_\_\_\_  
 ENG 102 English Composition II ..... 3 \_\_\_\_\_  
 COM 131 Public Speaking; or  
 COM 132 Interpersonal Communication or equivalent course ..... 3 \_\_\_\_\_

**Social Science: (6 hours)**

from different disciplines; examples include: Psychology, Sociology, Anthropology, Economics, Political  
 ..... 3 \_\_\_\_\_  
 ..... 3 \_\_\_\_\_

**Humanities: (3 hours)**

from the following areas: Literature, Philosophy/Religion, Fine Arts, Foreign Language\*\*, History  
 ..... 3 \_\_\_\_\_

**Laboratory Science: (4 hours)**

One lab course..... 4 \_\_\_\_\_

**Deductive Reasoning: (3 hours)**

*One of the following options\*:*

Mathematics: College Algebra or higher or ..... 3 \_\_\_\_\_  
 Logic: Introduction to Logic, Symbolic Logic, or Set Theory..... \_\_\_\_\_

\*Cannot duplicate a course used for the Science/Mathematics requirement

CORE CURRICULUM TOTAL HOURS 28 \_\_\_\_\_

**Elective Hours** ..... 12 \_\_\_\_\_

**Major Courses:**

TUMI..... 24 \_\_\_\_\_

TOTAL HOURS 64 \_\_\_\_\_

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

## MINOR PROGRAMS

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. 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.

### PRACTICAL CHRISTIAN MINISTRY

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
<b>Required Courses:</b>			
BRS 101 Biblical Interpretation and Teaching .....	3	_____	_____
<i>Choose four courses from the following:</i>			
BRS 207 Practical Ministry.....	3	_____	_____
BRS 302 Life and Teaching of Jesus .....	3	_____	_____
BRS 343 Discipleship and Evangelism .....	3	_____	_____
BRS 354 Leadership and Community .....	3	_____	_____
BRS 362 Church and the Mission of God .....	3	_____	_____
<b>TOTAL HOURS</b>	<b>15</b>		

**For further information about the programs, contact the staff at:**

*Tabor College School of Adult and Graduate Studies*

7348 West 21<sup>st</sup> St., Suite 117

Wichita, Kansas 67205

Ph: (316) 729-6333

Toll-free: (800) 546-8616

E-mail: [agsinfo@tabor.edu](mailto:agsinfo@tabor.edu)

Web Site: [www.tabor.edu](http://www.tabor.edu)

316-729-6333

## ***COURSE DESCRIPTIONS***

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

### **ART 351 Issues in Fine Arts/3**

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

### **BIO 100 Environmental Science/4**

An integrated study emphasizing human conditions and the environment.

### **BIO 101 Principles of Biology/4**

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

### **BRS 101 Biblical Interpretation and Teaching/3**

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

### **BRS 204 The Gospel of John/3**

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

### **BRS 207 Practical Ministry/3**

Introduces foundational skills for successful ministry in a variety of areas. Students will create a philosophy of ministry statement as well as a practical ministry project.

### **BRS250/450 Topical Religious Seminars/1-4**

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

### **BRS/HIS 290 History of Christianity/3**

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

### **BRS 301 Personal Spiritual Development/1**

This course will expand each student's definition of what prayer is and how it is done. Through a study of the Lord's Prayer, selected Biblical passages, and the writings of classic and current Christian teachers, students will examine how Christ prayed and taught his followers to pray. Students will practice applying these insights to their own prayer lives.

### **BRS 302 Life and Teaching of Jesus/3**

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

### **BRS 303 Ministry, Relationships, and Communication/3**

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

### **BRS 304 Technology for Ministry/2**

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

### **BRS 305 Church Planting/1**

This course will include an overview of church planting in the United States and around the World with an emphasis on the "why" and the "how to" of church planting in an ever-changing cultural context.

### **BRS 311 Sprit Guided Care/3**

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

### **BRS 312 Life of Paul/3**

Focuses on the ministry of the apostle Paul. Special attention will be given to Paul's letter to the Romans and themes such as the faithfulness of God, the power of sin, righteousness, and the law. In connection with these, contemporary issues will be addressed.

**BRS 314 Person Assessment and Ministry/1**

This course is designed to assist in personal assessment of character, temperament, talents, abilities and gifts, ministry and relational skills. Based on these assessments, students will develop a personal plan to accomplish their goals through class activities and an integrative paper.

**BRS/HIS 318 Religion in America/3**

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

**BRS/ENG 319 Life & Writings of CS Lewis/4**

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

**BRS 325 Bible Journeys/3**

Presents the “design of God” as a rubric for understanding the Bible, beginning with creation, the story of Israel, and the anticipation of Christ, including Israel’s worship and wisdom writings. In the New Testament, the life and teachings of Jesus and of the Apostle Paul are highlighted. Students are trained in a simple method of Bible study which is applied to the Psalms and the Gospels. Overviews of church history and of the coherence of Christian faith provide further context for the challenge of God’s call within the contemporary world and its values.

**BRS 343 Discipleship and Evangelism/3**

This course will consider a biblical theology of discipleship and evangelism. The course will discuss the development of a church-based plan to encourage others to serve, grow in their own faith, share their salvation story, and be involved in peacemaking and social action.

**BRS 352 Conflict and Reconciliation/3**

A study of biblical and contemporary thought on conflict and resolution. Old Testament study will provide the background for an investigation of Jesus as a model, and the Church’s responsibility in conflict and mediation. The course will focus on personal, congregational, community, and international settings.

**BRS 354 Leadership and Community/3**

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

**BRS 360 Ministry to Youth and Families/2**

Provides foundational and historical youth ministry concepts, models and philosophies, and offers an overview of contemporary culture, especially as it relates to youth and family ministry. In addition, youth ministry trends and issues will be addressed.

**BRS 362 Church and the Mission of God /3**

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

**BRS 367 Old Testament Survey/4**

A survey of the entire Old Testament in its historical and cultural context in order to understand the general content of the Old Testament, the place of each book in God’s revelation, and how to apply practical principles for contemporary Christian living.

**BRS 368 New Testament Survey/3**

A survey of the entire New Testament in its historical and cultural context, including the intertestamental period, in order to gain knowledge of the life of Christ, the beginnings of the church, and the teachings concerning the believer’s faith and practice

**BRS 410 Elements of Christian Faith/4**

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

**BRS 441 Practicum I /1**

Students will be involved in a supervised ministry experience throughout their course of study. The practicum further develops practical theological concepts which must be applied and tested by the student in the ministry context.

**BRS 442 Practicum II /1**

Students will be involved in a supervised ministry experience throughout their course of study. The practicum further develops practical theological concepts which must be applied and tested by the student in the ministry context. Prerequisite: BRS 441

**BRS 443 Practicum III /1**

Students will be involved in a supervised ministry experience throughout their course of study. The practicum further develops practical theological concepts which must be applied and tested by the student in the ministry context. Prerequisite: BRS 441 and BRS442

**BRS 444 Practicum IV/1**

Students will be involved in a supervised ministry experience throughout their course of study. The practicum further develops practical theological concepts which must be applied and tested by the student in the ministry context. Prerequisite: BRS 441, BRS 442, and BRS 443

**BRS 460 Formation of Ministry/2**

Once a semester day retreats will provide the setting for an introduction to the classic personal and corporate disciplines of the spiritual life, examined biblically, historically, and experientially. Examples include meditation, prayer, fasting, silence, and celebration. Attention will be given to the identity and call of the ministering person, particularly in relationship with the congregation. At these times, and also regularly at class sessions, there will be opportunity for processing and integration of personal, spiritual, academic, and ministry development.

