



***UNDERGRADUATE  
ACADEMIC CATALOG  
2025–2026***

**JOHNSON UNIVERSITY TENNESSEE**

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**Dr. Daniel Overdorf, Johnson University President**

For over 130 years, Johnson University has remained devoted to educating and developing students who advance the worldwide mission of Christ through their lives, ministries, and careers. To accomplish this mission, Johnson demonstrates a strong commitment to:

- *Discipleship*: we prepare men and women for effective service of Christ using their various skills, passions, and abilities in diverse opportunities and settings. Effective service builds on an active, growing relationship with Jesus Christ in which all members of the Johnson community demonstrate the mind of the Spirit in godly decision-making, the fruit of the Spirit in all of their relationships, and the power of the Spirit in service, to the glory of God.
- *Scholarship*: our faculty is committed to effective teaching and learning, incorporating high standards of preparation, first-rate methodologies and technologies, and the pursuit of excellence in the classroom. All bachelor's students complete a major in Bible and Theology which prepares them to understand and communicate God's Word, a core of arts and sciences to help them comprehend God's world, and their choice of almost 50 professional areas of study to equip them for God's work throughout the world. Johnson offers an additional 12 master's programs, an educational specialist program, and 1 Ph.D. program at the graduate level.
- *Community*: we believe Christian leaders best develop character in community. We cultivate, therefore, a unique campus ethos that facilitates encouragement, guidance, and accountability that comes through living, working, eating, recreating, and studying together, building strong bonds of friendship and unity that last a lifetime.
- *Opportunity*: from the earliest years of its history, Johnson has demonstrated a concern for students who want to prepare to serve Christ but lack the financial resources to fund such an education. We make every effort to keep our education affordable and rely on faithful partners to fund a generous scholarship program. We also provide multiple work-

study opportunities that enable qualified students to earn financial resources for their education.

Johnson University values its heritage and core beliefs and fulfills its mission to join God in His great mission to reconcile all people to Himself through our Lord Jesus Christ. Whether you are already part of the Johnson community or are considering Johnson for your educational experience, I pray you will discover God's calling and realize God's "good work" (Philippians 1:6) in your life.

### ***Memberships***

In addition to SACSCOC regional accreditation, Johnson University or its employees hold programmatic accreditation or hold memberships in the following educational associations and agencies:

Acadeum

Accreditation Council for Business Schools and Programs

Alpha Chi National College Honor Society

American Association of College Registrars and Admissions Officers

American Nurses Association

Appalachian College Association

Association for Biblical Higher Education

Association for Christians in Student Development

Association for Supervision and Curriculum Development

Association for Talent Development Professional Plus

Association of Business Administrators of Christian Colleges

Association of Christian Librarians

Association of Christian Schools International

Association of Title IX Administrators

Bowen Central Library of the Appalachian College Association

Collaboration for Effective Educator Development, Accountability, and Reform

College and University Professional Association for Human Resources

Council for Accreditation of Counseling and Related Educational Programs

Council for Christian Colleges and Universities

Council for Exceptional Children

International Alliance for Christian Education

International Leadership Association

Lilly Network of Church-Related Colleges and Universities

NAFSA: Association of International Educators

NASPA, Student Affairs Administrators in Higher Education

National Association of College and University Business Officers

National Association of Intercollegiate Athletics

National Association of Student Financial Aid Administrators

National Council for State Authorization Reciprocity Agreements

National Institute for Excellence in Teaching

National Student Clearinghouse

North American Coalition for Christian Admissions Professionals

Sigma Beta Delta: International Honor Society for Business, Management and Administration

Society for Human Resource Management  
Southern Association of College and University Business Officers  
Southern Association of College Registrars and Admissions Officers  
Southern Association of Student Financial Aid Administrators  
Tennessee Association for the Administration of Special Education  
Tennessee Association of College Registrars and Admissions Officers  
Tennessee Association of Independent and Liberal Arts Colleges of Teacher Education  
Tennessee Association of Student Financial Aid Administrators  
Tennessee College Association  
Tennessee Electronic Library  
Tennessee Independent Colleges and Universities Association  
The Forum on Education Abroad

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# GENERAL INFORMATION

## JOHNSON UNIVERSITY

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### *History*

*Open day and night to the poor young man who desires  
above every other desire to preach the Gospel of Christ.*

—Ashley S. Johnson, founder of Johnson University

**A Heritage with a Far-Reaching Impact.** Johnson University graduates have served faithfully in Christian ministries and other strategic vocations in congregations and communities throughout the United States and around the world. Wherever they have gone, Johnson University alumni have shown the marks of personal commitment to Christ and faithfulness to the biblical witness.

**Ashley S. Johnson, President 1893–1925.** Motivated by a strong conviction that the one great need in the cause of Christ was more laborers, Ashley Johnson founded the School of the Evangelists in 1893. A native of East Tennessee, Dr. Johnson was a nationally recognized evangelist, teacher, and author. An important element of his vision was to provide an education for worthy young men regardless of their ability to pay. The School of the Evangelists was renamed Johnson Bible College in 1909 at the request of students and friends. It was then renamed Johnson University in 2011. From its founding until 1941, the University also included an academy for students who had not completed their high school requirements.

In developing the institution, Johnson was greatly influenced by Alexander Campbell, the founder of Bethany College. They both desired to combine the family, preparatory school, college, and church in one system of education. Even the design of the Old Main Building contributed to this idea of educating the total person, for it housed the dormitory, dining room, classrooms, chapel, and library. Reflecting Campbell's influence, Johnson made the study of the Bible central to the curriculum. At the same time, the College offered a substantial number of courses in the Arts and Sciences, such as English, Literature (Livy, Horace, Dante, and Milton), European History, Psychology, Sociology, Economics, Astronomy, Geology, and Zoology. Johnson University has always required a solid foundation in the Arts and Sciences as necessary for an educated ministry.

Ashley Johnson and his wife, Emma Elizabeth, were essentially a team. Under their direction, the College and Academy grew and prospered from a combined enrollment of 42 students in 1894 to 132 in 1925. A high of 188 was reached in 1910. The students came from many states and a number of foreign countries. The progress was briefly set back in 1904, when the main building burned, and during the 1918–1919 period of World War I.

The reputation of the College was enhanced by the worldwide renown of Dr. Johnson as an author. Between 1881 and 1903, at least 20 books came from his pen. One of them, *The Great Controversy*, sold 100,000 copies.

**Emma E. Johnson, President 1925–1927.** Mrs. Johnson outlived her husband by two years and served as president during that time. The couple dedicated their lives to the development of the College. Not having children, they bequeathed all their possessions to the School. The students, faculty, alumni, and supporters were their family.

**Alva Ross Brown, President 1927–1941.** In 1927 Alva Ross Brown, a brilliant young graduate of Johnson University and the University of Michigan, assumed leadership of the College. At 22, he was the youngest college president in America at that time. His 14 years of faithful service were greatly complicated by the Great Depression. The growing debt of the College became a heavy burden on his heart and probably contributed to his early death. At the same time, enrollment held steady, academic standards were raised, the quality of the faculty was strengthened, and the number of graduates increased.

**Robert M. Bell, President 1941–1968.** Robert Monroe Bell, former Johnson University teacher and established Professor of Economics at the University of Tennessee, became the fourth president of the College in 1941. The Academy was dropped that year, and Johnson University became coeducational a few years later. Dr. Bell brought the school out of debt and placed it on a firm financial footing. During his 27 years of service, the enrollment steadily increased, the academic program was improved, new buildings were constructed (Bell Hall, Myrtle Hall, Alumni Memorial Chapel, and Glass Memorial Library), and the College's reputation grew through his influential writings.

**David L. Eubanks, President 1969–2007.** In 1969 David L. Eubanks, a native of Maryville, Tennessee, was called to the presidency. A graduate of Johnson University and the University of Tennessee, Dr. Eubanks had served on the Johnson University faculty for 11 years. Under his leadership, the College continued to develop within the context of its historic mission and purpose. Enrollment grew to 900; the faculty and staff increased; regional and national accreditation were achieved; undergraduate program offerings were expanded; and graduate, distance learning, and degree completion programs were added.

The physical plant was greatly improved with the enlargement of Glass Memorial Library and the construction of the Phillips-Welshimer Building, married student housing, the Eubanks Activities Center, Emma Johnson Hall for women, and Alva Ross Brown Hall for men. Computers and network infrastructure were added to provide campus-wide computer accessibility. Between 2000 and 2004, Richardson Hall, larger residence halls for both men and women, and the renovation of Myrtle Hall into a state-of-the-art Counseling Center were completed.

**Gary E. Weedman, President 2007–2018.** Gary Weedman assumed responsibility as sixth president of Johnson University in 2007. He graduated from Johnson University in 1964 and returned as a professor from 1969 to 1976. He later held administrative roles at Lincoln Christian College, Milligan College, Palm Beach Atlantic University, and TCM International Institute.

Under Dr. Weedman, campus development has continued with the completion of the Gally Commons dining hall, bookstore, and post office facility in the fall of 2007. The Russell Preaching Center was opened in 2009. In 2010 the White House was restored and connected by a

refectory to River View, the new home of the president. Construction of the Graham Center began in 2017 and was completed in 2019.

In 2011 Dr. Weedman led the effort to rename the institution “Johnson University” and rearticulate its mission in a way that allows for future growth by expanding programs with an emphasis on extending the kingdom of God and fulfilling the Great Commission. Since that time, the institution developed many new academic offerings, including the University’s first doctoral program.

**L. Thomas Smith Jr., President 2018–2024.** Tommy Smith became the seventh president of Johnson University on July 1, 2018. A native of Carter County, Tennessee, he is a graduate of Johnson Bible College (B.A., 1978), Emmanuel School of Religion (M.A.R., 1986), and the University of Tennessee (Ph.D., 1990). He has served as Professor of History and Theology at Johnson University since 1989, Dean of the School of Arts and Sciences (2012–2014), and Vice President for Academic Affairs/Provost (2014–2017). Dr. Smith is a Presnell Fellow of the Class of 2017 of the Executive Leadership Institute of the Tennessee Independent Colleges and Universities Association.

Dr. Smith has held associate, youth, and worship ministries in Knoxville and Valley Forge, Tennessee, and preaching ministries in Jonesborough, Kingston, Embreeville, Knoxville, and Farragut, Tennessee. He is the author of *Above Every Other Desire: A Centennial History of Johnson Bible College* (1992) and *Above Every Other Desire: A History of Johnson University, 1893–2018* (2018), and has contributed essays, articles and book reviews to various publications.

Dr. Smith led the university with wisdom through the Covid 19 pandemic. Despite the difficulties of that season, he led the University to expand its academic offerings to include majors in science and mathematics, and he initiated a campaign that includes the construction of a new sciences building. Additionally, he advanced the role of athletics in student life through the completion of the Graham Center, new tennis courts, and new fields for soccer, softball, and baseball. During his presidency, the university joined the Appalachian Athletic Conference in the National Association of Intercollegiate Athletics.

**Daniel Overdorf, President, 2024 – Present.** Daniel Overdorf grew up in Beckley, West Virginia. He graduated from Johnson University (B.A., 1995), Lincoln Christian Seminary (M.Div., 2001), and Gordon-Conwell Theological Seminary (D.Min., 2005). He served as Professor of Preaching at Johnson University from 2005–2024, Director of Preaching Programs (2009–2011; 2018–2024); and Dean of the School of Congregational Ministry (2011–2018).

Prior to his service at Johnson, Dr. Overdorf served in church ministries in Danville, Illinois and Fayetteville, Georgia. He has authored five books related to preaching and the church, a historical novel, and several articles for journals and magazines. He speaks often for churches, retreats, and conferences.

### ***Mission Statement***

*Johnson University educates and develops students  
who advance the worldwide mission of Christ  
through their lives, ministries, and careers.*

Johnson University, a private, coeducational institution of higher learning offering associate, baccalaureate, and graduate degrees, strives to be faithful through twenty-first century methods to its historic purpose of preparing students to preach the Gospel.

Johnson University seeks qualified students committed to communicating throughout the world the message of peace, wholeness, and restoration as described in Christian Scriptures. We enroll students from all age groups and from diverse geographic, ethnic, and social backgrounds. Consistent with our historic practice, we endeavor to make education available to students regardless of their financial resources.

Johnson University engages a faculty supportive of its mission and committed to teaching and advising; scholarly and creative activity; and service to churches, Johnson University, and the larger community. We create a supportive environment for spiritual formation in which students and faculty can identify abilities and realize responsibilities for personal growth and for service to others in the churches and the human community. We also provide financial resources, facilities, and administrative and academic services that support student and faculty achievement.

Johnson University offers undergraduate programs involving a curriculum for all students that (1) centers upon the knowledge, application, and appreciation of the Scriptures; (2) builds upon a general education core aimed at understanding and appreciating cultural contexts as well as developing skills to communicate within those contexts; and (3) provides vocational options aimed at engaging students in congregational ministries and other strategic callings.

Johnson University offers graduate programs in professional and academic areas that prepare students for leadership in congregations, educational institutions, and other service vocations. Johnson University also recognizes its responsibility of service to Christian congregations, the local community, and the world.

Johnson University provides in the co-curricular and extracurricular activities a transformational, experiential, and missional education. These activities lead students to understand and exhibit ethical behavior consistent with scriptural norms, provide students with service learning opportunities that sharpen their abilities and sense of calling, and demonstrate ways that selected vocations accomplish their part of the Great Commission.

### ***Core Values***

As a private, coeducational institution of higher learning, Johnson University holds to the following core values:

- The lordship of Christ and the authority of Scripture
- The centrality of service to Christian congregations, the local community, and the world
- The necessity of faith, the efficacy of prayer, and the value of work
- The importance of affordability and the worth of a nurturing community
- The imperative of a Christian lifestyle and the virtue of academic discipline
- The priority of communicating throughout the world the message of peace, wholeness, and restoration as described in the Christian Scriptures



### ***Statement of Faith***

The University is aware of the potentially controversial nature of creeds and has no intention of adding to an already divided church. The essence of our belief is in the old saying, “no creed but Christ.” Therefore, the University welcomes all students who hold to the Lordship of Jesus and meet the other admission requirements of the University. Yet, in order to maintain consistency in the theology, teaching, and leadership of the University, every trustee, administrator, teacher, and staff member holds the following items to be true, and neither they nor students may promote teachings materially out of line with these:

#### ***God, Scripture, and Salvation***

1. There is one true, triune, supreme God of the Old and New Testaments, and he is the sole creator and ruler of all that exists (Genesis 1:1; Exodus 20:1-7; Deuteronomy 6:4-5; John 1:1-18; 16:12-15; Colossians 1:15-20).
2. All the Scriptures of the Old and New Testaments are inspired by God and sufficient for understanding of and obedience to Jesus Christ, who brings the remission of sins and eternal redemption to those who receive his grace through faith (Psalm 119; Malachi 1:1; John 17:17; 2 Timothy 3:16; John 16:13; 2 Peter 3:15-16; Revelation 1:1-3; Ephesians 2:1-10).
3. Jesus is the Christ, the Son of God, born of the Virgin Mary, and is completely sufficient as our Savior, Prophet, Priest, and King (Matthew 1:18-25; Luke 2:1-7; Galatians 4:4-7; Matthew 16:13-17:8; Hebrews 1:1-4; Revelation 5:1-14; Acts 4:12; Hebrews 4:14-5:10; Matthew 21:5; 27:37).
4. Jesus died on the cross for the whole human race and for all ages, and his sacrificial death and resurrected life cleanse from all sins, on the conditions expressed in the New Testament (Mark 10:45; Luke 22:14-23; Romans 3:25; Ephesians 1:7; Hebrews 9:11-28; 1 John 1:5-2:2; 4:10).
5. Jesus was buried in the grave and was bodily resurrected, triumphant over death for all eternity (Matthew 26-28; Mark 14-16; Luke 22-24; John 18-21; Acts 1:1-11; 2:22-41; Romans 1:1-7; 1 Corinthians 15).
6. Jesus gave the Great Commission through the Apostles to the Church to proclaim his Gospel to all nations and through all ages to the end of time (Matthew 28:18-20; Luke 24:44-49; John 17:18; 20:21-23; Acts 1:6-8).
7. The Holy Spirit was sent from Heaven to the Church to establish the preaching of the Gospel through the Apostles and to empower, equip, encourage, and comfort followers of Jesus in their service to Christ (Isaiah 44:1-5; Ezekiel 36:22-38; Joel 2:28-29; John 20:21-23; Acts 1:4-8; 2:1-21, 38-39; 1 Corinthians 12:12-13; Galatians 5:16-26; John 14:15-25; 16:5-15).
8. God offers redemption and restoration to all who confess and forsake their sin, seeking his mercy and forgiveness through Jesus Christ (Romans 3:9-20; Ephesians 2:1-10; Romans 3:21-26; Acts 2:38; 3:19; Romans 10:9-10; 2 Peter 3:9; 1 John 1:8-9).
9. The New Testament expresses the conditions of response to the gracious work of Christ as faith, repentance, confession of faith in Jesus, and baptism (immersion), together, which provide the spiritual foundation for continued obedience to Christ (Acts 16:30-31; Acts 2:38; Romans 10:9-10; Romans 6:1-6; Galatians 3:27; Titus 3:5; 1 Peter 3:21).

10. The teachings of the New Testament provide the basis for unity among Jesus' followers—the unity for which Jesus prayed and because of which the world may believe in him (John 17:20-26; Ephesians 2:11-22; John 13:34-35).
11. Jesus Christ will come at the end of the world and will judge all people according to that which is written in the Christian Scriptures, resulting in eternal life with God for those in Christ and eternal condemnation separate from God for those not in Christ (Colossians 3:1-4; 2 Peter 3:1-10; Matthew 24:29-44; Acts 1:11; 1 Thessalonians 4:13-5:11; Revelation 22:20).

### *The Christian Life*

An adherence to biblical teaching results in a distinctly Christian way of life that we expect of ourselves and of one another in the Johnson community. This lifestyle involves practicing those attitudes and actions the Bible teaches are virtuous and avoiding those the Bible teaches are sinful. While sin corrupts God's original intent and design for all things, we seek to bring all aspects of life into conformity with God's will. Beyond the biblical issues described below, the University seeks to foster the practice of responsible Christian freedom so that we might do all things to the glory of God (Galatians 5:13-14; 1 Peter 2:16-17; Colossians 3:17).

12. In accordance with Scripture, members of the University community recognize the virtue of the following behaviors, pursue them, and encourage others to do the same:
  - "Love the Lord your God with all your heart and with all your soul and with all your mind," and "Love your neighbor as yourself" (Matthew 22:37-40).
  - Wholeheartedly obey Jesus and carefully steward all dimensions of life: time, possessions, God-given capacities, and opportunities (Deuteronomy 6:5-6; 1 Corinthians 10:31; Colossians 1:18; 3:17).
  - Be clothed with compassion, kindness, humility, gentleness, forgiveness, and love (Colossians 3:12-14).
  - Bear the fruit of the Spirit: love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-23).
  - Pursue righteousness, mercy, justice, unity, and reconciliation (Proverbs 21:3; Micah 6:8; Matthew 23:34; John 17:20-23; Ephesians 2:11-18; 2 Corinthians 5:16-21).
  - Give faithful witness to the Gospel, practice good works toward all, and live lives of prayer and thanksgiving (Acts 1:8; 1 Peter 3:15; Galatians 6:10; Ephesians 2:10; 1 Thessalonians 5:17-18; James 5:16; Titus 2:7-8).
  - Uphold the worth of all human lives as unique image-bearers of God, including preborn babies, infants, the poor, the oppressed, the aged, and the physically or mentally challenged (Genesis 1:27; Psalm 8:3-8; 139:13-16; Luke 4:18-19).
  - Celebrate the "very good" creation of humankind and embodiment as male and female, who together reflect the image and nature of God, and cultivate a life of undivided devotion to the Lord either through faithful chastity in singleness or faithful sexual expression within the covenant of marriage between a man and a woman (Genesis 1:27; 2:24; Romans 1:21-27; 1 Corinthians 6:9-10; Ephesians 5:31; 1 Corinthians 6:18; 7:35; Hebrews 13:4; Ephesians 5:25-33).

- Treat our own bodies, and those of others, with the honor due the very temple of the Holy Spirit (1 Corinthians 6:17-7:1).
  - Participate in the preaching, worship, Lord's Supper, service, and other activities of a local church, which form the basic biblically-mandated context for Christian living (Acts 2:42-47; Hebrews 10:25; 1 Timothy 3:14-15).
13. In accordance with Scripture, members of the University community recognize the sinfulness of the following behaviors, resist them, and hope to lovingly lead those who fall to these sins to restoration in Christ:
- Sinful attitudes and behaviors such as “sexual immorality, impurity and debauchery; idolatry and witchcraft; hatred, discord, jealousy, fits of rage, selfish ambition, dissensions, factions and envy; drunkenness, orgies, and the like” (Galatians 5:19-21).
  - Pride, dishonesty, injustice, prejudice, immodesty in dress or behavior, slander, gossip, vulgar or obscene language, blasphemy, greed and materialism, covetousness, and all illegal activities (Proverbs 16:18; 1 Corinthians 6:10; Exodus 20:7; Romans 13:9; Colossians 3:8-9; James 2:1-13; Galatians 3:26-29; Romans 13:1-2; 1 Timothy 2:8-10; Hebrews 13:5-6).
  - Lustfulness, objectification of self and others, and self-absorbed gratification that lead to all forms of sexual immorality, including but not limited to the use of pornography, premarital sex, adultery, and all other sexual relations outside the covenant of marriage between a man and a woman (Matthew 5:28; 1 Corinthians 6:9-13; Ephesians 5:31; 1 John 2:16; James 1:14-15).
  - Hateful and harassing behavior, hypocrisy, self-righteousness, and legalism, understood as the imposition of extra-biblical standards of godliness by one person or group upon another (Acts 15:5-11; Matthew 16:6; 23:13-36).

### ***Instructional Sites***

**Johnson University Tennessee.** Geographically, Johnson University's main campus is located in almost the exact center of that portion of the United States lying east of the Mississippi River and south of the Great Lakes. The campus is 7½ miles from the city limits of Knoxville, the metropolitan hub of the Great Smoky Mountains and East Tennessee's other famous tourist destinations. Johnson University Tennessee is only a short distance from the city's cultural attractions, restaurants, shopping malls, and airline connections through McGhee Tyson Airport.

#### ***Directions to Johnson University Tennessee***

***From the NORTH:*** Go to downtown Knoxville on I-275 South and follow the signs to Henley Street/U.S. 441 South, which becomes Chapman Highway. From the river bridge downtown, proceed seven miles south. At the traffic light at E. Hendron Chapel Road, turn left and travel five miles to Johnson University.

***From the WEST and SOUTH (via I-40/75):*** Go to downtown Knoxville on I-40. Take Exit 388 (Smoky Mountains) and follow signs to U.S. 441 South, which becomes Chapman Highway. From the river bridge downtown, proceed seven miles south. At the traffic light at E. Hendron Chapel Road, turn left and travel five miles to Johnson University.

*From the SOUTHEAST* (via Gatlinburg/Pigeon Forge): Follow U.S. 441 north from Sevierville toward Knoxville. Approximately 15 miles after leaving Sevierville, turn right at the traffic light on E. Hendron Chapel Road and travel five miles to Johnson University.

*From the EAST* (via I-40): Take exit 398 (Strawberry Plains Pike) and follow the signs to Johnson University. You will make a total of five left turns in approximately 12 miles.

**Johnson University Online.** Johnson University Online is headquartered on the main campus in Knoxville, Tennessee (see above). Online professors and students live and work on six continents around the world.

**Off-campus Instructional Site.** Johnson University offers more than 50% of instruction for the M.A. in Ethics and Leadership in the Knoxville area at the following location:

4 Market Square  
Knoxville, TN

### *Academic Calendar*

**Calendar Structure.** Johnson University operates year-round on an academic calendar organized as follows:

- Each academic year includes three “terms” (including special events, school holidays, and breaks). The 17-week terms include 16 weeks of instruction, including Final Examinations Week. “Fall Term” typically extends from late August through mid-December, “Spring Term” from early January through early May, and “Summer Term” from early May through late August.
- Each 17-week “term” includes two 7-week “sessions” referred to as “Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, and Summer 2” with a break between sessions.
- Within this framework, Johnson University offers courses of varying lengths according to the needs of a given academic program. To illustrate: Traditional students typically enroll in several 15-week courses during Fall 1-2 and Spring 1-2. Non-traditional students enrolled in certain programs take one or two 7-week courses each session year-round.

FALL TERM (17 weeks)		SPRING TERM (17 weeks)		SUMMER TERM (15–16 weeks)	
Fall 1 (7 weeks)	Fall 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (7 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)

  
*Traditional Academic Year*

- For undergraduate students, 12 credits per term constitute “full-time” status.
- For purposes of state and federal financial aid, traditional undergraduate students are considered to be on a “standard term semester system.” Accordingly, up to 50% of their annual aid may be allocated for Fall Term and up to 50% for Spring Term. Any

remaining aid eligibility is available for the Summer Term. Thus, the Summer Term is considered a “trailer.”

- For purposes of financial aid, online undergraduate students are considered to be on a “standard term trimester system,” under which their annual aid is allocated in two payments.

**2025–2026 Academic Calendars.** The 2025–2027 Academic Calendars for the Tennessee Campus and the 7-Week Online Programs appear below:

<b>2025-2026 ACADEMIC CALENDAR</b>	
<b>Full-Term Courses</b>	
<b>Fall Term 2025 (August 25–December 21)</b>	
Residence Halls Open for New Students	Aug. 22, 9:00 a.m.–12 p.m.
New Student Orientation	Aug. 22–23
Residence Halls Open for Continuing Students	Aug. 23, 9:00 a.m.
Classes Begin	Aug. 25
Convocation	Aug. 26, 9:30 a.m.
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Aug. 29
Labor Day (no classes)	Sept. 1
Drop Period Ends	Sept. 3
Senior Capstone Retreat	Oct. 9–11
Midterm Examinations Week	Oct. 13–17
Online Spring Term 2026 Registration	Oct. 13–17
Deadline to Submit “Intent to Graduate May 2026” Form	Oct. 15
Fall Break (no classes)	Oct. 23–24
Midterm Grades Due in my.JohnsonU.edu Portal	Oct. 24, 5:00 p.m.
Tennessee Spring Term 2026 Registration	Nov. 3–7
Last Day to Withdraw from Course without Academic Penalty	Nov. 21
Thanksgiving Break (no classes)	Nov. 23–29
Festival of Christmas Joy	Dec. 6
Miller-Scott Christmas Banquet	Dec. 8
Final Exams	Dec. 15–18
Residence Halls Close	Dec. 19, 9:00 a.m.
December Commencement	Dec. 20, 2:00 p.m.

Residence Halls Close for Graduates	Dec. 21, 2:00 p.m.
Fall Term Ends	Dec. 21
Final Grades Due in my.JohnsonU.edu Portal	Dec. 26, 12:00 p.m.
<b>Spring Term 2026 (January 12–May 10)</b>	
Residence Halls Open for New Students	Jan. 9, 1:00 p.m.
New Student Orientation	Jan. 10, 9:00 a.m.
Classes Begin	Jan. 12
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Jan. 16
Martin Luther King, Jr. Day (no classes)	Jan. 19
Drop Period Ends	Jan. 21
Senior Capstone Retreat	Feb. 19–21
Homecoming (classes meet)	Feb. 26–28
Midterm Examinations	Mar. 2–6
Online Summer Term 2026 Registration	Mar. 9–13
Midterm Grades Due in my.JohnsonU.edu Portal	Mar. 13, 5:00 p.m.
Spring Break (no classes)	Mar. 15–21
Tennessee Summer Term 2026 Registration	Mar. 23–27
Online Fall Term 2026 Registration	Mar. 30–Apr. 3
Awards Chapel	Apr. 1, 9:30 a.m.
Good Friday Holiday (no classes)	Apr. 3
Preaching Emphasis Week	Apr. 6–9
Tennessee Fall Term 2026 Registration	Apr. 6–10
Last Day to Withdraw from Course without Academic Penalty	Apr. 10
Deadline to Submit “Intent to Graduate August 2026” Form	Apr. 15
Founders’ Day Chapel (no classes)	Apr. 23, 9:00 a.m.
Errosth	Apr. 28, 9:30 a.m.
Final Examinations	May 4–7
Residence Halls Close	May 8, 12:00 p.m.
Commencement Rehearsal	May 8
Spring Commencement	May 9

Residence Halls Close for Graduates or those participating in Commencement	May 10, 9:00 a.m.
Spring Term Ends	May 10
Final Grades Due in my.JohnsonU.edu Portal	May 18, 12:00 p.m.
<b>Summer Term 2026 (May 11–Aug. 23)</b>	
Classes Begin	May 11
Add Period Ends/Last Day to Register in my.JohnsonU.edu	May 15
Drop Period Ends	May 20
Deadline to Submit “Intent to Graduate December 2026” Form	July 15
Last Day to Withdraw from Course without Academic Penalty	Aug. 7
Summer Term Ends	Aug. 23
Final Grades Due in my.JohnsonU.edu Portal	Aug. 28, 12:00 p.m.

<b>2025-2026 ACADEMIC CALENDAR</b>	
<b>7-Week Sessions</b>	
<b>Fall Term 2025 (August 25–December 21)</b>	
<i>Fall Session 1 (August 25–October 19)</i>	
Orientation Courses*	Aug. 25-31
Courses Begin	Sept. 1
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Sept. 3
Drop Period Ends	Sept. 5
Last Day to Withdraw from Course without Academic Penalty	Oct. 3
Online Spring Term 2026 Registration	Oct. 13–17
Deadline to Submit “Intent to Graduate May 2026” Form	Oct. 15
Fall Session 1 Ends	Oct. 19
Final Grades Due in my.JohnsonU.edu Portal	Oct. 24, 12:00 p.m.
<i>Fall Session 2 (October 27–December 21)</i>	
Courses Begin	Oct. 27
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Oct. 29
Drop Period Ends	Oct. 31
Tennessee Spring Term 2026 Registration	Nov. 3–7

Thanksgiving Break	Nov. 23–29
Last Day to Withdraw from Course without Academic Penalty	Dec. 5
December Commencement	Dec. 20
Fall Session 2 Ends	Dec. 21
Final Grades Due in my.JohnsonU.edu Portal	Dec. 26, 12:00 p.m.
<b>Spring Term 2026 (January 12–May 10)</b>	
<b><i>Spring Session 1 (January 12–March 8)</i></b>	
Orientation Courses*	Jan. 12–18
Courses Begin	Jan. 19
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Jan. 21
Drop Period Ends	Jan. 23
Last Day to Withdraw from Course without Academic Penalty	Feb. 20
Spring Session 1 Ends	Mar. 8
Online Summer Term 2026 Registration	Mar. 9–13
Final Grades Due in my.JohnsonU.edu Portal	Mar. 13, 12:00 p.m.
<b><i>Spring Break March 16–22</i></b>	
<b><i>Spring Session 2 (March 23–May 10)</i></b>	
Courses Begin	Mar. 23
Tennessee Summer Term 2026 Registration	Mar. 23–27
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Mar. 25
Drop Period Ends	Mar. 27
Online Fall Term 2026 Registration	Mar. 30–Apr. 3
Tennessee Fall Term 2026 Registration	April 6–10
Deadline to Submit “Intent to Graduate August 2026” Form	Apr. 15
Last Day to Withdraw from Course without Academic Penalty	Apr. 24
Commencement Rehearsal	May 8
Spring Commencement	May 9
Spring Session 2 Ends	May 10
Final Grades Due in my.JohnsonU.edu Portal	May 18, 12:00 p.m.



<b>Summer Term 2026 (May 11–August 23)</b>	
<i>Summer Session 1 (May 11–June 28)</i>	
Courses Begin	May 11
Add Period Ends/Last Day to Register in my.JohnsonU.edu	May 13
Drop Period Ends	May 15
Last Day to Withdraw from Course without Academic Penalty	June 12
Summer Session 1 Ends	June 28
Final Grades Due in my.JohnsonU.edu Portal	July 3, 12:00 p.m.
<i>Summer Session 2 (July 6–August 23)</i>	
Courses Begin	July 6
Add Period Ends/Last Day to Register in my.JohnsonU.edu	July 8
Drop Period Ends	July 10
Deadline to Submit “Intent to Graduate December 2026” Form	July 15
Last Day to Withdraw from Course without Academic Penalty	Aug. 7
Summer Session 2 Ends	Aug. 23
Final Grades Due in my.JohnsonU.edu Portal	Aug. 28, 12:00 p.m.