**BRS 500 Evangelical Anabaptist Story/3**

An examination of the emergence of the Mennonite Brethren Church in the mid-19<sup>th</sup> century and its development down to the present day. Crucial events, people and circumstances will be considered.

**BRS 501 Evangelical Anabaptist Confessions/3**

An exploration of the core beliefs and values of the Mennonite Brethren Church. While some attention will be given to those convictions shared with the wider Christian community, primary emphasis will be placed on those views more distinctive to the Mennonite Brethren (ecclesiology, peace and non-violence, piety, etc.).

**BRS 502 Church and God's Mission/3**

Biblical theme of God's reign announced by Jesus in his person and work with an understanding of the mission of the Triune God in all of creation as carried out through the church in the power of the spirit.

**BRS 503 Discipleship and Ethics/3**

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

**BRS 504 Biblical Theology I/3**

An exploration of the central message of the OT and God's missional design to create the cosmos, deliver humanity from the powers of evil, call a covenant people to know God and to experience abundant life as a result of God's blessing. Students will be challenged to develop hermeneutical skills in interpreting the various sections of the Old Testament (Pentateuch, Historical Books, Wisdom Literature and Prophetic Books) in order to enable the contemporary church to appropriate the Old Testament in its life and ministry.

**BRS 505 Biblical Theology II/3**

An overview of the various sections of the New Testament (Gospels, Acts, Epistles, Revelation) and the central theological ideas expressed in them (i.e., ministry of Jesus, sin, salvation, etc.). Particular attention will be given to various ways in which the New Testament might shape and guide the Church in the contemporary world.

**BRS 506 Evangelical Anabaptist Mission and Evangelism/3**

Biblical basis for mission and evangelism from and evangelical Anabaptist perspective with the MB denomination.

**BRS 507 Cultural Hermeneutics and Contextualization/3**

Exploration and engagement of cultural context from an evangelical Anabaptist perspective.

**BUS 100 Intro to MS Word/1**

This course is designed to introduce students to the basic functions of Microsoft Word. A hands-on computer lab is utilized to assist students in the development of computer competency in Word.

**BUS 101 Intro to Power Point/1**

This course is designed to introduce students to the basic functions of Microsoft Power Point. A hands-on computer lab is utilized to assist students in the development of computer competency in Power Point.

**BUS 102 Intro to Excel/1**

This course is designed to introduce students to the basic functions of Microsoft Excel. A hands-on computer lab is utilized to assist students in the development of computer competency in Excel.

**BUS 103 Budgeting Basics/1**

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

**BUS 104 Career Awareness/Planning/1**

This 1-credit hour course is designed to assist students in the process of self-discovery and planning for successful career transitioning in today's evolving workplace.

**BUS 105 Fundamentals of Accounting/3**

Fundamentals of Accounting is designed for students who have little to no previous experience with accounting. The course will begin with the very basics of accounting; we will learn and practice accounting processes leading up to and including the preparation of basic financial statements. Accounting is often said to be "the language of business", and it is critical for managers and owners to understand how business events and transactions affect the financial statements. The course will introduce students to this new language

**BUS 106 Resume Writing/Interview Techniques/1**

Fundamentals of writing an effective resume, preparation for formal job applications, and successful interview techniques are presented to equip the adult student with tools to achieve employment potential.

**BUS 107 Improving Work Dynamics/1**

Fundamentals of Quality Management are designed to acquaint the student with quality management concepts, tools and techniques. The course will present models and definitions of quality, functions of process improvement teams, techniques of identifying problem areas, root cause analysis, statistical process methodologies, and organizational action planning for measurable improvement. This course also includes a discussion of the relationship between efficiency, process improvement, and cost savings.

**BUS 108 Personal Financial Planning/1**

This course is designed to provide an overview of personal financial planning for adult students. The course will cover a variety of topics including: stock markets and trading, retirement plan types, individual retirement accounts, tax implications of each type of investment, savings bonds, federal and state retirement plans, and other emerging financial planning tools. The focus will be on discovering one's own financial plan and on developing an individualized financial plan.

**BUS 110 Introduction to Business/3**

A systematic analysis of the traditional areas of business as well as the social and physical climate in which business operates.

**BUS 112 Fundamentals of Entrepreneurship/3**

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

**BUS 200 Technology Tools to Enhance Productivity/2**

Hands on lab to develop computer skills in the use of e-mail, learning management systems and online library resources. Introduces students to the basic functions of Word, Excel, and PowerPoint software clients. Meets the computer literacy requirement for acceptance into any degree completion program.

**BUS 211 Integrative Learning Session I/1**

This course is designed as an introductory level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during first term of cohort.

**BUS 212 Integrative Learning Session II/1**

This course is designed as an introductory level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during second term of cohort.

**BUS 220 Accounting for Operations/2**

Studies 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.

**BUS221 Financial Accounting/3**

A 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.

**BUS 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: BUS 221.

**BUS 225 Accounting for Financing and Investing/2**

Studies 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: BUS 220.

**BUS 232 Accounting for Operations, Finance and Investing/3**

Studies accounting as a means of communicating financial information about the activities of the business enterprise and in terms of management's information requirements. 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. Areas studied include 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.

**BUS 240 Fundamentals of Microeconomics/2**

Introduction to the basic concepts underlying all of economics, including supply and demand relationship, 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.

**BUS 245 Fundamentals of Macroeconomics/2**

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 and monetary policy), international trade, and the international monetary system.

**BUS 246 Fundamentals of Economics/3**

Introduction to microeconomics and macroeconomic principles. Includes resource allocation, economy of the United States, the role of government, forms of competition, economics of business and production, supply and demand, price, banking and money, and international trade.

**BUS 250/350 Topics in Business/1-3**

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

**BUS 261 Professional Development Project I/1**

This experience will focus on professional development opportunities in business and community with an emphasis on exploring and committing to outside of classroom engagement. Credit is offered in first half of cohort experience.

**BUS 300 Career Development and Life Planning/2**

Emphasizes the experiential nature of nontraditional education and adult development theory. Various theories and instruments provide a cognitive basis for personal analysis and understanding. The objective of the course is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

**BUS 301 & 302 Business Simulation/3**

The Business Simulation introduces the students to United States and international business practice and theory. It includes researching foreign business cultures and importing and exporting products. The simulation emphasizes participation in all business decisions related to running a simulated company. The simulation covers designing new products, developing marketing plans, and evaluating financial success. The simulated company will operate within a network of other student run "simulated companies".

**BUS 303 Enhancing PowerPoint with Multimedia and Interactivity/1**

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

**BUS 310 Business Communication/3**

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

**BUS 311 Spirit Guided Care/3**

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

**BUS 312 Personal Finance/3**

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

**BUS 313 Personal Assessment/1**

Use of various assessment instruments to evaluate and analyze one's own personality, strengths, conflict style, learning style, and applying self-evaluation for personal reflection and leadership application.

**BUS 320 Intermediate Accounting I/4**

A further study of financial accounting including accounting theory, financial statements, the time value of money, cash and receivables, inventory valuation, fixed assets, intangible assets, and current liabilities. Prerequisite: BUS 222.

**BUS 325 Intermediate Accounting II/4**

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

**BUS 326 Cost Accounting/3**

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

**BUS 327 Project Management/3**

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

**BUS 328 Spreadsheets/Database Application/3**

Using computer hardware and software as business productivity tools is the focus of this course. Training includes a hands-on introduction to microcomputer applications vital in today's business and industry. This course introduces the operating system as well as e-mail, Internet, word processing, spreadsheet, database, and presentation software applications.

**BUS 351 Integrative Learning Session III/1**

This course is designed as a mid-level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during third term of cohort.

**BUS 352 Integrative Learning Session IV/1**

This course is designed as a mid-level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during fourth term of cohort.

**BUS 380 Organizations and Management/3**

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

**BUS 385 Management Information Systems/2**

Introduction to information systems within the business environment. Topics include ethical and legal issues of information gathering and dissemination, e-commerce business models and other commercial uses of Internet technology. Students will use spreadsheet and database software to solve business-related problems.

**BUS 390 Statistical Methods and Research/3**

Investigates problem analysis and evaluation techniques. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identification and measurement of objectives, collecting data, working with significance levels, analyzing variances, and construction of questionnaires.

**BUS 391 Statistical Methods and Business Applications/3**

Investigates problem analysis and evaluation techniques. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identification and measurement of objectives, collecting data, working with significance levels, analyzing variances, and construction of questionnaires.

**BUS 395 Research Methods and Analysis/2**

Surveys quantitative and qualitative research methods as applied to business topics. Includes critical analysis of published research to foster research-enlightened decision-making in professional practice. Discusses the role and use of survey and action research in business. Prerequisite: BUS 391.

**BUS 415 Business Law/3**

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

**BUS 416 Human Resource Management/3**

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

**BUS 417 Principles of Management and Supervision/4**

Includes motivational theory in terms of individual and group actions; leadership style as it relates to motivational theory and organization design; employee involvement programs, such as participative management, quality of work life and job enrichment; and trends which will change management and organizational design.

**BUS 425 Business Law I/2**

Basic concepts of law as applied to contracts, negotiable instruments, principle and agent, and insurance.

**BUS 430 Business Law II/2**

Study of the legal aspects of partnerships, corporations, and real property.

**BUS 431 Organizations and Environments/3**

Focuses on organization structure and design. Primary emphasis is placed on understanding the organization as an open system. Students will learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of environment on organizational effectiveness and design.

**BUS 432 Group and Organizational Behavior/3**

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

**BUS 433 Individual in the Organization/3**

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

**BUS 435 Leadership in Times of Change/2**

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

**BUS 440 International Business/3**

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

**BUS 445 International Business and the Global Economy/3**

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

**BUS 451 Living and Working in the Global Economy/2**

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

**BUS 456 Production Operations Management/3**

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

**BUS 462 Professional Development Project II/1**

This experience will focus on professional development opportunities in business and community with an emphasis on exploring and committing to outside of classroom engagement. Credit is offered in second half of cohort experience.

**BUS 471 Marketing Management/3**

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

**BUS 472 Managerial Finance/3**

Focuses on asset, liability and capital management, capital budgeting, risk/return analysis, stock valuation, and bond valuation.

**BUS 481 Integrative Learning Session V/1**

This course is designed as a senior-level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during fifth term of cohort.

**BUS 482 Integrative Learning Session VI/1**

This course is designed as a senior-level course that integrates professional engagement with reflection on topics of current studies. Guest lecturers and panelists will share expertise on contemporary topics for reflection on core business practices and principles. Course is offered during sixth term of cohort.

**BUS 491 Business Practicum I/3**

The study of business planning, leading, organizing, and controlling in structural systems of organizations is essential for successful business operations. The business practicum is an individualized practicum experience provided to facilitate attainment of student goals. Emphasis is consistent with content of BUS 380. A focus is placed on a practicum experience in the student's current place of employment or in a volunteer capacity in an established organization.

**BUS 492 Business Practicum II/3**

This is the second of two business practicums designed as an individualized practicum experience provided to facilitate attainment of student goals. Emphasis is consistent with content of BUS 380 and intended to explore an area of study external to the student's current employment or volunteer focus.

**BUS 498 Senior Capstone Course/3**

Integrates business functions through case studies and activities designed to develop strategic management, analysis, implementation, and evaluation skills. Includes the development of mission statements, analysis of internal and external business environments, formulation of strategic plans, and methods of implementation. Oral and written presentations and the completion of the student portfolio project are required.

**BUS 499 Major Project/5**

Each student writes a business plan to provide a practical implementation of theories and concepts studied throughout the program. The student will prepare a written and oral report that will be presented to the class and the instructor.

**BUS 510 Ethical Leadership in Dynamic Organizations/2**

This course investigates current theories and research on leadership, including leading change in organizations. Emphasis is placed on development of leadership skills and qualities such as ethical leadership, ethics in business, accountability in government, respect for human rights, communication, relationship building, and a responsible lifestyle in our contemporary world. Strategies for change including using crises, promoting vision, developing empowerment, and building consensus will be discussed. The course includes completion of the Strengthsfinder© personal assessment to enable students to formulate a philosophy of life and explore personal values to become effective organizational leaders.

**BUS 520 Management and Organizational Behaviors/3**

A discussion of individual and group behavior in organizations, focusing on human problems of adjustment, communication and performance. Topics include staffing and motivation, interpersonal relations, conflict resolution, group and team behavior and the integrative role of management in organizations.

**BUS 525 Legal & Ethical Business Environment/3**

This course is a study of the topics in legal environments which impact professionals in organizational settings. An examination of the legal and ethical environment of the firm, including contracts, commercial law, consumer law, business regulation, labor/management relations, litigation and procedure and reasonable accommodation for employees.

**COM 131 Public Speaking/3**

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

**COM 132 Interpersonal Communication/3**

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

**COM 135 Relations: Colors Communications Systems/1**

To provide an environment that will allow students the ability to acquire a communication skill that will provide them with the opportunity to enhance their effectiveness in communicating to others.

**COM 201 Intercultural Communication/3**

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

**COM 351 Persuasion and Society/3**

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

**ECO/PSC240/HIS245 Political and Economic Ideologies/4**

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.

**ENG 100 Basic Writing/3**

This course is for student to improve writing composition skills, and to adapt these skills to the appropriate profession. Students will develop writing competency by reviewing components of grammar. Students will also practice composing sentences, paragraphs and brief essays. Integration of coursework assignments will be used to develop organization, writing styles, and editing skills.

**ENG 101 English Composition/3**

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

**ENG 102 English Composition II/ 3**

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

**ENG 105 Applied Professional Writing/3**

This course is for students to improve writing composition skills, and to adapt these skills to the appropriate profession. Students will develop writing competency by reviewing components of grammar. Students will also practice composing sentences, paragraphs and brief essays. Integration of written coursework assignments will also be used to develop organization, writing styles, and editing skills.

**ENG 212 Introduction to Literature/3**

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

**ENG 303 Creative Writing/3**

Emphasis on poetry, drama, and/or fiction. Prerequisite: ENG 101

**ENG 305 Advanced Writing: Business/3**

A study of the techniques of writing clear, concise, convincing and correct business documents. The course provides instruction in writing letters, memos, and reports. Students will learn the importance of shaping written documents for a particular audience. Students will emerge from the course with an understanding of classical rhetorical strategies, (logos, ethos, pathos). Students will be expected to develop an ethical philosophy as it pertains to the creation of business documents.