\*For those beginning an online program, there may be a week of orientation before your session begins. Please confirm with your advisor.

### ***Accreditation and Authorizations***

**State Authorization.** Johnson University is legally authorized and chartered by the State of Tennessee and approved by the Tennessee Higher Education Commission (THEC) to operate as a degree-granting educational institution.

**SACSCOC Institutional Accreditation.** Johnson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor’s, master’s, education specialist, and doctoral degrees. Johnson University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Johnson University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website ([www.sacscoc.org](http://www.sacscoc.org)).

**ABHE Programmatic Accreditation.** Some programs in the School of Bible & Theology and the School of Christian Ministries are accredited by the Commission on Accreditation of the Association for Biblical Higher Education, an accrediting body recognized by the Council for Higher Education Accreditation (ABHE, 5850 T.G. Lee Blvd., Suite 130, Orlando, FL 32822; Telephone: 407-207-0808; [www.abhe.org](http://www.abhe.org)).

**State Authorizations for Distance Education.** Johnson University is an institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA; <http://nc-sara.org>).

[sara.org/](http://sara.org/)). NC-SARA is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. NC-SARA enables the University to accept any student into a distance education program who resides in a participating state without investing the expense and labor of obtaining authorization from that state. An up-to-date list of participating states may be viewed at <http://nc-sara.org/sara-states-institutions>. Johnson University is able to accept students from any of the participating states into its online programs.

**Teacher Education.** Johnson University's Teacher Education program is approved by the Tennessee State Board of Education (710 James Robertson Parkway, Nashville, Tennessee 37243; Telephone 615-741-2966) and by the Association of Christian Schools International (P.O. Box 65130, Colorado Springs, CO 80962-5130; Telephone: 719-528-6906).

**Veterans.** Johnson University's curriculum is approved by the Tennessee Higher Education Commission (the state approving agency) for the training of veterans.

### ***Policy on Student Privacy***

**Security of Student Records.** Johnson University holds student records in locked fireproof file cabinets within locked offices, in password-protected micro-imaged storage media, and/or in password-protected software systems with internal security protocols. Only personnel with legitimate academic interests have access to files. Every night the University backs up all daily changes made to server data. These changes are added to the full data backups for total recovery as needed.

**Sharing of Student Records.** The Family Educational Rights and Privacy Act of 1974 (FERPA, 20 U.S.C. § 1232g; 34 CFR Part 99, also known as the "Buckley Amendment") affords students certain rights with regard to their education records. Johnson University complies with FERPA in all locations, all academic programs, and all modalities, setting forth the following rights of students:

- The right to inspect and review their education records within 45 days of the date the University receives a request for access
- The right to request amendment of education records that the student believes are inaccurate or misleading
- 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 (see below)
- The right to file a complaint concerning alleged failures by the University to comply with FERPA requirements (Contact the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.)

Generally, schools must have written permission from "eligible students" or the parent(s) of minor students in order to release any information from a student's education record. University students are almost always "eligible students" because of their age and status as post-secondary learners. Students may sign a release waiver if they wish to share information with parents or others.

However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law
- To comply with a judicial order or lawfully issued subpoena

The University may also disclose “directory information” without a student’s prior written consent. Directory information includes the student’s name, address, email address, telephone number, date and place of birth, marital status, dates of attendance, enrollment status, classification by year, previous high schools or colleges attended, degree program, participation in official activities and sports (including height and weight of athletes), degrees and awards earned, and photographic images and voice recordings in news or promotional materials. To illustrate: Students and alumni who receive honors or special recognition may be named in school publications with some explanation of the award.

Students may restrict release of directory information (except as indicated above) by making a request in writing to the Registrar’s Office within 10 business days of the first day of each term. Once filed, this request becomes a permanent part of the student’s record until that student instructs the University, in writing, to have the request removed, or until the student dies.

Students may expect employees or contractors of the University to record student images or voices (for instance, photos during student activities, audio or video of chapel services, Media Department video productions, etc.). Johnson University reserves the right to:

- Record student images and/or voices on analog or digital video, audio, film, photograph or any other medium.
- Use the student’s name, likeness, and voice in connection with the recording.
- Exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose which Johnson University, and those acting pursuant to its authority, deem appropriate.
- Use the aforementioned media with remuneration.

Students may opt out of this policy by contacting the Chief Communication Officer.

**Student Responsibility.** Johnson University issues a unique username and password to all new students. They receive an email with their username and password and security information. The university-issued name and password provide students with access to my.JohnsonU.edu and

Sakai courses, both of which contain personal information. Students are thus responsible for protecting their personal information with password management by changing their university-issued passwords and setting up a security question for future password changes at [https://my.johnsonu.edu/ICS/IT\\_Helpdesk.jnz](https://my.johnsonu.edu/ICS/IT_Helpdesk.jnz).

For more information, see the [\*Johnson University Handbook\*](#).

### ***Student Grievances***

**Johnson University Grievance Policy.** Students have the right to file a formal complaint about unsatisfactory situations if all other forms of redress failed to correct the situation. Students who are dissatisfied are encouraged to communicate their concerns to the appropriate administrator. If the issue relates to classroom instruction or faculty, the student should communicate with the program director or dean who supervises the faculty member to express his or her concerns. If the issue relates to the dean, the student should communicate with the Provost about the situation. If the dean or other administrator is not able to resolve the situation satisfactorily, the student has the right to file a formal grievance. They may submit a Student Grievance Form by using the following link on the university website:

<https://johnsonu.edu/public-disclosures/student-grievance-policy/>

The Vice President for Academic Affairs/Provost (or his representative) will read the formal complaint and attempt to resolve the issue with the appropriate administrator. If the student still requests a formal hearing, the Vice President for Academic Affairs/Provost will appoint a Grievance Committee composed of a representative from the Office of Student Services or an alternate administrator, two members of the faculty selected by the Provost, and two student representatives selected by the president of the Student Government Association (SGA). The Provost will appoint one of the faculty members to serve as chair of the committee. The committee members will be required to sign a form that declares they have no conflict of interest and will maintain confidentiality.

All parties involved in the process are required to cooperate transparently with the investigation of the committee, and they are prohibited from retaliating against anyone else who participates in the process, including the committee members. The committee will interview the parties involved, examine evidence related to the complaint, and render a judgment about the validity of the complaint and remedies for the complaint if any are needed. The committee's report should be submitted to the Provost within 30 days of the committee's formation. The Provost will notify the parties involved of the findings of the committee and will ensure that any remedies proposed by the committee are implemented.

**SACSCOC Complaint Procedures.** Allegations regarding noncompliance with accreditation standards, policies, and procedures may be made to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, GA 30033-4097. For the Commission's complaint policy, procedure and complaint form, see the SACSCOC website (<http://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf>). SACSCOC should be contacted only if there is evidence that appears to support Johnson University's significant non-compliance with a requirement or standard. Normal inquiries about the University (such as admission requirements, financial aid, educational programs, etc.) should be addressed directly to Johnson University and not to the Commission's office.

**ABHE Complaint Procedures.** Complaints from individuals, institutions or programs, or agencies regarding an institution's or a program's significant noncompliance with ABHE Standards, policies, or procedures may be submitted in writing to the Director, Commission on Accreditation, at 5850 T.G. Lee Blvd., Suite 130, Orlando, FL 32822.

**State of Tennessee Complaint Procedures.** If the institution is not able to resolve the student complaint, the student has the right to contact the state of Tennessee and its appropriate agencies to determine the course of action.

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (e.g., State Board of Health, State Board of Education) and shall be reviewed and handled by that board. See the Tennessee State Government website ([www.tn.gov](http://www.tn.gov)) and search for the appropriate division.
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that unit (<https://www.tn.gov/commerce/consumer-affairs.html>).

**Out-of-State Complaint Procedures.** Student complaints relating to consumer protection laws that involve distance learning education offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA) must first be filed with the institution to seek resolution.

Complainants not satisfied with the outcome of the Institution's internal process may appeal, within two years of the incident about which the complaint is made, to the [Tennessee Higher Education Commission](https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html) (<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>).

For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of SARA or the laws, standards, or regulations incorporated by the [SARA Policies and Standards](https://www.nc-sara.org/resources/guides) (<https://www.nc-sara.org/resources/guides>) have been violated by the institution operating under the terms of SARA.

For a list of SARA member States, please visit the [NC-SARA website](https://nc-sara.org/directory) (<https://nc-sara.org/directory>). Student residing in non-SARA states should consult their respective State of residence for further instruction for filing a complaint.

### ***Public Disclosures***

**Campus Safety.** The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f); TCA 49-7-2206) is the landmark federal law, originally known as the Campus Security Act, that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs, and it applies to most institutions of higher education, both public and private. The Act is enforced by the United States Department of Education.

The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights and was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Clery.

Subsequent amendments in 2000 and 2008 added provisions dealing with registered sex offender notification and campus emergency response. The 2008 amendments also added a provision to protect crime victims, “whistleblower” and others from retaliation. The 2013 amendments expanded the Clery-reportable crimes to include stalking, dating violence, and domestic violence. For more information on the details of the Clery Act, see the Johnson University website.

Tennessee State Code TCA 49-7-2206 also requires crime records to be kept by colleges and universities. Each institution of higher education that maintains either a police or security department comprised of state, private, or contract employees shall make, keep, and maintain a daily log, written in a form that can be easily understood, recording in chronological order all crimes against persons or property reported to its police or security department, the date, time, and general location of the crimes and if an arrest has been made, the names and addresses of all persons arrested and charges against the persons arrested. The code does not require an institution to identify in its log, unless otherwise provided by law, the names of the persons reporting the crime, the victim or victims, any witnesses or suspects who have not been arrested, or other information relating to any investigation of the crime. All entries in the daily logs shall, unless otherwise provided by state or federal law, be open to inspection without charge to the public during regular business hours. For crime reports related to Johnson University campuses, contact the Student Life Office or see the University website.

**Alcohol and Drug Abuse Policy.** The 1989 amendments to the federal Drug-Free Schools and Communities Act (DFSCA), as articulated in the Education Department’s General Administrative Regulations (EDGAR Part 86.100, Subpart B), require that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education (IHE) must certify that it has adopted and implemented a program “to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees both on the institution’s premises and as part of any of its activities.” Accordingly, Johnson University has developed the following policy regarding alcohol and drug abuse:

*Standard of Conduct.* In keeping with the mission of Johnson University, the use, possession, distribution, manufacture, or sale of narcotics, illegal drugs, alcoholic beverages, tobacco, or the abuse of legal substances by its students is strictly prohibited. [*NOTE:* If a beverage contains more than zero percent alcohol, it is considered to be an alcoholic beverage.]

*Drug Testing.* Whenever it is reasonable to suspect a student of substance abuse, University officials will make drug testing available. If the results come back negative, the University will bear the cost of the drug test. If the results are positive, the student will bear the cost and will be subject to disciplinary action. If the student refuses a request to be tested for substance abuse, then s/he will be subject to disciplinary action.

*Sanctions for Violation of the Standard.* Violation of this policy will lead to disciplinary action up to and including expulsion from the University or termination of employment (and referral for prosecution when local codes, state of Tennessee codes, or federal codes have been broken).

*Help is Available.* Confidential referrals for counseling, treatment, or rehabilitation are available from the University Counseling Center and the Health Services Office to students and employees who voluntarily seek such assistance. Helpful literature on alcohol and drug abuse can also be found in those locations.

*Tennessee Codes.* Under Tennessee state law, it is illegal for any person under the age of twenty-one to buy, possess, transport, or consume alcoholic beverages (TCA 1-3-113), to provide alcoholic beverages to minors (TCA 39-15-404), to be intoxicated in public (TCA 39-17-310), or to possess or exchange a controlled substance (TCA 39-17-417). Copies of the applicable Tennessee Codes are available from the Student Services Office.

*Federal Codes.* Possession and trafficking in controlled substances is regulated by federal law. The federal codes provide for fines plus imprisonment for possession (21USC844); forfeiture of real and personal property used to possess or facilitate possession (21USC853, 21USC881); forfeiture of vehicles, boats, aircraft, etc., used to transport a controlled substance (21USC884); civil fines and denial of federal benefits (21USC854); and ineligibility to purchase or receive a firearm (18USC922).

**Non-Discrimination Policy.** Johnson University is a Christian university affiliated with Christian churches and churches of Christ. Its mission is to educate and develop students “who advance the worldwide mission of Christ through their lives, ministries, and careers.” Accordingly, Johnson University seeks to hire and educate individuals who share its vision and core values to carry out that mission. Johnson University does not unlawfully discriminate in admissions, educational programs, or employment practices.

Johnson University does not discriminate on the basis of race, sex, color, national origin, age, veteran status, genetic information, political affiliation, or handicap—if such disability may be accommodated without undue hardship—in provision of educational opportunities, programs and activities, or employment opportunities and benefits, pursuant to the requirements of Title VI of the Civil Rights Act of 1964 and subsequent amendments to that act, Title IX of the Educational Amendments of 1972 and subsequent re-authorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act.

The University, however, reserves the right under those provisions to make certain employment decisions on the basis of religion, marital status, or sex consistent with the University’s religious beliefs when establishing qualifications for certain positions. Further, as a Christian ministry, the University retains the right to select those who serve in ministerial positions, as that term has been defined by the courts in the context of the First Amendment to the United States Constitution, based on criteria established by the University without regard to Title VII, Title IX, or any other federal, state, or local law governing the employment relationship.

Direct questions concerning the non-discrimination policy in regards to:

- employment to Mrs. Beverly Darnell, Director of Human Resources, Johnson University, 7900 Johnson Drive, Box 145, Knoxville, TN 37998. Telephone: 865-251-3451. Email: [bdarnell@JohnsonU.edu](mailto:bdarnell@JohnsonU.edu).



- admissions and academics to Dr. Gregory L. Linton, Vice President for Academic Affairs/Provost, Johnson University, 7900 Johnson Drive, Box 94, Knoxville, TN 37998. Telephone: 865-251-2364. Email: [glinton@JohnsonU.edu](mailto:glinton@JohnsonU.edu).
- the Americans with Disabilities Act to Mrs. Kelly Estes, Director of the Academic Support Center and Disabilities Services, Johnson University, 7900 Johnson Drive, Box 1645, Knoxville, TN 37998. Telephone 865-251-2426. Email: [kestes@JohnsonU.edu](mailto:kestes@JohnsonU.edu).
- Title IX to Ms. Emili Williams, Director of Institutional Effectiveness and Title IX Coordinator, Johnson University, 7900 Johnson Drive, Box 1639, Knoxville, TN 37998. Telephone: 865-251-2373.

**Graduation Rates.** Johnson University's six-year baccalaureate graduation rate for first-time, full-time degree-seeking students who entered in 2017 was 63%. The average graduation rate for private Tennessee colleges and universities (TICUA institutions) for the 2016 entering class was 65%. The average six-year graduation rate for the 2016 cohort at all institutions of higher learning in Tennessee was 56%.

### *Academic Catalog*

As part of its quality control systems, Johnson University constantly reviews, assesses, and revises its educational programs and policies to meet changing world needs. Accordingly, this *Academic Catalog* is not to be considered a contract between Johnson University and its students. While the University fully intends to offer all the programs and courses described therein, it retains the right to alter programs and course offerings for the sake of improvement. In such cases, the faculty offers students reasonable substitutions or other accommodations if courses required under a given degree program are significantly altered or removed from the curriculum.

Candidates enrolling in a degree program enter under the *Catalog* requirements in effect at the time they enter the program. The University permits students to complete their degrees *under the original catalog requirements* as long as they maintain continuous enrollment (excluding breaks less than 3 terms and leaving in good standing) and finish the degree within a reasonable timeframe. For details, see "Time Limits for Completing Degrees" in the section of this *Catalog* devoted to "Academic Policies & Procedures."

*It is the responsibility of the student to read the Catalog and other information Johnson University provides; stay informed about program revisions; and know and comply with all current policies, procedures, and requirements.*



# INTRODUCTION TO JOHNSON UNIVERSITY ACADEMICS

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## *Mission Statement*

Academic Affairs at Johnson University cultivates a Christ-centered community in which individuals can grow and thrive spiritually, intellectually, and professionally to advance the worldwide mission of Christ.