**ENG 306 Nuts and Bolts of Professional Writing/1**

Students in this course will develop writing competency with emphasis on sentence structure, paragraphs and brief essays. Students will also develop a heightened awareness of language and become more fluent in their expression by developing a clear central idea in writing. In order to achieve these objectives, students will complete exercises and assignments involving English fundamentals. They will practice writing different types of paragraphs and essays.

**GEO160 World Geography/3**

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

**LAN 131 Spanish I/4**

Introduces the essentials of Spanish grammar and the development of the four basic skills: listening, speaking, reading, and writing. Latin American and Spanish cultural aspects are an integral part of the course.

**LAN 132 Spanish II/4**

Continued study of the essentials of Spanish grammar and the development of the four basic skills: listening, speaking, reading, and writing. Latin American and Spanish cultural aspects are an integral part of the course. Prerequisite: FLS 131 or its equivalent completed within two calendar years prior with earned grade of C or higher, or introductory Spanish examination administered by the Tabor College Language Department.

**HIS 101 History: The Cold War/1**

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

**HIS 102 History: World War II Seminar/1**

This course will examine the diplomatic background surrounding the events that brought the United States into the war focusing on military operations, domestic developments, and peace settlements of the Second World War. Interest will be placed on the causes of the war, social and economic change initiated by the war, scientific and technological achievement, clash of ideologies, and the influence of the war on the post-war world. Additional emphasis will be placed on the Pacific campaign and China.

**HIS121 U.S. History/3**

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

**HIS 122 U.S. History II/3**

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

**HIS 290/BRS 290 History of Christianity/3**

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

**HPE 100 Wellness Concepts/2**

Wellness Concepts is designed to provide the individual with the basic understanding of the various components of wellness including physical fitness, lifetime exercise, nutrition, diet control, and stress management. The focus will be on developing a sound attitude toward a positive wellness lifestyle as it relates to Christian faith.

**HPE 245 Nutrition for Life/2**

A study of essential nutrients and the principles of nutrition with an emphasis on healthy lifestyles and the overall wellness of the individual.

**HUM 100 Introduction to Fine Arts/3**

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

**HUM 200 Humanistic Traditions/3**

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

**HUM 201 Humanistic Tradition: Ancient World to Medieval Times /3**

This course provides an introduction to the different sources of art from ancient days to medieval times. Changes in society from this time period will be explored as students are exposed to the variety of humanities. Students will also identify the philosophies of the individual, nature and religion while discovering how these impacted each era.

**HUM 202 Humanistic Tradition: Renaissance to Present/3**

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

**MTH 103: Basic Mathematics/3**

Subject matter includes elementary algebra and flow charts. The student acquires some technical competence in computer use to aid in solving elementary practical problems. This course will meet the Tabor College School of Adult and Graduate Studies math competency requirement if the grade earned is a B- or higher. This course is an elective credit course only if the student has not demonstrated math competency.

**MTH 104 Intermediate Algebra/3**

Emphasis on using simple mathematical operations to explore polynomials, linear equations and inequalities, quadratic equations, exponential and logarithmic functions, and graphs of each. Prepares students to take MTH 105, MTH 221-G, and MTH 340. This course does not meet the Core Curriculum deductive reasoning requirement.

**MTH 105 College Algebra/3**

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

**MTH 221-G Elementary Statistics/4**

This course includes both discrete and inferential statistics, probability, binomial, normal and chi-squared distributions, tests of hypotheses, confidence intervals, regression, and correlation. A statistical package is used throughout the course. Recommended for students in biology, environmental studies, pre-nursing, economics, business, psychology, and sociology. Prerequisite: One of the following two courses: Plane Geometry or Algebra II, and Mathematics ACT score of 19, Mathematics SAT score of 460, or consent of instructor.

**MTH 340 Applied Statistics/3**

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

**MUS 200 Music Appreciation/2**

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

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

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

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

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

**NUR 310 Exploring Professional Nursing Opportunities/3**

Designed as a transition course for licensed nurses returning to school to pursue a baccalaureate degree in nursing, this course explores the increasing complexity of and changes in professional nursing. The need for constant evaluation and planning for formal and informal education is emphasized. The course explores current nursing practice roles and options, delivery of care from a Christian perspective, identifies individual career goals, and guides nurses to electronic and other resources to assist in life-long learning practices and career development. (This course is a prerequisite for all other courses.)

**NUR 311 Spirit Guided Care/3**

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

**NUR 320 Health Assessment/3**

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

**NUR 330 Health Promotion and Disease Prevention/2**

Introduces the student to the theories and concepts pertinent to population based health care in diverse practice areas. Classroom learning will provide the basis for nursing practice when providing nursing care for individuals, families, groups, and communities across the life-span. Changes in health care access and delivery are discussed. The scope of the professional role through participation in political processes is explored.

**NUR 350 Health Care Organizations and Environments/3**

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

**NUR 400 Ethics And Values in Nursing/3**

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

**NUR 403 Introduction to Professional Nursing Capstone Experience/1**

An introductory course to the clinical-focused Capstone project providing students with the expectations and skills needed to complete and develop a project exhibiting clinical and leadership skills. The project provides students with increased exposure to nursing leadership and mentoring opportunities, in practice settings. The BSN student will have the opportunity to partner with leaders in practice settings to enhance their understanding of organizational/environmental behaviors and structures, as taught in the aligned courses. Students will develop time management and decision-making skills by creating a timeline and budget for the completion of the final project.

**NUR 410 Evidence-based Nursing Practice/3**

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

**NUR 420 Nursing in the Community/3**

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

**NUR 421 Nursing in the Community Practicum/2**

In community-based settings and homes, students use community health principles and standards of ethical professional nursing practice to assist families, groups, and communities to restore, maintain, and promote health to attain optimum well-being. Individualized practicum experiences are provided to facilitate attainment of student goals.

**NUR 430 Professional Nursing Issues and Trends/3**

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

**NUR 440 Pathophysiology/3**

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

**NUR 450 Nursing Leadership and Management/3**

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

**NUR 451 Advanced Concepts of Nursing Leadership and Management Practicum/2**

In nursing practice settings, students use leadership and management principles and standards of ethical professional nursing practice to manage and lead in order to advance health care. Individualized practicum experiences are provided to facilitate attainment of student goals.

**NUR 455 Topics in Nursing/1-3 (Elective)**

Selected topics of interest in the nursing profession. Possible examples include the following: Career Development for Nurses, Case Management for Nurses, Conflict Resolution in the Health Care Environment, Disaster Preparedness for Professional Nursing Practice, End of Life Nursing Care, Evidence Based Nursing Practice, Financing Nursing Services, Gerontological Nursing Practice, History of the American Nursing Profession, Management of Patients with Complex Health Conditions, Palliative Care Services, Pharmacology, or Professional Nursing Practice in the 21st Century.

**NUR 456 Pharmacology/4**

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

**NUR 460 Professional Nursing Capstone Experience/2**

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

**PHL 170 Introduction to Philosophy/3**

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

**PHL 271 Introduction to Logic/3**

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

**PHL 426 Business Ethics and Personal/Social Values/3**

A capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the work place and classroom discussion.

**PSC 103 Presidential Elections/1**

This seminar will examine the historical, social and political events surrounding Presidential elections from 1788 to present. Emphasis will be placed on the Political process of selecting Presidential candidates, the role the Electoral College has played on Presidential elections and historical significance of key elections throughout the past 216 years. Specific attention will be placed on the Controversial elections of the following years.

**PSC 112 American Government/3**

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

**PSY 100 Confident Parenting/1**

Designed to examine five key elements of parenting from a Christian perspective. These elements will be examined both as theory and as application

**PSY 102 Marriage Enrichment/1**

Journey to Intimacy will offer understanding and insight into a five stage path of growth that intimate relationships travel.

**PSY 103 Myers Briggs Type Indicator/1, 2**

This workshop is designed to increase self-awareness as well as develop a theory base for Meyers-Briggs-Type-Indicator (MBTI)

**PSY 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.

**PSY 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: PSY111 or SOC 113, or consent of the instructor

**PSY 305 Counseling/3**

This course is intended to provide an introduction to the field of counseling and the basic concepts attached to that field. Time will be spent in theory exploration and theory development. Time will be given to several of the major psychological theories with emphasis given to those that relate to the field of therapy and counseling.

**PSY 311 Marriage & Family Life/3**

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

**PSY 313 Abnormal Psychology/3**

An analysis of mental, emotional, and behavioral disorders. Emphasis is on etiology, symptomatology, classification, and methods of treatment. Prerequisite: PSY 111-G or consent of instructor.

**PSY 425 Adult Development and Life Planning/4**

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

**SOC 100 Caring for the Older Adult/1**

This course is designed to equip students to understand aging factors, diseases associated with aging, and resource availability to deal with issues of the elderly. Pathophysiologic changes associated with aging will be addressed as well as required adaptations to deal with these changes. Students will use the internet to explore resources available to deal with the needs of the elderly. An overview of the fiscal issues related to understanding the Medicare and Medicaid benefits for the elderly will be covered including appropriate internet sites. Guides for decision making concerning placement settings and ethical documents will be provided. Advanced directives and estate planning will be covered. Case studies and presentations will validate student's ability to understand the physical and fiscal issues related to the elderly.

**SOC 101 Urban Awareness/1**

The purpose of this course is to learn to observe and analyze a city. To understand better the mission and role of social service, governmental, non-profit, and faith based agencies. The city of Wichita will be our "classroom" for the study.

**SOC 113 Introduction to Sociology/3**

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

**SOC 115 Cultural Anthropology/3**

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

**SOC 205 Aging in America/3**

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

**SOC/BRS 300 Perspectives: World Christian Movement/3**

The Perspectives course is an introductory mission study course that:

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

**SOC 321 Research Methods/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 of variation, and internal and external validity and reliability.

**SOC 324 Sociology of Community/3**

Examines research, theory, and theory application in community studies, emphasizing sociological applications in identifying community needs and developing community systems and mobilizing public and private resources to meet them. Overview of Settlement House movement, community organization movement, and impact of social trends on community welfare policy.

**SOC 352 Cultural Diversity/3**

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

**SWK 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.

**SWK 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: SWK 200, or consent of the instructor.

**SWK 325 Child Welfare and Families/3**

This is an upper level elective course that builds on basic understandings of children learned in social work or other disciplines. It will cover a range of services and issues in the child welfare field (i.e., 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: SWK 200 or PSY 111 or consent of instructor..

**SWK 335 Social Work in Today's World/2**

An elective which covers issues such as substance abuse identification and implications for individuals and families, HIV, health care, crisis intervention, international social work to keep students current on the field of social work.

**SWK 345 Social Work Practice/ 3**

This course focuses on the social work practice process and the building of generalist social work theory. The course also emphasizes empowerment and strength-based practice with a specific focus on historically vulnerable and oppressed populations. It is also designed to provide students with the theoretical and practical foundation necessary for beginning social work practice in a diverse world. Prerequisite: PY 205.

**SWK 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.

**SWK 355 Social Work Practice II/3**

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: beginning (engagement and assessment), middles (action/intervention), and endings (evaluating and concluding). Prerequisites: SWK 200 or consent of instructor. Must be admitted to the social work program.

**SWK 428 Field Instruction/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.

**SWK 442 Senior Seminar/ 3**

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, to be taken concurrently with SWK 428.



**GRADUATE PROGRAM**

**MASTER OF BUSINESS ADMINISTRATION**

## GRADUATE PROGRAMS

The Master of Business Administration Program is offered in the School of Adult & Graduate Studies. Students enrolled in this program are responsible and accountable to Tabor College's stated guidelines regarding the Family Education Rights and Privacy Act, academic honesty, and adult student life and conduct. Please refer to the appropriate section in the catalog for more detailed information regarding these guidelines.

## GRADUATE ADMISSION REQUIREMENTS

1. A bachelor's degree from an accredited college or university.
2. An overall grade point average of 2.7, or a GPA of at least 3.0 in the last 60 semester hours of undergraduate study.
3. International students are also required to take the Test of English as a Foreign Language (TOEFL) before being considered for admission. The minimum TOEFL score is 560.
4. Evidence of computer literacy.
5. All students applying for enrollment in the MBA program must submit a Personal Goals Essay that clearly articulates applicant's reasons for seeking admission to AGS (500 words maximum). The student will also be required to submit a career-based resume. For Tabor College graduates within the last 3 years, this requirement will be waived.
6. Submit application for admission.

### Provisional Admittance

Provisional students are granted permission to attend their first course(s), but are required to satisfy all admission documents within the six weeks of the first term.

### Admission Requirements for Guest Admission

A student may, with the approval of the Director of the Master of Business Administration Program, take up to 3 courses in the program without reaching a fully admitted status. Typically, those students would take coursework for personal enrichment, professional development, or to meet continuing education requirements. In order to be considered non-degree seeking, students must fulfill the following admission requirements:

1. An application and receipt of the current application fee. No application will be complete until fee is paid.
2. A bachelor's degree from an accredited college or university.
3. Overall GPA of 2.5 or 2.7 in the last 60 hours of study-

### POLICY FOR TRANSFERRING GRADUATE CREDIT

The Graduate programs allow students to transfer in up to 20% of graduate coursework from another accredited graduate institution. Coursework may be no more than 5 years old to be considered by the Program Director for potential transfer credit.

### GRADUATE FINANCIAL POLICIES

Refer to same topic in Degree Completion Programs section of the catalog.

### GRADUATE ACADEMIC INFORMATION

#### Academic Advising

Tabor College School of Adult and Graduate Studies 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.

#### Attendance

Attendance at each class session is expected due to the accelerated format of programs.

- Courses meeting for six or more sessions are allowed one absence.
  - No absences are allowed for courses with five and under sessions, except for extenuating circumstances\* approved by the instructor.
  - Allowances for courses with six or more sessions are specifically for extenuating circumstances, not personal reasons. If a student misses more than the allowed absence, she or he will automatically have to retake the module and may be administratively withdrawn from the program or class.
1. Attendance policies for online classes are at the discretion of the individual instructors, as stated in their syllabi; however, they will be similar to the attendance guidelines stated in this section of the Academic Catalog.
    - \*Extenuating circumstances to this policy will be reviewed on a case-by-case basis. The student must submit a written request to the instructor for a reprieve from retaking the module. The instructor will forward the request to the Dean of AGS and provide a recommendation as to whether the student's request should be approved or denied. The Dean of AGS and appropriate academic representative will make a decision, providing documentation of the decision to the student and the student's file.
  2. Regardless of the reason for the absences, students are not excused from completing the work they missed, and whenever possible should make arrangements in advance for the completion of all work missed if instructions are not provided by the syllabus.
  3. Each instructor has the right to establish his or her own attendance policy within the guidelines of this policy. At the beginning of each module, the instructor will clearly explain the attendance policy for the class in the course syllabus.
  4. Make-up assignments for most absences are determined by the instructor teaching the module.
  5. The instructor has authority to establish additional procedures regarding tardiness and early departures.