## *Core Values for Academic Affairs*

The full-time faculty of Johnson University has identified the following seven Core Values that guide their conduct and work. These Core Values are the most important standards that faculty members strive to meet in all their relationships, interactions, decision making, and behavior. They describe *how* faculty members do their work.

- The faculty is committed to practicing and modeling Christlikeness.
- The faculty is committed to equipping students for Kingdom work.
- The faculty is committed to integrating faith and life.
- The faculty is committed to promoting diversity and inclusion.
- The faculty is committed to implementing best practices in higher education.
- The faculty is committed to achieving excellence.
- The faculty is committed to modeling servant leadership.

## *Academic Organization*

**Provost.** The Vice President for Academic Affairs/Provost leads the academic division of Johnson University. The Provost reports directly to the President and serves on the Senior Leadership Team. His primary responsibility is to align every aspect of academic operations with the university mission, including programs, personnel, policies, facilities, and finances.

**Johnson University Schools.** Johnson University has organized its faculty into seven “Schools” focusing on various professional fields and academic disciplines. They include the (1) School of Arts & Humanities; (2) School of Bible & Theology; (3) School of Business & Leadership; (4) School of Christian Ministries; (5) School of Science, Technology, & Mathematics; (6) School of Social & Behavioral Sciences; and (7) Templar School of Education. Each school is led by a Dean who reports to the Provost. The Schools concentrate faculty subject matter experts within the disciplines, giving them direct oversight of *all* programs related to their fields—undergraduate and graduate, traditional and non-traditional, face-to-face and online.

**Academic Support Services.** A professional staff works alongside the faculty to provide various types of academic support. Examples include registrar, library, testing, academic support, service learning, disability services, online education, and administrative services.

**Faculty.** Decisions that affect only students within a given school or program are generally made at the school level (e.g., course curricula, practicum requirements). Decisions that require a broader “university perspective” are made by the Faculty.

### ***Johnson University’s Educational Approach***

**God’s Mission.** In the beginning, God created the heavens and earth “very good” in accordance with His beneficent will (Genesis 1:31). However, God's creatures fell away from their original goodness into sin, evil, and rebelliousness (Genesis 3).

In Jesus the Savior King, God himself has entered this fallen world to redeem the human race from sin, restore creation to its original goodness, and reestablish his gracious rule over all. Jesus proclaimed:

*The time has come. The Kingdom of God is near.  
Repent and believe the good news. (Mark 1:15).*

Every time a man or woman turns from sin and accepts Jesus as Lord, God’s Kingdom spreads a little farther. So the Kingdom of God is already present, and it will come in its fullness when Christ returns. At that time, “every knee will bow...and every tongue confess that Jesus Christ is Lord to the glory of God the Father” (see Phil 2:10–11).

In his “Great Commission,” Jesus enlisted his followers in his own global mission:

*All authority in heaven and on earth has been given to me.  
Therefore go and make disciples of all nations,  
baptizing them in the name of the Father and of the Son and of the Holy Spirit,  
and teaching them to obey everything I have commanded you.  
And surely I am with you always, to the very end of the age.  
(Matthew 28:18–20)*

**Johnson University’s Mission.** Toward that end, Ashley Johnson established the School of the Evangelists in 1893 (renamed “Johnson Bible College” in 1909). Its doors remain “open day and night to the poor young man who desires above every other desire to preach the gospel of Christ.” As adopted by the Board of Trustees in February 2025, the mission of Johnson University is the following:

*Johnson University educates and develops students  
who advance the worldwide mission of Christ  
through their lives, ministries, and careers.*

Johnson University’s historical roots lie in the American Restoration Movement of the nineteenth century led by Barton W. Stone, Thomas and Alexander Campbell, Walter Scott, and others. In accordance with this heritage, the University calls on Christians from all traditions to subordinate sectarian differences to the lordship of Christ and God’s global mission.

**Educational Approach: The “Intercultural Mission Model.”** How does Johnson University equip students to fulfill the Great Commission and promote the Kingship of God? First, the faculty has developed academic programs that include three primary types of studies:

- *Arts and Sciences* include history, philosophy, literature, fine arts, natural sciences, social-behavioral sciences, and other disciplines that explore the world and the human experience.

- *Bible and Theology* focus on God’s self-revelation in history as recorded in the Christian Scriptures, which gives meaning and purpose to life.
- *Professional Studies* equip students for a broad range of professions, such as ministry leadership, cross-cultural missions, education, business, counseling, and creative arts.

Second, the faculty has adopted an “intercultural missionary model” that directs these studies toward five interrelated aims:

- *Experiencing God.* Johnson University actively promotes “spiritual formation,” which it defines as being *with Christ*, becoming *like Christ*, and engaging in the *work of Christ* according to the leading of God’s Holy Spirit. The university motto—“Faith, Prayer, Work”—embodies these concerns.

Johnson University helps students not only to know *about* God, but to *experience* God and develop a personal relationship with Him. It encourages growth in godliness, so that students forsake sin, bear the “fruit of the Spirit” (Galatians 5:16–26), and develop a Christ-like character. Johnson University challenges students to commit their energies and their abilities to the *Missio Dei* (“mission of God”)—God’s redemptive work in the world.

- *Developing a Christian Worldview.* Every human holds a “worldview”—a set of assumptions *about* the world that govern behavior *in* the world. Worldviews are revealed by how one answers fundamental questions of life, such as: Does God exist? What is the nature of God? How did the universe originate? Does it have a purpose? What are human beings? How should they relate to one another?

Johnson University helps students develop a Christian worldview informed by the Scriptures—that is, an understanding of God, His Creation, and His purposes. Such a worldview enables students to view life holistically; it gives meaning and purpose to all the knowledge and skills they gain at the university. A Christian worldview is the added dimension of a Johnson University education. In addition to the *whats* and the *hows*, Johnson University addresses the *whys*. Other students may learn where the human race has *been*, but Johnson University students also learn where it is *headed*. Others may explore how life *could* be lived, but Johnson University students reflect on how it *should* be lived.

- *Understanding Competing Worldviews.* Johnson University also familiarizes students with competing worldviews. The university helps them develop a biblically-informed critical understanding of theological, philosophical, political, social, and cultural issues that shape contemporary civilizations to which they take God’s “good news.”

Toward this end, Johnson University professors stress worldview issues in almost every course—in Arts and Sciences, Bible and Theology, *and* Professional Studies. Students explore the “big ideas” that have shaped various disciplines, professions, and cultures, along with major critiques of those ideas from both Christian and non-Christian perspectives.

- *Bridging the Gap.* Not only do Johnson University students develop a Christian worldview and consider competing worldviews. They also learn to “bridge the gap” by pointing others to Christ in meaningful ways. They develop skills for analyzing cultures (including their own); communicating across religious, cultural, and philosophical lines; and building incarnational, influential relationships in an increasingly globalized world. This includes effective strategies for earning the attention, time, esteem, and trust of unbelievers toward the

end of evangelism and discipleship. Students become practical theologians, who bring the gospel to bear as a “word on target” for the specific context, as did the Apostles and Prophets.

- *Developing Professional Competencies for Effective Service.* Johnson University equips students to serve as Christ's ambassadors in traditional ministry roles and in a variety of strategic disciplines and professions that intentionally further the Great Commission and advance the Kingship of God. Johnson University does not accept a sharp division between the sacred and the secular, as if God were not Lord of all Creation, all branches of knowledge, and all disciplines. Instead, as Justin Martyr said, “Whatever truth has been uttered by any man in any place belongs to us Christians.” Or, to paraphrase the Apostle Paul,

*The weapons we fight with are not the weapons of the world.  
On the contrary, they have divine power to demolish strongholds.  
We demolish arguments and every pretension  
that sets itself up against the knowledge of God,  
and we take captive every thought  
—every field, every profession, every academic discipline—  
to make it obedient to Christ (see 2 Corinthians 10:4–5).*

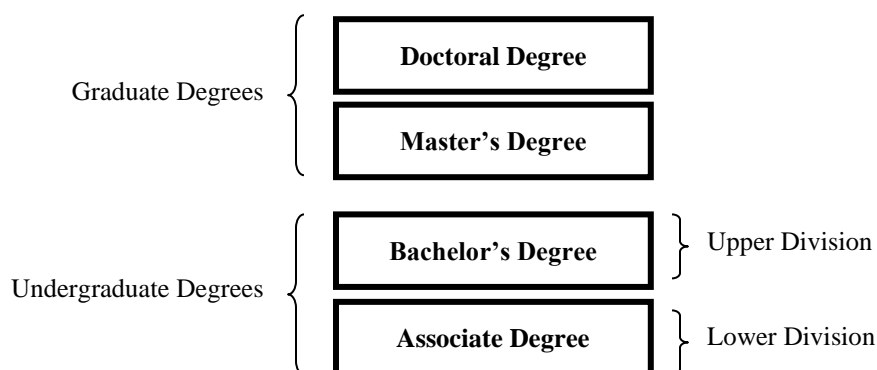
A Johnson University education takes a missional approach to every academic program. Professors promote faith integration, encouraging students to “think theologically” and live out the practical implications of Christian faith in their professions and in every area of life.

**A “Great Commission University.”** In short, Johnson University’s “intercultural missionary model” aims to produce graduates who resemble the Apostle Paul in the synagogue (Acts 13:13-41) or the Areopagus (Acts 17:22-31)—graduates who (1) experience God; (2) understand biblical teachings; (3) meet people where they are with regard to their religion, philosophy, culture, and circumstances; (4) intentionally and prayerfully work alongside God’s Spirit to bring the gospel to bear in transformative ways; and (5) hold professional skills to support themselves as they fulfill Christ’s worldwide mission.

### ***Types of Degree Programs***

The American education system consists of “preschool” and “kindergarten” (typically ages 2–5), “elementary education” (grades 1–5, ages 6–11), “secondary education” (grades 6–12, ages 12–18), and “higher education” (college and university programs, ages 18+).

The higher education system awards “degrees”—that is, diplomas signifying that a student has successfully demonstrated the competencies associated with a prescribed course of study. There are four basic types of degrees—namely, associate, bachelor’s, master’s, and doctoral degrees. Each degree lays a foundation for the next degree level above it (see diagram below).



Johnson University offers Undergraduate and Graduate programs. The Undergraduate degree levels are defined below. Please refer to the Graduate catalog for definitions of graduate degree levels.

**Associate Degrees.** The first degree beyond secondary education is the associate degree, which includes a minimum of 61 credit hours, including 34 credits of Arts and Sciences requirements and 15 credits of Bible and Theology requirements. Associate degrees usually provide a broad foundation without specialization, although some “professional” associate degrees include specific skills for particular vocations. At the associate level, Johnson University seeks to develop in students:

- A broad Arts and Sciences foundation in disciplines such as written and oral communication, history and humanities, natural sciences, social sciences, mathematics, and information technology
- Biblical foundations for a Christian worldview and faith integration
- Foundations for spiritual formation—that is, being with Christ, becoming like Christ, and participating in Christ’s redemptive work
- Basic habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; and work well with others
- The ability to form, maintain, and enjoy healthy relationships with others
- Where applicable, foundational professional knowledge and skills
- Knowledge, skills, and competencies needed to pursue a bachelor’s degree

**Bachelor’s Degrees.** Bachelor’s or “baccalaureate” degree includes a minimum of 124 credit hours, including a 46-hour Arts & Sciences Core, a 33-hour Bible & Theology Major (except for a few programs that require 30 hours), and a 30+ hour professional major consisting of focused studies in a given academic discipline or professional field.

Transfer students who have earned an accredited associate degree or completed 62+ credit hours at an accredited institution (including at least 30 credits in general education with at least one course from (1) humanities/fine arts, (2) social/behavioral sciences, and (3) natural sciences/mathematics) will not be required to complete any courses for the Arts and Sciences Core except HUMN 4200 Senior Capstone Seminar. Non-transfer associate degrees (e.g.,

Associate of Applied Science, Associate in General Studies), sometimes classified as career or occupational associate degrees, do not qualify for this waiver. Students who transfer to Johnson University holding accredited associate degrees or who have completed 62+ credits may complete bachelor's requirements with a condensed Bible and Theology core of 24 semester hours.

At the bachelor's level, Johnson University seeks to develop in students:

- A broader and deeper Arts and Sciences foundation that includes studies in written and oral communication, world cultures and civilizations, history, religion, philosophy, languages and literature, natural sciences, social-behavioral sciences, mathematics, and information technology
- A working knowledge of the Christian Scriptures, including the ability to study, interpret, proclaim, and apply the canon in a responsible manner
- The ability to critically analyze cultural, religious, philosophical, and worldview issues in light of the Scriptures and God's self-revelation in history
- Foundations for lifetime health and fitness
- The ability to form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures
- A theological foundation, theoretical framework, and practical skills for Christian leadership
- A philosophical and theoretical framework for practicing one's chosen discipline or profession
- An ethical and theological framework for exercising one's discipline or profession as a servant of Christ (faith integration)
- General acquaintance with professional tools and literature, along with basic research skills
- Entry- and intermediate-level knowledge, skills, and competencies for one's chosen discipline or profession
- Practical experience in one's chosen discipline or profession
- Highly developed habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; and work well with others
- Christian commitment displayed in active discipleship and participation in Christ's redemptive mission to the nations
- Knowledge, skills, and competencies needed to pursue a master's degree

**Undergraduate versus Graduate Degrees.** Traditionally, the first degree earned at a college or university was the bachelor's degree. Accordingly, students who have *not yet graduated* with a bachelor's degree are referred to as "undergraduate students," and associate and bachelor's degrees are called "undergraduate degrees." Students who graduate with a bachelor's degree and then continue with more advanced studies are "graduate students," and master's and doctoral degrees are called "graduate degrees."

First-, second-, third-, and fourth-year undergraduate students are called “freshmen, sophomores, juniors, and seniors.”

**Lower versus Upper Division.** In many cases, an associate degree represents essentially the first half of a bachelor’s degree. Thus, Johnson University sometimes uses the term “Lower Division” to refer to undergraduate courses taken at the associate level (i.e., freshman or sophomore courses numbered 1000–2999). More advanced undergraduate studies (i.e., junior or senior courses numbered 3000–4999) are called “Upper Division” courses.

As they progress through the Lower Division into the Upper Division, Johnson University intentionally moves students toward higher levels of intellectual activity and professional skill. Accordingly, Lower Division courses generally exhibit the following characteristics:

- *Breadth*—understanding the extent of a discipline and how it relates to other fields of study
- *Foundations*—principles, terms, methods, literature, and perspectives of a discipline as a basis for more specialized study; basic analytical thinking and theoretical application
- *General Competencies*—essential skills, attitudes, and practices (such as reading, writing, speaking, critical thinking, and problem solving) as preparation for more advanced studies and life-long learning
- *Knowledge, Comprehension, Interpretation, and Application*—a focus on acquiring and remembering basic facts and concepts related to a discipline, understanding those facts in context and relating them to other fields and processes, and applying this knowledge to new situations
- *Academic Rigor and Dependence*—rigor appropriate for foundational courses with students dependent on instructors as subject matter experts
- *Preparation*—courses typically require few college-level prerequisites

Upper Division courses display the following characteristics:

- *Depth*—in-depth study of a discipline’s theories and methods, including understanding of the applications and limitations of those theories and methods; awareness and use of scholarly literature in the field
- *Specialization*—intellectual and professional abilities necessary for success and progress in a given field; intellectual and professional skills necessary for graduate studies
- *Refinement of Competencies*—applying general competencies and skills more discerningly and in more challenging contexts
- *Analysis, Evaluation, Synthesis, and Creation*—a focus on advanced analytical and evaluative skills, integrating and synthesizing knowledge and insights from a variety of sources, and solving problems creatively
- *Increased Rigor and Independence*—greater responsibility and independent learning on the part of the student
- *Preparation*—courses typically require Lower Division prerequisites

LOWER DIVISION	UPPER DIVISION
Breadth	Depth
Foundations	Specialization
General Competencies	Refinement of Competencies
Knowledge, Comprehension, Interpretation, and Application	Analysis, Evaluation, Synthesis, and Creation
Introductory Rigor and Dependent Learning	Increased Rigor and Independent Learning
Few or No Prerequisites	Often Require Prerequisites

**Undergraduate Course Numbering System.** The prefix identifies the general topic of the course; the first number represents the level of instruction normally employed in the course (1000- and 2000- level courses constitute lower division courses and 3000- and 4000- level courses constitute upper division courses); and the remaining three numbers represent the sequence and additional numbers for distinction of courses.