The instructor will record attendance at each class, and attendance will be monitored. Attendance records are essential to comply with regulations established by both the Veteran's Administration and H.E.W. for recipients of V.A. benefits or Federally Insured Student Loans.

### Grading System

The alpha grading system is used. The alpha grades are given numerical weighting for the purpose of determining GPA. The grades and numerical weights are listed below:

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

The following is the grade scale:

- A indicates excellent achievement
- B indicates good work
- C indicates fair or average attainment
- D indicates poor, barely passing work (not considered passing in the major)
- F indicates very unsatisfactory work. No credit is given, but the number of hours is included when computing GPA.
- I indicates incomplete work
- IP indicates work in progress.
- W indicates that the student withdrew from the program before the midpoint of a module.

### Academic Probation

A student will be placed on academic probation if any one of the following is true:

- Resident cumulative GPA is below 3.0 at the end of the first term. (Includes all coursework in the program.)
- Violation of academic standards occurs.

The probationary period will last a minimum of a term. If, at the end of the first probationary period, satisfactory academic progress has not been achieved, then students who have met all admission requirements will be placed on academic probation for an additional term.

### Academic Suspension

Any one of the following is grounds for academic suspension from the program:

- Failure to achieve Satisfactory Academic progress by the end of a second probationary period.
- Failure to achieve a resident cumulative GPA of 3.0 or higher by the end of the first term.
- Three consecutive failures in program modules.
- Failure to achieve a B- or higher in a particular program module after three attempts (including enrolling and dropping a course).

### Readmission

A student who chooses to leave the College under probationary status will be subject to the same status upon return to Tabor.

A student who leaves the College under academic suspension is not eligible for readmission for one calendar year. Such a student may apply to the MBA Director for readmission after the satisfactory completion of at least 6 credit hours of successful graduate course work at another institution. If readmission is granted, the student will automatically return under probation.

### Appeals of Suspension

To appeal a decision of academic suspension, a student must indicate this intention in writing to the Dean for Adult and Graduate studies within 30 days of the date of notification. This letter should state the reasons for such an appeal. The Graduate Academic Appeals Committee will review the appeal and render a judgment on the decision to dismiss. The Committee's decision is final, and the student will be notified in writing of that decision.

### Course Completion Policy

- Grades at Tabor College are based on work submitted during the term of enrollment. For grading purposes at, students are expected to submit assignments by the final assignment due date.
- Instructors are required to submit grades no later than two weeks after the last class session.
- In the event of extenuating circumstances (defined as situations beyond the student's control), the student may request an extension by submitting a request *directly to the instructor prior to the end of the course/module*. If the instructor deems that the request is warranted, an incomplete grade will be submitted and the student will be given additional time (normally four weeks from the last night of class) to complete the assignment(s). Instructors must have *received* the assignments by the due date listed on the incomplete contract. *Student and instructor are responsible for writing the Incomplete Contract*. The contract will be filed in the Academic Support Coordinator's Office.
- The instructor will indicate an Incomplete grade on the Final Grade Roster by putting an I in the column titled "Final Grade" and an alternate grade in the "Alt Grade" column. The alternate grade is the grade that the student will earn if no additional work is submitted to the instructor.
- A student is allowed only one Incomplete at a time.

### Course Repeats

Grades earned at Tabor College may be improved only by repeating the same course for credit at Tabor College, or by obtaining credit by examination from Tabor. Both grades will be recorded on the transcript, but only the last earned grade will be computed in the resident GPA. Students may repeat elsewhere courses taken at Tabor. The credit will be transferred, but the Tabor College resident GPA will not be affected. A course that is repeated must be repeated in its entirety. A student is awarded credit only once for each course. A maximum of two repeats is allowed for program modules. A student will be charged again for any course that is retaken, including tuition and book fees.

### Grade Changes

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

### 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 AGS Dean requesting a hearing before the AGS Student Appeals Committee, providing specific details and all appropriate information.
  3. If a hearing is granted, both the student and the instructor may attend.
  4. By majority vote, the committee will render its opinion, in the form of a written recommendation, to both the student and the instructor. While the judgment is final in terms of further appeals, it serves only as a recommendation for the faculty member involved. 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 six weeks of the end of the term in which the disputed grade was given.

### Services for Students with Disabilities

Students with documented disabilities may be eligible for accommodations under the Americans with Disabilities Act. Students who wish to request accommodations must contact the Student Success Counselor and submit appropriate documentation. After the request and documentation are reviewed, reasonable accommodations will be provided through the Student Success Office. Accommodation requests may take up to 14 days to process so students are encouraged to submit requests as soon as possible. Services will begin once approval process is complete. Please contact the Student Success Office (947-3121, ext. 1223) for further information.

### Change in Registration

Courses may be dropped or added prior to the start of a term without any transcript entry. Students **withdraw from a course up to the 10<sup>th</sup> calendar day after the course start date** will receive a non-punitive **W** on the transcript. Students are required to contact the Academic Support Coordinator and the AGS Business Services Department to complete necessary paper work. Fees may be assessed for dropping a course prior to the start date.

### Administrative Withdrawal

Students may be withdrawn from any course on the basis of excessive absences, according to the attendance policy for that course, or for chronic disruptive behavior in the classroom. The Academic Support Coordinator and the Registrar will initiate an Administrative Withdrawal for financial aid purposes. The Academic Support Coordinator 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 pro-rated 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 Academic Support Coordinator. If the notice of intent was dated in the first 10 days, the assigned grade will be a W; if the date was in the eleventh class day or beyond, a WP/WF will be assigned.

### Extraordinary Circumstances

Students may experience extraordinary problems during a term. Within one year of having completed such a term, a student may petition the Academic Dean to be withdrawn retroactively from any class or classes taken during that term. Any such petition will be processed by the Academic Policies Committee. 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.

### 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. (Note that a withdrawal can have an impact on Financial Aid Please consult Financial Aid officer for specific input prior to withdrawal.)

### Stopping out of a Program

AGS's programs are meant to be completed within an accelerated time frame. There are instances, however, when a student must stop out of the program for a short period of time and re-enter the program. In such cases, a stop-out and re-entry form must be completed and program directors informed. Students should contact the AGS Business Services department to complete proper paper work and to determine how this might affect their program and financial aid. Stop-outs lasting greater than 6 months but less than a year may require a re-entry fee and re-application to the program. All students re-entering the program must obtain the signature and approval of the Program Director. When such stop-outs occur, it is important to communicate and discuss potential stop-out and re-entry with the Program Director, the Academic Support Coordinator, and the AGS Business Services Office.

### Withdrawal from the Program/College

A withdrawal form must be signed by the Director of Student Financial Aid, Academic Support Coordinator, Business Services Office, and Program Director in order to properly clear student records. Withdrawal forms are available in the Academic Support Coordinator's Office. The completed forms are to be returned to the Academic Support Coordinator. Failure to comply will result in a Failing grade(s) being recorded for subjects in which the student is enrolled. (See supplementary financial information for refund information.)

## GRADUATE GRADUATION POLICIES

### Applying to Graduate

An Application for Conferral of a degree from Tabor College must be made through the Program Director at least six weeks before the date the degree is to be awarded. Diplomas will be issued to students upon completion of all requirements and after approval of the faculty and Board of Directors in February, May, or October.

### MBA Graduation Requirements

Tabor College requires graduates of the Master of Business Administration program to complete the following requirements:

- 510 Ethical Leadership in Dynamic Organizations (2)
- 520 Management & Organizational Behavior (3)
- 530 Managerial Accounting & Finance (3)
- 540 Managerial Economics (2)
- 525 Legal and Ethical Business Environments (3)
- 630 Marketing Strategies & Management (3)
- 640 Quality in Operations & Service Management (3)
- 660 Advanced Strategic Management (3)
- 665 Leadership Foundations (3)
- 666 Leadership Operations (3)
- 667 Leadership Strategies (3)
- 670 MBA Capstone Seminar(2)

- Earn a cumulative grade point average of 3.0 on a 4.0 scale in the Master of Business Administration program.
- Successfully complete all Master of Business Administration course work with a grade of B- or higher in all, and all transfer or elective courses with a grade of B or higher.
- Successfully meet all entrance requirements for the program.
- Payment of all fees to Tabor College.
- Students must apply for graduation in the Registrar's office at least six weeks prior to the date the degree is conferred.
- Completion of a minimum of 36 graduate hours; 27 of which must be earned in residence.

### Conferral of Degree

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

After students have been approved by the Board, degrees will be conferred at the first conferral date following completion of requirements. Diplomas will be mailed at the time that the degree is conferred. Conferral dates are December, February, May, and August. If a student has completed the degree and needs verification prior to the next conferral date, a letter of verification will be provided. Students can be approved by the Board in October if the only remaining requirements are In Progress at Tabor and will be completed during fall semester so that degrees can be awarded at the end of fall semester.

Students can be approved by the Board in February if they have completed all requirements at that time. Students can be approved by the Board in May if they have no more than twelve hours of coursework needed after Commencement. 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. . Master's level students must have successfully completed all graduate course work with a grade of B- or higher, as well as, all transfer course work with a grade of B- or higher. **Students cannot have more than 6 credits remaining in the program to participation in the Commencement exercises and must have an approved completion plan in place with the Academic Support Coordinator's office 6 weeks prior to Commencement.** This includes all graduate coursework and undergraduate prerequisite requirements.

### 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 providing they have a plan approved by their advisor and the Registrar to complete all requirements Graduate students may have 6 credits remaining in the program to participation in Commencement exercises and an approved completion plan in place with the Academic Support Coordinator to participate in Commencement.

After the completion of the MBA program's modules, a student has 24 months to complete all requirements for the Master's degree. With the expiration of 24 months, the student will be classified as *inactive*. To be reinstated to *active student status*, one must petition and pay a \$125 fee.

Reinstated active student status will last for six months, providing there is positive evidence that progress is being made toward graduation. A student must be classified as active in order to graduate. If no evidence of progress is demonstrated, the student will return to inactive status.

## MASTER LEVEL BUSINESS COURSES

### **BUS 510 Ethical Leadership in Dynamic Organizations/2**

This course investigates current theories and research on leadership, including leading change in organizations. Emphasis is placed on development of leadership skills and qualities such as ethical leadership, vision, courage, communication and relationship building. Strategies for change including using crises, promoting vision, developing empowerment and building consensus will be discussed. The course includes completion of the Strengthsfinder® personal assessment to enable students to become effective organization leaders

### **BUS 520 Management & Organizational Behavior/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.

### **BUS 525 Legal & Ethical Business Environment/3**

This course is a study of the topics in legal environments which impact professionals in organizational settings. An examination of the legal and ethical environment of the firm, including contracts, commercial law, consumer law, business regulation, labor/management relations, litigation and procedure and reasonable accommodation for employees.

### **BUS 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 537 Corporate/Partnership/Estate/Trust Taxation/2**

A study of income tax laws as applied to partnerships, estates and trusts, corporations, excess profits tax, federal estate tax, and federal gift taxes. Also a study of regulations pertaining to installment and deferred payment sales, assessments, collections, and refund of income tax.

### **BUS 540 Managerial Economics/2**

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.

### **BUS 550 Governmental And Not-For-Profit Accounting/2**

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

### **BUS 552 Principles in Auditing/2**

A study of basic theory and underlying principles of auditing financial statement for the purpose of rendering an opinion on the fairness of the representations made therein. The purposes, types, procedures, and scope of auditing are presented. The concepts studied are applied to a practical audit case.

### **BUS 555 Advanced Accounting Theory/2**

A study of some complex business and accounting issues. Topics receiving coverage in this course include partnership accounting, international operations, consolidated financial reporting, estates and trust, and bankruptcy accounting.

### **BUS 605 Business Communication – Written/2**

A study of the techniques in writing clear, concise, convincing, and correct business reports. Preparation of memoranda, informational, analytical, periodical, conference, convention, and other common business reports. Additionally, the course will include an introduction to the Internet, web page construction and design, and the use of email as a communication tool. Includes study of different writing styles and formats.

### **BUS 609 Information Systems for Business Decision Making/3**

This course is a review of computer-based information systems from an information resource management perspective. Topics include systems development, design and implementation, security, privacy and ethical issues. Systems discussed include accounting/transaction processing, e-commerce systems, management information systems, decision-support, and specialized systems such as artificial intelligence and virtual reality. Information systems will be studied as effective tools for business decision-making and problem-solving methodologies using real-life cases to apply graphic and quantitative tools for decision analysis. Emphasis is on effective articulation of the problem definition and communication of reasoning and conclusions.

### **BUS 606 Business Communication – Oral/2**

A study of organizational communications and leadership, presentation, and public speaking techniques, uses of technology in presentations, group dynamics, and interpersonal communications.

### **BUS 610 Seminar In Financial Management/2**

A study that emphasizes the finance function of a firm from the viewpoint of the internal financial manager. The course emphasizes the conceptual and quantitative tools used to accomplish financial analysis. It takes a look at financial planning and control management of working capital and long term assets, and how that determines cost of capital.

### **BUS 611 Management Information Systems/2**

A study of the planning, design, implementation, and evaluation of a management information system in the business environment. Topics of decision support systems include distributed data processing, organizational structure, user involvement, types of decision support, data base concepts, and a discussion of costs and benefits associated with management information systems.

### **BUS 612 Accounting Information Systems/2**

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

**BUS 613 Accounting Information Systems/3**

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

**BUS 621 Research Methods/Statistics/2**

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

**BUS 623 Seminar In Economics/2**

A study which is an extension of microeconomic analysis to enterprises in the private and public sectors of the economy. Major emphasis is placed on the application of statistics and economic theory to decision making by the firm.

**BUS 624 Seminar In Business Law/2**

A case method study of the topics which impact an accountant in public and private practice. Topics include accountants' legal liability, legal research, contract law, sales, commercial paper, securities regulation, bankruptcy, and secured transactions.

**BUS 626 Advanced Managerial Accounting/2**

A study which provides an application of accounting information to managerial profit planning and control of business firms. It emphasizes the budgeting process as central to planning and control. Conceptual foundations and their practical applications are stressed. The importance of the human factor and the need of adaptability receive focus through solution of case problems.

**BUS 629 Seminar In Marketing/2**

A study of decision-making activities of marketing executives in product planning, market analysis and consumer selection, promotion, sales force management, pricing, and distribution channels. Emphasis is placed on the growing fields of international marketing, new quantitative tools, and behavioral science contributions.

A study of income tax laws as applied to partnerships, estates and trusts, corporations, excess profits tax, federal estate tax, and federal gift taxes. Also a study of regulations pertaining to installment and deferred payment sales, assessments, collections, and refund of income tax.