**Arts versus Sciences.** The most common types of undergraduate degrees are the Associate of Arts or Associate of Science, and the Bachelor of Arts or Bachelor of Science.

The term “science” refers to any branch of knowledge concerned with establishing and systematizing facts, principles, and methods. Examples include biology and geology (examples of “natural sciences” aimed at understanding the physical world), psychology and economics (examples of “social sciences” or “behavioral sciences” aimed at understanding people in groups), and mathematics.

The term “art” refers to any branch of creative work and its principles, especially making or doing things that display special form, beauty, or insight. Examples include painting, sculpture, architecture, music, literature, drama, and the dance (sometimes called “fine arts”).

Undergraduate programs are called “arts” degrees or “science” degrees depending on their major focus. At Johnson University, degrees are classified as either Bachelor of Arts or Bachelor of Science based on the nature and content of the major. If a student takes only a minor instead of a major, the degree name is determined by the content of the minor.

**Majors and Minors.** A bachelor’s degree must include a “major” in addition to the Bible and Theology Major required of all students. A major is an integrated series of courses focusing on a particular field or discipline and includes a minimum of 30 credits.

Students may take a minor in addition to the two majors. At Johnson University, a “minor” includes a minimum of 15 credits.

**Concentrations.** Some undergraduate majors include a “concentration,” which consists of 12+ credits focusing on a particular field, discipline, or specialty.

**Certificates.** Johnson University occasionally forms groups of courses into certificate programs. A “certificate” consists of 9+ credit hours in a focused area of study. The term “Certificate” is used for a cluster of undergraduate courses.

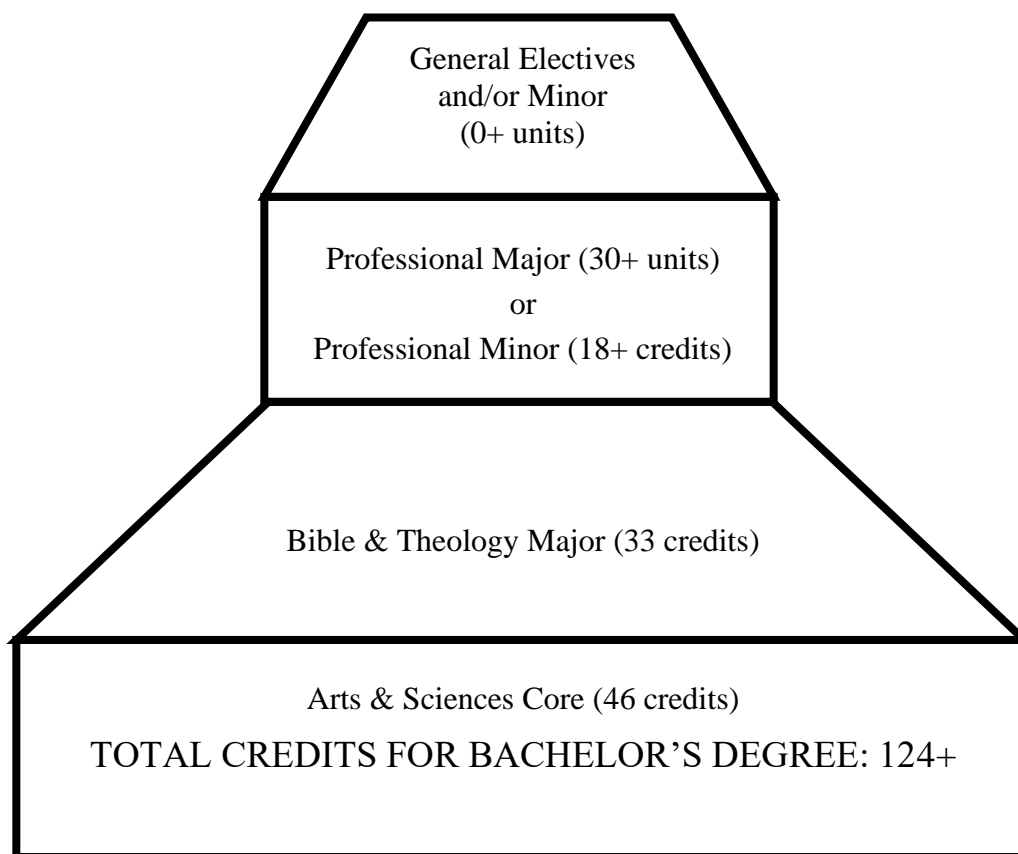


**Traditional versus Non-Traditional.** In “traditional” academic programs, students typically complete several courses at one time, on-campus, in sessions lasting 10 weeks (quarter system) or 15–16 weeks (semester system). Traditional programs were originally designed with the expectation that students would live on campus or commute from nearby, devoting most or all of their time to their studies. In contrast, “non-traditional” programs are typically designed for working adults. The academic year often consists of a series of shorter sessions in which students typically take only one or two courses at a time. Students study online or attend classes only once or twice per week. Johnson University offers both “traditional” and “non-traditional” academic programs.

**Prerequisites.** Some courses carry prerequisites—that is, courses students are required to complete *before* they enroll in the course in questions. (For example, students must complete SPAN 1100 Spanish I, or its equivalent, prior to enrolling in SPAN 1200 Spanish II.) When applicable, prerequisites are listed at the end of each course description later in this *Catalog*.

### ***Overview of Baccalaureate Degree Structure***

A bachelor’s degree from Johnson University includes the four primary elements shown in the diagram below. The credits may differ in some face-to-face and online programs.



**Arts & Sciences Core.** The Arts & Sciences Core offers students a broad-based foundation in History, the Humanities, Social Sciences, Natural Sciences, Communications, and other important areas of learning. Students pursuing bachelor’s degrees complete a 46-credit general

education Core. For a detailed description of the Arts & Sciences Core, see below under “School of Arts & Sciences.”

**Bible & Theology Major.** The required 33-credit Bible & Theology Major grounds students in the Christian Scriptures as a foundation for developing a Christian worldview. Several programs require only 30 credits of Bible and Theology. For a detailed description of the Bible & Theology Major, see below under “School of Bible & Theology.”

**Professional Majors and Minors.** In addition to the Arts & Sciences Core and the Bible & Theology Major, all baccalaureate students complete a 30+ credit professional major. Johnson University offers majors and minors in a variety of fields, such as business, education, counseling, intercultural studies, media, and music. For a complete list, see below under “Academic Programs.” Detailed descriptions of professional programs appear in the sections of the *Catalog* devoted to each Johnson University school.

**Electives.** General Electives consist of university-level courses that do not duplicate other courses within a student’s degree program. Students may fulfill General Elective requirements through either Lower Division courses (1000- or 2000-level) or Upper Division courses (3000- or 4000-level). However, Upper Division courses offer advantages to students planning to enter graduate school because they represent more advanced levels of study.

Portions of the curriculum allow students to choose among elective courses in a particular academic discipline to fulfill a requirement. Eligible courses may be listed in the Academic Catalog or designated by particular course numbers.

**Total Credits.** Students must complete a minimum of 124 credit hours to earn a bachelor’s degree from Johnson University. If a student’s chosen version of the Arts & Sciences Core, Bible & Theology Major, and professional major total fewer than 124 credits, the student must complete enough General Electives to meet the minimum requirement. Some bachelor’s degree programs require more than 124 credits.

### ***Characteristics of Johnson University Professional Majors***

In accordance with Johnson University’s Educational Approach (described above), every Johnson University professional major and graduate program gives attention to:

- Specialized knowledge, skills, and attitudes pertinent to a given field or discipline
- Philosophical approaches and theoretical models for engaging in that field or discipline
- Significant practical experiences in that field or discipline
- Legal and ethical issues related to that professional field or discipline
- Worldview issues raised by that professional field or discipline
- Integration of faith and learning—that is, the ongoing quest to understand the discipline in all of its complexity from within the framework of a Christian worldview, and then to live out its moral and spiritual implications at the levels of intellectual assumptions, motivations, and applications
- Biblical principles, theoretical bases, and practical skills for Christ-like servant leadership in that field or discipline

- Contemporary models and case studies of how Christians have used that discipline or profession to promote the Kingship of God and carry out the Great Commission mandate
- Development of the student's personal philosophy for practicing that discipline or profession as a Christian ambassador for the Lord

In short, Johnson University professional majors equip students to think and act theoretically, practically, theologically, and missionally in their chosen disciplines and professions.

### *Academic Programs*

Johnson University currently offers the following educational programs:

<b>Program Concentrations</b>	<b>Degree/Credential</b>	<b>Minor</b>	<b>School*</b>	<b>Campus</b>	<b>Page</b>
Animation & Design (concentration in BFA Visual Media Production and Design major)			A&H	TN	<a href="#">99</a>
Animation & Design (concentration in Media Arts major)			A&H	TN	<a href="#">69</a>
Applied Linguistics	B.A., A.A.		CM-ICS	TN OL	<a href="#">127</a> (B.A. TN) <a href="#">128</a> (B.A. OL) <a href="#">129</a> (A.A. TN) <a href="#">130</a> (A.A. OL)
Arts & Sciences Core (all baccalaureate & associate programs)				TN OL	<a href="#">49</a> (Bach.) <a href="#">51</a> (Assoc.)
Bible & Theology Major (all baccalaureate programs)	B.A./B.S.		B&T	TN OL	<a href="#">104</a>
Bible & Theology Requirements for A.A./A.S.	A.A./A.S.		B&T	TN OL	<a href="#">108</a>
Bible Teaching	B.A., B.S.		B&T	TN	<a href="#">109</a> (B.A.) <a href="#">110</a> (B.S.)
Biblical Languages		X	B&T	TN	<a href="#">113</a>
Biblical Studies	A.A.		B&T	TN OL	<a href="#">115</a>
Biology (concentration in Life Sciences major)			STM	TN	<a href="#">173</a>
Business Administration Entrepreneurship, Management, Marketing, Sport Management	B.S., B.S. to M.B.A., A.S.	X	B&S	TN OL (all but Sport Mgmt)	<a href="#">118</a> (B.S.) <a href="#">121</a> (B.S. to M.B.A.) <a href="#">121</a> (A.S.) <a href="#">122</a> (Minor)
Children and Family Ministry (concentration in Ministry Leadership major)			CM-ML	TN	<a href="#">152</a>
Christian Ministries	Certificate		CM-ML	OL	<a href="#">150</a>

<b>Program Concentrations</b>	<b>Degree/ Credential</b>	<b>Minor</b>	<b>School*</b>	<b>Campus</b>	<b>Page</b>
Church Planting & Discipleship (concentration in Intercultural Studies major)			CM-ICS	TN	<a href="#">134</a>
Computer Science	B.S.		STM	TN	<a href="#">170</a>
Creation Care (concentration in Intercultural Studies major)			CM-ML	TN	<a href="#">134</a>
Creative Arts Ministry	B.A.		CM-ML	TN	<a href="#">151</a>
Elementary Education Grades K–5	B.S.		TE	TN	<a href="#">193</a>
Elementary Education Grades K–5 & English as a Second Language Education Grades PreK–12	B.S.		TE	TN	<a href="#">196</a>
English	B.A., A.A.	X	A&H	TN OL (A.A. only)	<a href="#">59</a> (B.A.) <a href="#">61</a> (A.A.) <a href="#">62</a> (Minor)
English as a Second Language Education Grades PreK–12	B.A.		TE	TN	<a href="#">198</a>
Entrepreneurship (concentration in Business Administration major)			B&S	TN OL	<a href="#">118</a>
Family Studies	B.S.	X	S&BS	TN	<a href="#">183</a> (B.S.) <a href="#">185</a> (Minor)
Gifted Education Endorsement	Endorsement		TE	OL	<a href="#">205</a>
Graphic Arts & Design		X	A&H	TN	<a href="#">63</a>
Graphic Design (concentration in Media Arts major)			A&H	TN	<a href="#">69</a>
Health Science (Pre-nursing)	A.S.		STM	TN	<a href="#">171</a>
History	B.A., A.A.	X	A&H	TN	<a href="#">64</a> (B.A.) <a href="#">65</a> (A.A.) <a href="#">66</a> (Minor)
Honors Program (eligible students in any major)				TN	<a href="#">42</a>
Integrated Early Childhood Education Grades PreK–3	B.S.		TE	TN	<a href="#">200</a>
Integrative Studies	B.A.		A&H	TN	67
Intercultural Commerce	B.S.		CM-ICS	TN OL	<a href="#">131</a> (TN) <a href="#">133</a> (OL)

<b>Program Concentrations</b>	<b>Degree/ Credential</b>	<b>Minor</b>	<b>School*</b>	<b>Campus</b>	<b>Page</b>
Intercultural Studies Church Planting & Discipleship, Creation Care, Multicultural Church Leadership, Teaching English as a Foreign Language, Urban Engagement, World Religions	B.A., A.A.		CM-ICS	TN	<a href="#">134</a> (B.A.) <a href="#">140</a> (A.A.)
Intercultural Studies	B.S., A.S.		CM-ICS	OL	<a href="#">139</a> (B.S.) <a href="#">141</a> (A.S.)
Intercultural Studies	Certificate	X	CM-ICS	TN OL	<a href="#">142</a> (Cert.) <a href="#">142</a> (Minor TN) <a href="#">143</a> (Minor OL)
Interdisciplinary Studies	A.A.		A&H	TN OL	<a href="#">68</a>
Life Sciences Biology, Pre-professional	B.S.		STM	TN	<a href="#">173</a>
Live Production (concentration in BFA Visual Media Production & Design)			A&H	TN	<a href="#">99</a>
Management (concentration in Business Administration major)			B&S	TN OL	<a href="#">118</a>
Marketing (concentration in Business Administration major)			B&S	TN OL	<a href="#">118</a>
Mathematics	B.S.	X	STM	TN	<a href="#">176</a> (B.S.) <a href="#">177</a> (Minor)
Media Arts Animation & Design, Graphic Design, Media Writing & Design, Video Production	B.A., A.A.	X	A&H	TN	<a href="#">69</a> (B.A.) <a href="#">71</a> (A.A.) <a href="#">72</a> (Minor)
Media Writing & Design (concentration in BFA Visual Media Production and Design major)			A&H	TN	<a href="#">99</a>
Media Writing & Design (concentration in Media Arts major)			A&H	TN	<a href="#">69</a>
Middle Eastern Studies		X	CM-ICS	TN	<a href="#">144</a>
Ministry Leadership (TN Only) Children and Family Ministry, Pastoral Care, Preaching and Church Leadership, Preaching and Student Ministry, Special Needs Ministry, Sports Ministry, Student and Family Ministry, Urban Ministry	B.A. A.A.	X	CM-ML	TN	<a href="#">152</a> (B.A. TN) <a href="#">160</a> (A.A. TN) <a href="#">162</a> (Minor)
Ministry Leadership	B.A., A.A.		CM-ML	OL	<a href="#">159</a> (B.A. OL) <a href="#">160</a> (A.A. OL)

<b>Program Concentrations</b>	<b>Degree/ Credential</b>	<b>Minor</b>	<b>School*</b>	<b>Campus</b>	<b>Page</b>
Missions	B.A.		CM-ICS	TN OL	<a href="#">145</a> (B.A. TN) <a href="#">146</a> (B.A. OL)
Multicultural Church Leadership (concentration in Intercultural Studies major)			CM-ML	TN	<a href="#">134</a>
Music Piano Pedagogy, Vocal Pedagogy	Bachelor of Music, A.A.	X	A&H	TN	<a href="#">74</a> (Bach.) <a href="#">76</a> (A.A.) <a href="#">79</a> (Minor)
Music Education	Bachelor of Music Education		A&H	TN	<a href="#">80</a>
Music Performance		X	A&H	TN	<a href="#">86</a>
Music Technology	Bachelor of Music Technology, A.A.	X	A&H	TN	<a href="#">88</a> (Bach.) <a href="#">92</a> (A.A.) <a href="#">94</a> (Minor)
Pastoral Care (concentration in Ministry Leadership major)			CM-ML	TN	<a href="#">152</a>
Pastoral Care and Counseling	B.S.		CM-ML	OL	<a href="#">162</a>
Piano Pedagogy (concentration in Bachelor of Music)			A&H	TN	<a href="#">74</a>
Preaching and Church Leadership (concentration in Ministry Leadership Major)			CM-ML	TN	<a href="#">152</a>
Preaching and Student Ministry (concentration in Ministry Leadership major)			CM-ML	TN	<a href="#">152</a>
Pre-professional Life Sciences (concentration in Life Sciences major)			STM	TN	<a href="#">173</a>
Psychology	B.S., A.S.	X	S&BS	TN OL	<a href="#">186</a> (B.S.) <a href="#">188</a> (A.S.) <a href="#">189</a> (Minor, TN only)
Religious Studies	B.A.		A&H	TN	<a href="#">96</a>
Special Education Interventionist (Grades K–8)	B.S.		TE	TN	<a href="#">203</a>
Special Needs Ministry (concentration in Ministry Leadership major)			CM-ML	TN	<a href="#">152</a>

<b>Program Concentrations</b>	<b>Degree/ Credential</b>	<b>Minor</b>	<b>School*</b>	<b>Campus</b>	<b>Page</b>
Sport & Fitness Leadership	B.S., A.S., Certificate		STM	TN OL	<a href="#">178</a> (B.S.) <a href="#">181</a> (A.S.) <a href="#">182</a> (Cert., TN Only)
Sport Management (concentration in Business Administration major)			B&L	TN	<a href="#">118</a>
Sports Ministry (concentration in Ministry Leadership major)			CM-ML	TN	<a href="#">152</a>
Student and Family Ministry (concentration in Ministry Leadership major)			CM-ML	TN	<a href="#">152</a>
Teaching English as a Foreign Language (concentration in Intercultural Studies major)			CM-ML	TN	<a href="#">134</a>
Teaching English as a Second Language	B.S.		CM-ICS	TN	<a href="#">147</a>
Theatre		X	A&H	TN	<a href="#">97</a>
Theology	Bachelor of Theology		B&T	TN	<a href="#">112</a>
Urban Engagement (concentration in Intercultural Studies major)			CM-ML	TN	<a href="#">134</a>
Urban Ministry (concentration in Ministry Leadership major)			CM-ML	TN	<a href="#">152</a>
Urban Studies		X	CM-ICS	TN	<a href="#">149</a>
Video Production (concentration in Media Arts major)		X	A&H	TN	<a href="#">69</a> (Conc.) <a href="#">98</a> (Minor)
Visual Media Production and Design Animation & Design, Live Production, Media Writing	Bachelor of Fine Arts		A&H	TN	<a href="#">98</a>
Vocal Pedagogy (concentration in Bachelor of Music)			A&H	TN	<a href="#">74</a>
World Religions (concentration in Intercultural Studies major)			CM-ML	TN	<a href="#">134</a>
Worship Leadership	Bachelor of Music		CM-ML	TN	<a href="#">163</a>
Worship Theology		X	CM-ML	TN	<a href="#">168</a>

\*School:

A&H	School of Arts & Humanities
B&L	School of Business & Leadership
B&T	School of Bible & Theology
CM-ICS	School of Christian Ministries – Intercultural Studies
CM-ML	School of Christian Ministries – Ministry Leadership
STM	School of Science, Technology, & Mathematics
S&BS	School of Social & Behavioral Sciences
TE	Templar School of Education

### ***Special Academic Programs and Services***

**Academic Support Center.** The Academic Support Center (ASC) provides general academic assistance, as well as course-specific assistance to students who request it. The ASC professionally manages and employs a variety of techniques, including peer tutoring and computer-assisted instruction. It provides training in time management, study skills, proofreading, writing, test-taking skills, and other aspects of university success. The Center also provides online academic coaching through WCONLINE5. Advising and tutoring appointments may be scheduled online (<https://JohnsonU.mywconline.com>). Information and resources offered by the Academic Support Center appear on the University website (<https://johnsonu.edu/student-life/academic-support/>). The ASC is located in Richardson Hall, Room 265.

**Cross-Cultural Experiences (Domestic and International).** The University provides a number of opportunities for students to engage in cross-cultural experiences for which they can receive credit. International trips are always subject to local conditions and travel advisories from the U.S. Department of State. These opportunities include the following:

- *Appalachian College Association's Study Away Network.* The ACA's Study Away Network promotes study abroad or domestic study away experiences for students among participating ACA member institutions. Through sharing these learning opportunities, the Network increases the number of study-away experiences available to Johnson University students, while diversifying their exposure to students and instructors from other ACA schools. For more information, go to <https://acaweb.org/study-away>.
- *CCCU GlobalEd.* CCCU GlobalEd is a collection of faith-integrated, off-campus study programs that foster intellectual, cultural, vocational, and spiritual growth. Locations include Oxford University in the United Kingdom; Los Angeles; Nashville, TN; and Uganda. For more information, go to <https://cccuglobaled.org/>.
- *Engage Knoxville.* This is a 16-week off-campus, experience-based course that provides students with a missional opportunity to explore urban ministry and city dynamics in Knoxville within a residential framework of intentional community, spiritual formation, academic integration, and mentoring. Engage Knoxville I is offered in the fall term, Engage Knoxville II is offered in the spring term. Each term is worth 1.5 credits.
- *HUMN 1603 Service Learning and Change (3).* This course, which is required in the Arts & Sciences Core, will bridge connections between students' field of study and their service-learning placement. The core focus will be to cultivate reflective service and spiritual formation through self-awareness, metacognition, and thoughtful engagement in a variety of



cultural settings. Students will explore poverty, development, and personal and community change as it relates to their service placement. *Note: Should be taken in a student's second or third term at Johnson University. Prerequisite: ANTH 1103 Encountering Cultures.*

- *HUMN 2013 Cross-Cultural Experience (3)*. This is an elective course with variable content designed to allow students first-hand cross-cultural experiential learning while participating in a faculty/staff-led multi-cultural experience including traveling, living, and studying in a cross-cultural setting domestically or abroad. Completion of the course requires documentation and reflection of experiences. Course fees vary based on location. An example of this course is a Civil Rights Tour held during Spring Break each year during which students immerse themselves in the American Civil Rights Movement through a multi city tour, including stops in Atlanta, Birmingham, Montgomery, and Memphis. *Prerequisites: ANTH 1103 Encountering Cultures; HUMN 1603 Service Learning and Change.*
- *Israel Trip*. When conditions allow, students can earn 3 credits by participating in faculty-sponsored trip to Israel. The course may be listed as CMML 3213 Special Issues: Israel Trip or THEO 3143 Christian Pilgrimage Today. This course is an academic supplement to a study-abroad experience in the lands of the Bible, regions integral to the historic development of biblical literature and home to three diverse text-oriented communities, namely, Judaism, Christianity, and Islam. Observation and engagement allow learners to reflect upon Christian thinking and personal ministry in an increasingly complex world. *Prerequisites: THEO 2XXX THEO Study 1 and THEO 2303 Biblical Interpretation. Note: course fee may apply.*
- *Living and Learning International*. Students have access to domestic and international programs offered by Living and Learning International. Locations include Baltimore, MD; Quito, Ecuador; and Rome, Italy. The programs are offered during the fall or spring semester and during the summer. Students may earn up to 18 credits on a semester-long program. Also, the University may offer faculty-led, for-credit experiential tours that are organized and supervised by Living and Learning International. For more information, go to <https://landli.org/>.

**Disability Services.** Johnson University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 by providing reasonable accommodations for students with documented disabilities. The Special Services Coordinator on the Tennessee campus evaluates requests submitted through the Request for Reasonable Accommodations Form, which is accessible on the website and the student portal (my.JohnsonU.edu), and determines appropriate accommodations. The Academic Support Center provides appropriate assistance.

**Library Services.** Glass Memorial Library provides students with a convenient place for research and study. It contains over 100,000 physical book volumes and over 10,000 bound periodical volumes. It provides access to over 400,000 digital books and approximately 16,000 full text digital journals. The library website (<http://www.johnsonu.edu/library>) provides a helpful overview of resources and services, including a link to the library catalog. All students and faculty, whether on or off campus, may access digital library resources through the library website by using proxy software with their Johnson University logins and passwords.

**Sakai Learning Management System.** The learning management system used by the University is Sakai, an open-source system authored and supported by a large number of research universities. Each course has its own customized and branded online course site through which students may interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive feedback and grades. Students are automatically enrolled in the Sakai sites for their registered courses.

**Service Learning.** The Service and Learning Together (SALT) program enables students to apply classroom learning to real-life situations by providing voluntary service in the church and community. While the recipients benefit from the services of student volunteers, students also benefit from identifying their gifts and strengths, learning to work with others, developing skills in critical thinking and problem solving, confirming their career decisions, and gaining a lifelong commitment to community involvement and civic engagement. Students choose their areas of service and are expected to be supervised during service for accountability purposes. PRMN 1000 is a pass/fail requirement.

All face-to-face students must register for PRMN 1000 Service Learning each term and submit their service validation from the community partner they serve. A student completing a four-year degree would serve a minimum of 80 total hours over their academic career. Students may request credit for up to twenty hours per term and may serve in a qualifying setting during academic breaks.

### ***Honors Program***

**Program Director:** April Conley Kilinski, Ph.D.

**Overview.** The Honors Program (HP) offers academically talented undergraduates on the Tennessee campus an opportunity to enhance their university experience through service, cross-cultural experience and engagement, undergraduate research, and regional cultural events. Participants enjoy a rich and rigorous educational experience that provides excellent preparation for the job market, graduate school, or seminary.

**Modality.** Johnson University offers the Honors Program on campus.

#### **Purpose and Student Learning Outcomes (SLOs):**

*Purpose.* The Honors Program enhances academic programs for high-achieving students to prepare them for the job market, graduate school, and seminary through a triangulation of service, cross-cultural experience, and undergraduate research.

- SLO 1:* Graduates will be able to apply critical thinking and analytical skills to questions about the importance of service to the local community.
- SLO 2:* Graduates will be able to ask complex questions about other cultures, initiate and develop interactions with culturally different others, interpret and analyze cultural experiences, and articulate a complex understanding of cultural differences in verbal and non-verbal communications.
- SLO 3:* Graduates will be able to demonstrate a reciprocal connection between cross-cultural learning experiences and classroom learning.

**SLO 4:** Graduates will be able to synthesize their service and cross-cultural learning through undergraduate research in a faculty mentored project that is presented in a discipline appropriate form.

### Required Courses:

The Honors Program consists of the following courses (*14 credits*)

*HUMN 1603	Service Learning and Change	3
	(Differentiated for Honors students through Honors Colloquiums)	
**HUMN 2013	Cross-Cultural Experience	3
	(Differentiated for HP students through Honors Colloquiums & course contracts)	
HONR 2100	Honors Colloquiums	2
***3/4000-Level Course Related to Cross-Cultural Experience		3
†4000-Level Undergraduate Research Project		<u>3</u>
<b>TOTAL CREDITS:</b>		<b>14</b>

\*HUMN 1603 fulfills requirements for the Arts & Sciences Core. Additionally, service placement in HUMN 1603 will align with the cross-cultural experience for HUMN 2103.

\*\*HUMN 2013 can fulfill the “I” requirement for the Arts & Sciences Core.

\*\*\*The 3/4000-Level course can fill the “A” requirement for the A&S Core as agreed between the student and the HP director. If the “A” requirement is complete in the student’s major, this course will fill a general elective. This course relates to the Cross-Cultural Experience and depends on where the students go for their HUMN 2103 class.

†The 4000-Level Undergraduate Research Project is a faculty-supervised research project that brings together the student’s experiences throughout the program. Each school has a faculty representative on the Honors Council who can help guide students to an appropriate faculty mentor for their project. In some cases, they may conduct their project as part of a small research class where they collaborate with their cohort along with a faculty supervisor. This class is an Honors Program requirement that *in some instances may also fulfill the requirements* for another program.

**Honors Colloquium (HONR 2100):** In addition to the courses above, Honors students must participate in Honors Colloquiums on Wednesdays during the first and second years. These seminars enhance the learning in HUMN 1603 and 2103. Each semester of this class is .5 credit for 2 credits total over 2 years/4 semesters.

**Off-Campus Learning Experiences.** Each year Honors students choose from a variety of on-campus and off-campus cultural experiences, such as the theater, ballet, symphony, literary events, and conferences. Honors students must attend at least two performances or events each academic year, ideally one per semester. The University pays admission fees and arranges group transportation. Students are welcome to participate in more than the required number of group field trips but must pay their own admission for extra ticketed events. In addition to special events, students visit regional museums or sites that have historic, cultural, or scientific significance. Examples include:

- American Museum of Science and Energy (Oak Ridge, Tennessee)
- Appalachian Ballet Company (Knoxville, Tennessee)

- Beck Cultural Exchange Center and Museum (Knoxville, Tennessee)
- Bijou Theater (Knoxville, Tennessee)
- Cades Cove (Great Smoky Mountains National Park)
- Clarence Brown Theatre (Knoxville, Tennessee)
- East Tennessee Historical Center (Knoxville, Tennessee)
- Ijams Nature Center (Knoxville, Tennessee)
- Knoxville Botanical Gardens (Knoxville, Tennessee)
- Knoxville Museum of Art (Knoxville, Tennessee)
- Knoxville Opera (Knoxville, Tennessee)
- Knoxville Symphony Orchestra (Knoxville, Tennessee)
- McClung Museum (University of Tennessee)
- Oak Ridge National Laboratory (Oak Ridge, Tennessee)
- Ripley's Aquarium of the Smokies (Gatlinburg, Tennessee)
- Zoo Knoxville (Knoxville, Tennessee)

**Program Benefits.** Students enrolled in the Honors Program receive academic, social, and practical benefits, including:

- Deeper and broader learning in designated classes
- Opportunity to work with a faculty mentor to conduct senior research project
- Study abroad and/or cross-cultural encounters as part of the program
- Opportunities to serve the city of Knoxville in meaningful and productive ways
- Honors recognition on transcripts
- Honors Colloquiums
- Off-campus events each academic year
- Early registration
- Waiver of extra charges for a term overload
- Waiver of extra charges for a course audit
- Camaraderie of program membership

**Academic Requirements.** Students must maintain a cumulative GPA of 3.4 to remain in the Honors Program. Students who fall below this average have one term to raise the GPA to 3.4 to avoid being removed from the program. HP participants must also remain in good standing with the University. To complete the Honors Program, students must be enrolled in Johnson University and the Honors Program for a minimum of three years.

**Honors Program Admission Requirements.** Incoming first-year students who have been accepted into the University and meet certain academic requirements should also apply for admission to the Honors Program. Similarly, second-semester, first-year students and rising sophomores who did not apply to the program upon entering the University but who meet program requirements should also apply. Applications for incoming first-year students and rising sophomore students are due by August 1<sup>st</sup>, and applications for second semester, first-year students are due by January 3<sup>rd</sup>. Admission requirements include the following:

- Cumulative grade point average of 3.6 or higher (all applicants)
- ACT score of 27 or higher or SAT score of 1290 or higher (incoming first-year students)
- Three letters of reference with an academic focus (all applicants)

The three HP reference letters supplement any reference letters that may be required of all students who apply for admission into the University. They should come from people familiar with the applicant's academic background, leadership skills/potential, service experience or interests, and abilities. For first-year applicants, the best letters come from high school teachers, administrators, or leaders of organizations with which the applicants have connections. The best letters for second-semester, first-year students and rising sophomores come from university professors or administrators who have personal knowledge of the applicant's academic abilities, leadership potential, and service engagement.

- Application essay (all applicants)

The application essay introduces the student to the HP admissions committee and should reflect the applicant's best writing. In approximately 1000 words, applicants should highlight their academic accomplishments as well as how any previous experiences might have prepared them for the Honors Program at JU. Students should also explain how they envision building on their prior experiences as a student leader in the HP. Essays should be as specific as possible.

- Interview with Honors Program Director (all applicants)

**For More Information.** For more information, contact the Admissions Office or Honors Program Office:

April Conley Kilinski, Ph.D.  
Honors Program Director  
Telephone: 1-865-251-2258  
Email: [AKilinski@JohnsonU.edu](mailto:AKilinski@JohnsonU.edu)

Pamela K. Mattingly  
Honors Program Administrator  
Telephone: 1-865-251-2349  
Email: [Pmattingly@JohnsonU.edu](mailto:Pmattingly@JohnsonU.edu)

Johnson Admissions Office  
7900 Johnson Drive  
Knoxville, TN 37998  
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Email: [JohnsonU@JohnsonU.edu](mailto:JohnsonU@JohnsonU.edu)

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# ARTS & SCIENCES CORE CURRICULUM

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**Program Director: Gregory L. Linton, Ph.D.**

**Overview.** For nearly 130 years, Johnson University’s Arts & Sciences core curriculum has served a crucial role in educating students who, in the words of university co-founder, Ashley Johnson, “*desire above every other desire*” to preach and live out the gospel of Christ.