**BUS 630 Marketing Strategies & Management/3**

This course discusses methods for optimal marketing of products and services. It emphasizes the role of marketing managers and the facilitation of a marketing orientation throughout the organization. Topics include product planning, promotion, distribution, consumer behavior, market theory and problem solving.

**BUS 640 Quality in Operations & Service Management/3**

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

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

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

**BUS 652 Advanced Auditing/2**

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

**BUS 655 Accounting Theory II/2**

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

**BUS 660 Advanced 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.

**BUS 665 Leadership Foundations/3**

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

**BUS 666 Leadership Operations/3**

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

**BUS 667 Leadership Strategies/3**

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

**BUS 670 MBA Capstone/2**

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.

**BUS 680 Business Strategy/2**

A study of approaches for defining, analyzing, and resolving complex strategic problems facing the profit and not-for-profit organization.

**BUS 690 Business Ethics/2**

A study of ethical topics in business. This is an issues-oriented course which uses the case method and class discussion to explore concerns facing business persons today.

**BUS 698 Accounting Practicum/1-8**

Work experience in accounting. Individual students who are qualified obtain credit for working in either a CPA firm or private industry in the field of accounting. The practicum is supervised by a faculty coordinator and an employer coordinator. Reports, work evaluations, and a formal paper and presentation are required as a part of this experience.

**BUS 699 Accounting Research Methods/3**

This course uses the case method to examine and analyze the application of generally accepted accounting principles, generally accepted auditing standards and the Internal Revenue Code to problems of measurement and presentation in financial statements, audit reports and income tax returns. The course will focus on the use of professional standards, related accounting publications, the internal revenue code, and federal tax cases in solving and resolving issues in the cases.



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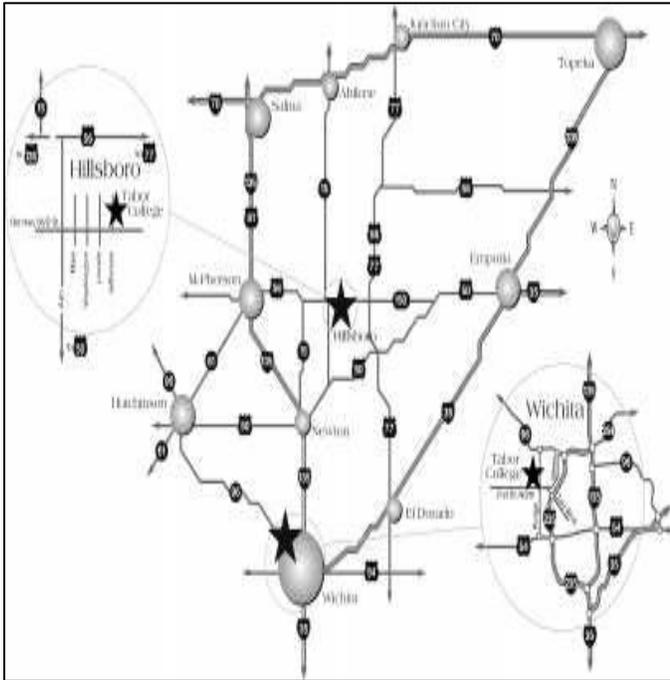
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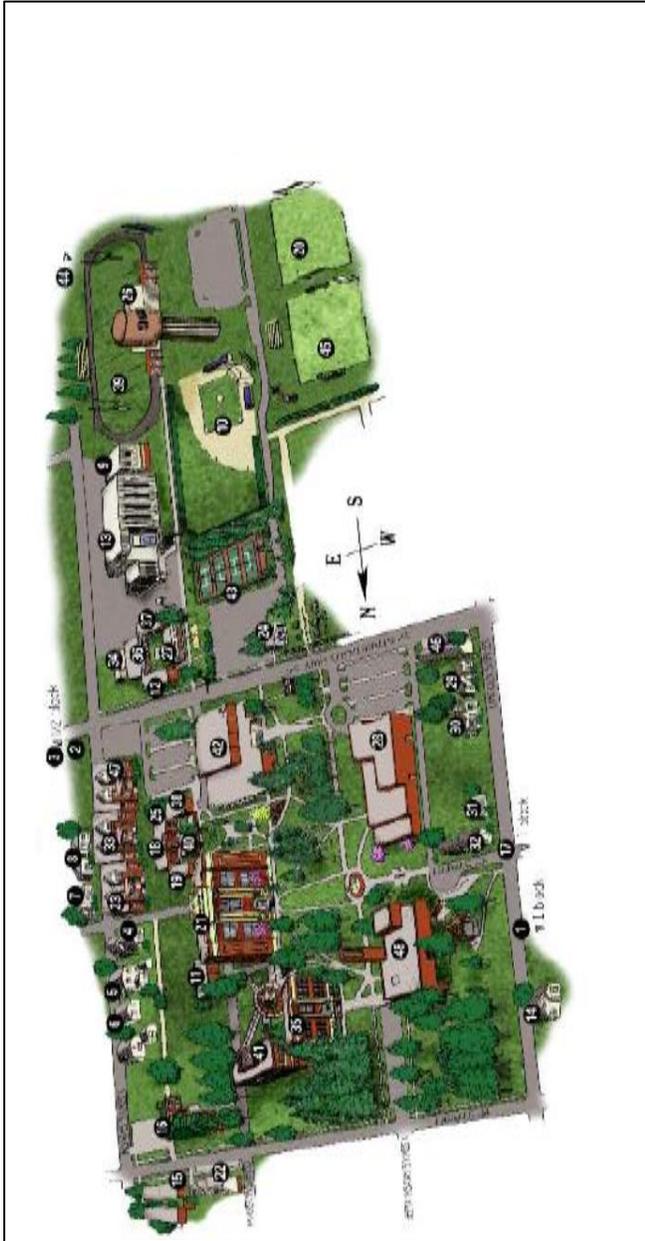
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### TABOR COLLEGE WICHITA



## TABOR COLLEGE HILLSBORO



## TABOR COLLEGE HILLSBORO LEGEND

1. 316W Hall
2. 608D Hall
3. 610D Hall
4. Adams II Hall
5. Adams III Hall
6. Adams IV Hall
7. Adams VI Hall
8. Adams VII Hall
9. Athletic Center & Locker Room
10. Bluejay Baseball field
11. Business Studies (BUSN)
12. California Hall
13. Campus Recreation Center (CRC)
14. Carson Hall
15. Cedar Hall
16. Dakota Hall Science Center (SLL)
17. Duplex
18. East Hall
19. Ediger Hall
20. Football Practice Field
21. H.W. Lohrenz Building (LOHR)
22. Harms Residence Hall Practice Field
23. Hiebert Hall
24. Historic Church
25. Jaywash
26. Joel H. Wiens Stadium Center (WMEC)
27. Kansas Hall
28. Library (LIBR)
29. Lincoln I Hall
30. Lincoln II Hall
31. Lincoln V Hall
32. Lincoln VI Hall
33. Loewen Hall
34. Maintenance Shops
35. Mary J. Regier Building (MJRB)
36. Nebraska Hall
37. Oklahoma Hall
38. Regier Hall
39. Reimer Field
40. Schlichting Center
41. Solomon L. Loewen Natural
42. Student Center, Gymnasium and Cafeteria (STCR)
43. Tennis Courts and
44. Track & Field Events
45. Vernon R. Wiebe Soccer
46. Visitors Center
47. Wiebe Hall
48. Wohlgemuth Music Education

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