As a Great Commission university seeking to equip students to make disciples of Jesus Christ among all nations (Matthew 28:18–20) by teaching them to follow everything he taught, our desire is that every graduating student demonstrates the profound love for God and neighbor modeled by Jesus and taught in his Gospel. We believe this kind of love is cultivated by encountering God’s love, God’s word, and God’s world through the lifelong perspectives and practices of extending God’s kingdom on earth in such a way that the heavenly desires of God might be fulfilled in our lives and in our service and learning.

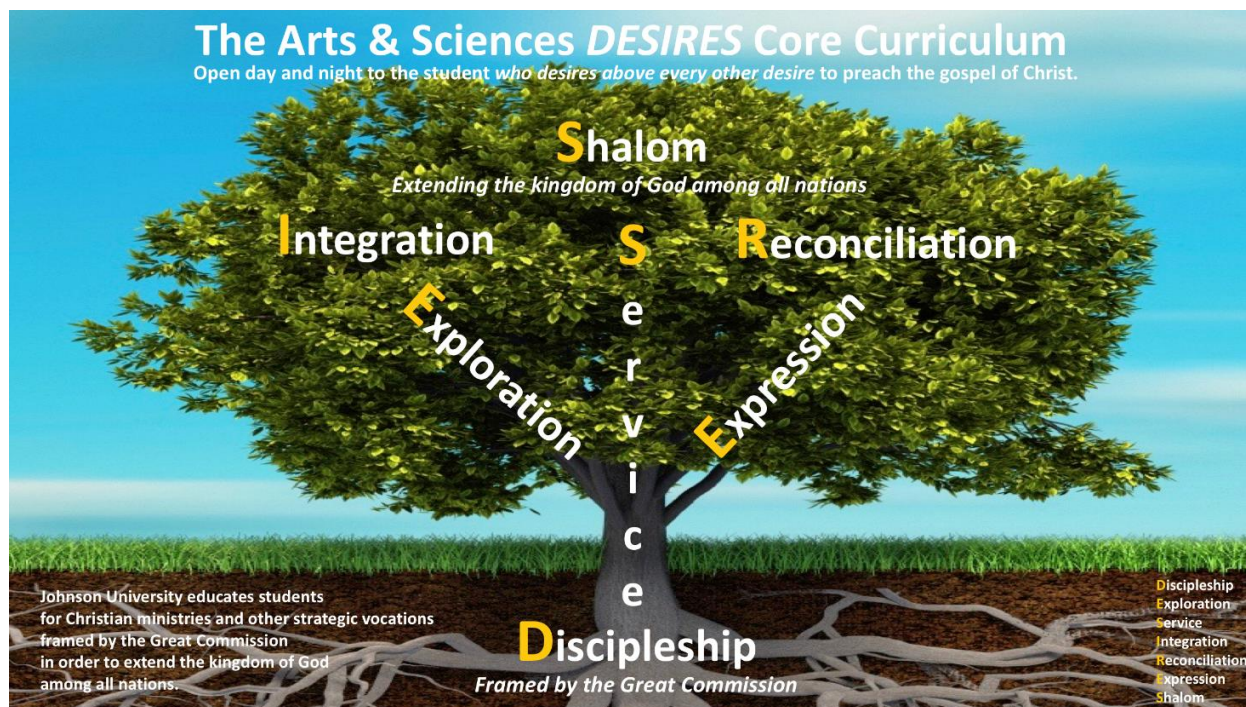
The Arts and Sciences Core Council provides oversight for the design and assessment of the Arts and Sciences Core. The council consists of nine faculty members that represent different parts of the curriculum.

**Goals.** Johnson University’s mission is to train students to fulfill the Great Commission (Matt. 28:18–20) *through Christian Ministries and other strategic vocations*. This curriculum proceeds from two basic insights relative to this mission. The first insight is that a vocation becomes strategic when it enables building influential relationships with people who do not yet know Christ and communicating to them the gospel of Jesus that offers redemption, reconciliation, peace, and justice. By serving as Christ’s ambassadors through their vocation, students will fulfill Jesus’ Great Commission to make disciples and his prayer for the kingdom to come on earth as it is in heaven. Accordingly, the Arts and Sciences curriculum fulfills its “core” function when it prepares students to serve in the foundational, multivalent ways required of the various strategic majors offered by the University. If the purpose of a core curriculum is to provide the foundational skill set and knowledge base common to all majors, the Arts and Sciences Core Curriculum fulfills this purpose by training students to discern God’s work in their communities, identify the needs of the people to whom they are called, and apply God’s resources to meet those needs in creative and relevant ways.

The second insight is that fulfilling the Great Commission requires broad training in the full range of the Arts and Sciences. Since its founding, Johnson has emphasized the importance of study in history, language and literature, philosophy, the social sciences, the physical and biological sciences, and the arts. Indeed, as former President Gary Weedman has noted, “founder Ashley Johnson assumed that a knowledge of and appreciation for God’s world and the creative work of humans in that world were necessary to minister effectively to that world.” Part of the rationale for including such a broad range of study in the Core Curriculum lies in the need to help students acquire critical thinking skills and apply those skills to fulfilling their Great



Commission mandate. Accordingly, the Arts and Sciences Core supports the University's mission by providing students with training in the traditional disciplines of the Humanities, Sciences, and Arts with the goal of providing them with the knowledge base and critical thinking skills necessary to carry out whatever vocation and service task they pursue.



**Student Learning Outcomes:** To meet these goals, the Arts and Sciences Core Curriculum is governed by the following Student Learning Outcomes, which are illustrated in the graphic above:

1. **DISCIPLESHIP:** Graduates will be able to *implement spiritual practices that foster knowing and loving God and neighbor.*
2. **EXPLORATION:** Graduates will be able to *apply research methodologies from diverse sources and disciplines in order to understand the global human experience.*
3. **SERVICE:** Graduates will be able to *evaluate and practice appropriate responses to the needs of others through reflective engagement and servant leadership.*
4. **INTEGRATION:** Graduates will be able to *synthesize a Christian worldview with their understanding of the human experience.*
5. **RECONCILIATION:** Graduates will be able to *advocate for relational unity and social justice among people of diverse perspectives, creeds, cultures, and ethnicities.*
6. **EXPRESSION:** Graduates will be able to *read, comprehend, and create new and original works in oral, written and/or visual mediums.*



7. **SHALOM:** Graduates will be able to *apply and communicate the teachings of Jesus with intercultural sensitivity.*

**Modality:** Johnson University offers the Arts & Sciences Core on campus and online.

**Arts & Sciences Core Requirements:** All Johnson University students pursuing a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree complete a 46-credit Arts & Sciences Core, plus non-credit requirements in service learning. Online Johnson University students complete a spiritual formation course as one of their general electives or major requirements in lieu of on-campus Chapel. All Johnson University students pursuing an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree complete 34 credits of Arts & Sciences requirements.

**Arts and Sciences Core Elements:** Forming students who advance the worldwide mission of Christ requires addressing their spiritual, intellectual, moral, social, cultural, and physical development. It requires training them in the practices of service, evangelism, and mission and in the perspectives that motivate service, evangelism, and mission. And finally, it requires showing students how to integrate every aspect of their education into a cohesive whole. To meet these requirements, the Arts and Sciences Core has two components:

**1) Core Curriculum Required Courses (B.A./B.S. 27 credits; A.A./A.S. 21 credits)**

offer students training in effective service and mission, knowledge about God's world, and spiritual formation through classroom experiences and service to others. The core emphasizes and seeks to equip students for a life of Christian service through which they might advance the worldwide mission of Christ among all peoples. Students will learn discernment for participating in God's work in their communities and around the world and for applying God's resources to meet the needs of others in creative and relevant ways while growing in wisdom and faith under intentional mentorship. Students will learn to think creatively, critically, and with competence about how they can best advance the worldwide mission of Christ as they grow beyond their college experience to continue their journey as lifelong learners and disciples of Christ.

**2) Areas of Competency (B.A./B.S. 19 credits; A.A./A.S. 13 credits)** help students develop the abilities and broad knowledge base required for lifelong learning and service in their chosen vocation. They are designed to foster a deeper understanding and appreciation of God's world by learning through a variety of perspectives and methods of study. The Areas of Competency include further instruction in effective communication (including languages), natural sciences, mathematics, intercultural literacy, history, and the arts. Students are encouraged to pursue their interests in these courses that will continue to build their skills and knowledge base for effective and competent work in the Kingdom.

**Arts and Sciences Core Curriculum (Tennessee) for B.A. and B.S. degrees (46 credits)**

*Required Courses*

ANTH 1103	Encountering Cultures	3
ENGL 1013	English Composition I	3
ENGL 1014	English Composition II	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity	3

HUMN 1603	Service Learning and Change	3
HUMN 4200	Senior Capstone Seminar	3
PHIL 2013	Philosophical Ethics	3
PRMN 1000	Service Learning	0
PSYC 1100	Interpersonal & Family Relationships	3

*Required Areas of Competency\**

Communication ( <b>C</b> Course), such as COMM 2010 Introduction to Speech	3
Laboratory Science ( <b>L</b> Course), such as BIOL 2014 Fundamentals of Biology and Sustainability	4
Mathematics ( <b>M</b> Course), such as MATH 1023 Quantitative Literacy	3
Intercultural Literacy ( <b>I</b> Course), such as HUMN 2013 Cross-Cultural Experience	3
History ( <b>H</b> Course), such as HIST 3613 World History	3
Art/Humanities/Literature/Science ( <b>A</b> Course), such as ENGL 2103 Poetry Reading	<u>3</u>
<b>TOTAL B.A./B.S. ARTS &amp; SCIENCES CORE CREDITS</b>	<b>46</b>

\* Students complete one course from each area of competency. Some majors require particular courses to meet major requirements. Students should check course lists on pages 51-53 (below), as well as the catalog section for their major.

**Arts and Sciences Core Curriculum (Online) for B.A. and B.S. degrees (46 credits)**

*Required Courses*

ANTH 1103	Encountering Cultures	3
ENGL 1013	English Composition I	3
ENGL 1014	English Composition II	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity	3
HUMN 1603	Service Learning and Change	3
HUMN 4200	Senior Capstone Seminar	3
PHIL 2013	Philosophical Ethics	3
PRMN 1000	Service Learning	0
PSYC 1100	Interpersonal & Family Relationships	3

*Required Areas of Competency (one course from each category)*

Communication ( <b>C</b> Course):	3
BUSN 3043	Business Communication (3)
CMPR 2110	Biblical Preaching & Teaching (3)
COMM 2010	Introduction to Speech (3)
Laboratory Science ( <b>L</b> Course):	4
BIOL 2014	Fundamentals of Biology and Sustainability (4)
SCIN 3204	Science Concepts and Methods w/ Lab (4)
SCIN 3224	Introduction to Meteorology (4)
Mathematics ( <b>M</b> Course):	3
MATH 1023	Quantitative Literacy (3)
PSYC 2013	Statistics (3)

<b>Intercultural Literacy (I Course):</b>	3
ANTH 3203 Practical Anthropology (3)	
ICST 2133 Intercultural Communication (3)	
<b>History (H Course):</b>	3
HIST 4200 History of the Restoration Movement (3)	
MART 2010 History of Media Arts (3)	
<b>Art/Humanities/Literature/Science (A Course):</b>	<u>3</u>
COMM 2900 Society & Media (3)	
ECON 2103 Economics (3)	
ENGL 2103 Poetry Reading (3)	
ENGL 4340 Persuasive Religious Discourse (3)	
ENGL 4450 Human Dignity in American Literature (3)	
HLSC 1013 Health Science (3)	
MUSC 2100 Music Appreciation (3)	
PSYC 2100 Introduction to Psychology (3)	
<b>TOTAL B.A./B.S. ARTS &amp; SCIENCES CORE CREDITS</b>	<b>46</b>

**Arts and Sciences Core Curriculum (Tennessee) for A.A. and A.S. degrees (34 credits)**

*Required Courses†*

ANTH 1103 Encountering Cultures	3
ENGL 1013 English Composition I	3
ENGL 1014 English Composition II	3
FYSC 1013 Success, Calling, & Purpose	3
HIST 2123 History of Christianity	3
HUMN 1603 Service Learning and Change	3
PHIL 2013 Philosophical Ethics	3
PRMN 1000 Service Learning	0

*Required Areas of Competency (see Master List below for all options) \**

<b>Communication (C Course),</b> such as COMM 2010 Introduction to Speech	3
<b>Laboratory Science (L Course),</b> such as BIOL 2014 Fundamentals of Biology and Sustainability	4
<b>Mathematics (M Course),</b> such as MATH 1023 Quantitative Literacy	3
<b>Arts/Humanities/Science (A Course),</b> such as MUSC 2100 Music Appreciation	<u>3</u>
<b>TOTAL A.A./A.S. ARTS &amp; SCIENCES CORE CREDITS</b>	<b>34</b>

\* Students complete one course from each area of competency. Some associate degrees require specialized courses to meet emphases requirements. Students should check course lists on pages 51–53 (below), as well as the catalog section for their particular degree found in the section of the sponsoring school.

† Some associate degrees have specialized curricula to accommodate for the requirements of Tennessee Transfer Pathway, Dual Enrollment, or other factors. Students should check the catalog section for the associate degree they wish to pursue for details.

**Arts and Sciences Core Curriculum (Online) for A.A. and A.S. degrees (34 credits)**

*Required Courses*

ANTH 1103 Encountering Cultures	3
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ENGL 1013	English Composition I	3
ENGL 1014	English Composition II	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity	3
HUMN 1603	Service Learning and Change	3
PHIL 2013	Philosophical Ethics	3
PRMN 1000	Service Learning	0

*Required Areas of Competency (one course from each category)*

<b>Communication (C Course):</b>		3
BUSN 3043	Business Communication (3)	
CMPR 2110	Biblical Preaching & Teaching (3)	
COMM 2010	Introduction to Speech (3)	
<b>Laboratory Science (L Course):</b>		4
BIOL 2014	Fundamentals of Biology and Sustainability (4)	
SCIN 3204	Science Concepts and Methods w/ Lab (4)	
SCIN 3224	Introduction to Meteorology (4)	
<b>Mathematics (M Course):</b>		3
MATH 1023	Quantitative Literacy (3)	
PSYC 2013	Statistics (3)	
<b>Art/Humanities/Literature/Science (A Course):</b>		<u>3</u>
COMM 2900	Society & Media (3)	
ECON 2103	Economics (3)	
ENGL 2103	Poetry Reading (3)	
HLSC 1013	Health Science (3)	
PSYC 1100	Interpersonal & Family Relationships (3)	
PSYC 2100	Introduction to Psychology (3)	
<b>TOTAL A.A./A.S. ARTS &amp; SCIENCES CORE CREDITS</b>		<b>34</b>

### Master List of Competency Course Offerings

NOTE: The courses in this master list include all the courses offered by Johnson University in various modalities that meet the areas of competency. Not all of these courses are available at every location and in every modality. See the lists above for the more limited course offerings available online.

Communication: All B.A./B.S. and A.A./A.S. students must complete a “C Course.”

Communication courses introduce elements of oral interpretation, speech composition, and our visual interpretation and communication appropriate to the professional Western audience with reference to other cultural groups.

- BUSN 3043** Business Communication (3)
- CMML 2013** Foundations of Biblical Preaching (3)
- CMPR 2110** Biblical Preaching & Teaching (3)
- COMM 2010** Introduction to Speech (3)

**Laboratory Science:** All B.A./B.S. and A.A./A.S. students must complete an “**L Course.**” Laboratory Science courses introduce students to one of the Natural Sciences through both a theoretical and an experiential framework.

<b>BIOL 1114</b>	Principles of Biology I (4)
<b>BIOL 2014</b>	Fundamentals of Biology and Sustainability (4)
<b>BIOL 2024</b>	Fundamentals of Microbiology with Lab (4)
<b>BIOL 2034</b>	Anatomy and Physiology I with Lab (4)
<b>BIOL 2204</b>	Anatomy & Human Body Systems with Lab (4)
<b>CHEM 1114</b>	General Chemistry I (4)
<b>ENSC 2100</b>	Water Science (4)
<b>PHYS 2010</b>	General Physics I (4)
<b>SCIN 3204</b>	Science Concepts & Method with Lab (4)
<b>SCIN 3224</b>	Introduction to Meteorology (4)

**Mathematics:** All B.A./B.S. and A.A./A.S. students must complete an “**M Course.**” Mathematic courses introduce students to the basic principles of reasoning with numbers and mathematical ideas, logic, critical reasoning, and/or statistics.

<b>MATH 1023</b>	Quantitative Literacy (3)
<b>MATH 1033</b>	Mathematics Concepts (3)
<b>MATH 1043</b>	College Algebra (3)
<b>MATH 1103</b>	Elementary Statistics (3)
<b>MATH 1104</b>	Calculus I (4)
<b>PSYC 2013</b>	Statistics (3)

**Intercultural Literacy:** All B.A./B.S. students must complete an “**I Course.**” Intercultural Literacy courses provide an opportunity for students to explore a culture other than their own so they might apply and communicate the teachings of Jesus with intercultural sensitivity and advocate for relational unity and social justice among people of diverse perspectives, creeds, cultures, and ethnicities.

<b>ANTH 3103</b>	Race & Ethnicity in the American Experience (3)
<b>ANTH 3203</b>	Practical Anthropology (3)
<b>ANTH 2300</b>	Cultural Anthropology (3)
<b>EDUC 3212</b>	Survey of Persons with Disabilities (3)
<b>ENGL 3350</b>	Race & Representation in Literature & Film (3)
<b>ENGL 3450</b>	African Literature and Cultures (3)
<b>HUMN 2013</b>	Cross-Cultural Experience (3)
<b>HUMN 2023</b>	Research Methods for Service Learning (3)
<b>ICST 3200</b>	Teaching Cross-Culturally (3)
<b>ICST 2133</b>	Intercultural Communication (3)
<b>ICUR 3360</b>	Urban Anthropology (3)
<b>PSYC 3510</b>	Understanding Diversity in Human Services (3)
<b>SPED 3313</b>	Characteristics and Needs of Mildly and Moderately Disabled (3)

**History:** All B.A./B.S. and A.A./A.S. students must complete a “**H Course.**” History courses provide an opportunity for students to learn to synthesize a Christian worldview with their understanding of history.

<b>HIST 2100</b>	American History I (3)
<b>HIST 2200</b>	American History II (3)
<b>HIST 3201</b>	World Christian History 1 (100–600) (3)
<b>HIST 3211</b>	World Christian History 2 (600–1600) (3)
<b>HIST 3231</b>	World Christian History 3 (1600–Present) (3)
<b>HIST 3241</b>	Race and Religion in American History (3)
<b>HIST 3613</b>	World History (3)
<b>HIST 4200</b>	History of the Restoration Movement (3)
<b>HIST 4220</b>	History of Christian Spiritual Formation
<b>HIST 4613</b>	History Seminar (3)
<b>ICIS 2310</b>	Islam: History, Beliefs, and Practices (3)
<b>ICIS 3115</b>	Modern Middle East (3)
<b>ICST 3013</b>	History of the Expansion of Christianity (3)
<b>MART 2010</b>	History of Media Arts (3)
<b>MUSC 2000</b>	Survey of Western Music History (3)
<b>MUSC 2043</b>	History of Commercial Music (3)
<b>MUSC 2113</b>	Music History & Literature I (3)
<b>RELS 3260</b>	History & Theology of Judaism (3)
<b>RELS 3300</b>	History of the Bible (3)
<b>THEO 3121</b>	History of Christian Worship (3)

Art/Humanities/Literature/Science: All B.A./B.S. and A.A./A.S. students must complete an “A Course.” Art/Humanities/Literature/Science courses provide an opportunity for students to learn to synthesize a Christian worldview with their understanding of the global human experience attained through their first two years of study in the Arts and Sciences. A course listed in the Laboratory Science category above can satisfy this requirement if it is the second laboratory science course taken.

<b>COMM 2900</b>	Society & Media (3)
<b>COMM 4998/ENGL 4998</b>	Spiritual Formation & Creativity (3)
<b>COSC 1100</b>	Introduction to Computer Science (3)
<b>ECON 2103</b>	Economics (3)
<b>ENGL 2010</b>	Survey of British Literature (3)
<b>ENGL 2020</b>	Survey of American Literature (3)
<b>ENGL 2100</b>	Literature for Children & Adolescents (3)
<b>ENGL 2103</b>	Poetry Reading (3)
<b>ENGL 2110</b>	Survey of World Literature I: Ancient (3)
<b>ENGL 2120</b>	Survey of World Literature II: Modern (3)
<b>ENGL 2343</b>	Creative Nonfiction Essays (3)
<b>ENGL 3353</b>	Rhetoric of Prophetic Black Preachers (3)
<b>ENGL 3410</b>	19th Century Russian Writers (3)
<b>ENGL 3420</b>	20th Century British Writers: The Inklings (3)
<b>ENGL 3480</b>	African American Literature (3)
<b>ENGL 4340</b>	Persuasive Religious Discourse (3)
<b>ENGL 4400</b>	Immigrant Literature (3)
<b>ENGL 4450</b>	Special Topics in Literature (3)
<b>ENGL 4460</b>	Literature & Theology of Grief (3)

<b>GREK 3210</b>	Intermediate Greek II (3)
<b>HEBR 3210</b>	Intermediate Hebrew II (3)
<b>HLSC 1013</b>	Health Science (3)
<b>HUMN 3133</b>	Christian Thought and Film (3)
<b>HUMN 3500</b>	Literature and Theology of Race (3)
<b>MUSC 2000</b>	Survey of Western Music History (3)
<b>MUSC 2100</b>	Music Appreciation (3)
<b>MUSC 2223</b>	Music History and Literature II (3)
<b>PHIL 2110</b>	Philosophy of Religion (3)
<b>PSYC 1100</b>	Interpersonal & Family Relationships (3; associate degrees only)
<b>PSYC 2100</b>	Introduction to Psychology (3)
<b>SPAN 2400</b>	Spanish IV (3)
<b>THTR 1000</b>	Introduction to Theatre (3)
<b>WORS 4110</b>	The Arts in Christian Worship (3)

### Languages

All students may complete four semesters of a modern or classical language in support of their professional major, Bible and Theology Major, or personal interest. Students may apply the fourth-semester language course (typically those offered with a 3210 course number) to fulfill the “A” requirement from the required Core Competencies. Remaining language courses count as General Electives.

Students with substantial language experience or coursework may petition to be admitted directly into the third semester of a language course, which includes courses typically offered with a 3200 course number.

<b>GREK 2100</b>	Elementary Greek I (3)
<b>GREK 2200</b>	Elementary Greek II (3)
<b>GREK 3200</b>	Intermediate Greek I (3)
<b>GREK 3210</b>	Intermediate Greek II (3)
<b>HEBR 2100</b>	Elementary Hebrew I (3)
<b>HEBR 2200</b>	Elementary Hebrew II (3)
<b>HEBR 3200</b>	Intermediate Hebrew I (3)
<b>HEBR 3210</b>	Intermediate Hebrew II (3)
<b>SPAN 1100</b>	Spanish I (3)
<b>SPAN 1200</b>	Spanish II (3)
<b>SPAN 2300</b>	Spanish III (3)
<b>SPAN 2410</b>	Spanish IV (3)

### First-Year Studies

All B.A./B.S. and A.A./A.S. students must complete FYSC 1013 Success, Calling, & Purpose in their first semester at Johnson, which will lay a twofold foundation for undergraduate studies at Johnson University. (1) Vocation: The First-Year Studies course examines biblical teaching on vocation and work and assists students in identifying and solidifying their vocational plans. (2) College Readiness: The First-Year Studies course fosters skills for flourishing academically and socially in a Christian community of learning. Transfer students who have completed 15 credits

of generally transferrable (i.e., not remedial or below a grade of C) college-level coursework after high school graduation (i.e., no dual enrollment courses or AP credit) may also receive a waiver for this course.



SCHOOL OF

ARTS & HUMANITIES

Personnel

Dean of the School of Arts & Humanities

April Conley Kilinski, Ph.D. in English—Director of English Program and Interdisciplinary Studies, Honor Program Director, Professor of English and Literature

Full-Time Faculty, School of Arts & Humanities

Alan Barnes, Master of Fine Arts in Sequential Art, M.M. in Composition—Director of Visual and Media Programs, Professor of Digital Art & Design

Kendra Fullwood, Ph.D. in English—Director of Writing Consultations, Professor of English, Rhetoric and Composition

Kirk McClelland, Ed.D. in Learning, Leadership and Community—Director of Service Engagement, Professor of Service Learning

Jason A. Mead, Ph.D. in History—Director of History Programs and Integrative Studies, Professor of History

Ryne Siesky, D.M.A. in Music Composition—Director of Music Technology Programs, Associate Professor of Music Technology

Donald R. Trentham, Master of Music—Director of Music Education Major and Music Programs, Professor of Music

Brent D. Weaver, D.W.S.—Professor of Music

Mark Weedman, Ph.D. in Religious Studies—Specialization in Historical Theology—Professor of Philosophy and Ethics

Ronald E. Wheeler, M.A. in English—Professor of English and Literature

Half-Time Faculty, School of Arts & Humanities

Ashley E. Wachter, M.F.A. in Drama, Directing concentration—Director of Theatre Program, Lecturer in Theatre

Marcela Rodriguez Valverde, Master’s in Training of Teachers of Spanish as a Foreign Language—Lecturer in Spanish

Academic Programs

The School of Arts & Humanities oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Additional Information
School of Arts & Humanities		
• B.A. in English	TN	

<b>JOHNSON UNIVERSITY SCHOOL/PROGRAM</b>	<b>Campus</b>	<b>Additional Information</b>
• A.A. in English	TN OL	
• English Minor	TN	
• Graphic Arts and Design Minor	TN	
• B.A. in History	TN	
• A.A. in History	TN	
• History Minor	TN	
• B.A. in Integrative Studies	TN	
• A.A. in Interdisciplinary Studies	TN OL	
• B.A. in Media Arts	TN	
—Animation and Design Concentration	TN	
—Graphic Design Concentration	TN	
—Media Writing & Design Concentration	TN	
—Video Production Concentration	TN	
• A.A. in Media Arts	TN	
—Design Concentration	TN	
—Video Concentration	TN	
• Media Arts Minor	TN	
• Bachelor of Music	TN	
—Piano Pedagogy Concentration	TN	
—Vocal Pedagogy Concentration	TN	
• A.A. in Music	TN	
• Music Minor	TN	
• Bachelor of Music Education	TN	
• Music Performance Minor	TN	
• Bachelor of Music Technology	TN	
• A.A. in Music Technology	TN	
• Music Technology Minor	TN	
• B.A. in Religious Studies	TN	

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Additional Information
• Theatre Minor	TN	
• Video Production Minor	TN	
• B.F.A. in Visual Media Production and Design	TN	
—Animation & Design Concentration	TN	
—Live Production Concentration	TN	
—Media Writing & Design Concentration	TN	

### *English Major*

**Program Director:** April Conley Kilinski, Ph.D.

**Overview.** The English Major cultivates a critical understanding of the human experience across time, place, and cultures. It develops skills for research, analysis, and communication that enable graduates to engage the world in which they serve in thoughtful, constructive, and creative ways. Graduates may pursue a variety of career paths in fields such as education, writing, editing, publishing, public relations, and communications.

All students in the English Major take the Open Concentration, which affords them the opportunity to choose classes from a range of literature and writing courses.

**Modality.** Johnson University offers the English Major on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The English Major cultivates a critical understanding of the human experience across time, place, and cultures; it develops skills for research, analysis, and communication that enable graduates to engage the world in which they serve in thoughtful, constructive, and creative ways.

*SLO 1:* Graduates will be able to demonstrate critical thinking and analytical skills.

*SLO 2:* Graduates will be able to write persuasively and communicate effectively.

*SLO 3:* Graduates will be able to conduct appropriate research about various topics related to literature, rhetoric, and writing, identifying and evaluating source materials, organizing and synthesizing information, and demonstrating proper citation practices.

*SLO 4:* Graduates will read, interpret, and apply literary and rhetorical theory and textual criticism.

*SLO 5:* Graduates will be able to appreciate the distinctiveness and richness of diverse societies and cultures and learn to cultivate an inclusive and empathetic worldview.

**Required Courses.** The English Major consists of the following courses:

#### *English Core (12 credits)*

##### *Foundational Courses*

ENGL 2110	Survey of World Literature I: Ancient	3
ENGL 2120	Survey of World Literature II: Modern	3

ENGL 3310	English Language: History & Grammar	3
ENGL 3313	Literary & Rhetorical Theory	3

*Elective Courses (21 credits)*

*2000-Level English Electives (6)—choose two:* 6

ENGL 2010	Survey of British Literature (3)
ENGL 2020	Survey of American Literature (3)
ENGL 2103	Poetry Reading (3)
ENGL 2343	Creative Nonfiction Essays (3)

*3000/4000-Level English Electives (6)—choose two:* 6

ENGL 3200	Advanced Composition (3)
ENGL 3353	Rhetoric of Prophetic Black Preachers (3)
ENGL 3410	19 <sup>th</sup> Century Russian Writers
ENGL 3420	20 <sup>th</sup> Century British Writers: The Inklings (3)
ENGL 3440	Shakespearean Tragedies (3)
ENGL 3460	Women Writers in World Literature (3)
ENGL 4310	Technical & Professional Writing (3)
ENGL 4320	Creative Writing (3) <i>OR</i>
ENGL 4998	Spiritual Formation & Creativity (3)
ENGL 4330	Journalism (3) <i>OR</i>
COMM 2100	Reporting for Mass Media (3)
ENGL 4340	Special Topics in Writing (3)
ENGL 4350	Writer's Workshop (3)
ENGL 4450	Special Topics in Literature (3)
ENGL 4460	Literature & Theology of Grief (3)

*3000/4000-Level Multicultural English Electives (9)—choose three:* 9

ENGL 3353	Rhetoric of Prophetic Black Preachers (3)
ENGL 3410	19 <sup>th</sup> Century Russian Writers (3)
ENGL 3450	African Literature and Cultures (3)
ENGL 3460	Women Writers in World Literature (3)
ENGL 3480	African American Literature (3)
ENGL 4400	Immigrant Literature (3)
ENGL 4450	Special Topics in Literature (3)
HUMN 3500	Literature & Theology of Race (3)

***TOTAL CREDITS IN MAJOR:*** 33

**Requirements for the B.A. in English.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and English, students must complete the following degree components:

Arts & Sciences Core	46 credits
Bible & Theology Major	33 credits
General Electives	12 credits
English Major	<u>33 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**Academic Standards.** Students must complete ENGL 1013 and ENGL 1014 with a grade of C or better and must complete ENGL 3310 and ENGL 3313 with a grade of B or better in order to graduate with a degree in English. Students must achieve a C+ (2.5) average for the entire English Major in order to graduate.

### *Associate of Arts in English*

**Program Director:** April Conley Kilinski, Ph.D.

**Overview.** The Associate of Arts in English provides broad training for a wide range of academic and professional careers by developing a critical understanding of the human experience across time, place, and cultures. Courses in the program introduce skills for research, analysis, and communication that prepare students for further studies toward a four-year bachelor's degree and that help students to engage the world in which they serve in thoughtful, constructive, and creative ways.

All students in the Associate of Arts in English take the Open Concentration, which affords them the opportunity to choose classes from a range of literature and writing courses. The online offerings are limited initially but will continue to grow as faculty develop classes for that medium.

**Modality.** Johnson University offers the Associate of Arts in English on campus and online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Associate of Arts in English cultivates a critical understanding of the human experience across time, place, and cultures; it develops skills for research, analysis, and communication that enable graduates to engage the world in which they serve in thoughtful, constructive, and creative ways.

- SLO 1:* Graduates will be able to demonstrate critical thinking and analytical skills.
- SLO 2:* Graduates will be able to write persuasively and communicate effectively.
- SLO 3:* Graduates will be able to employ scholarly, academic research skills appropriate for the study of English.
- SLO 4:* Graduates will be able to apply textual analysis to broader applications of extending the Kingdom of God among people and cultures from around the world.

**Required Courses.** The Associate of Arts in English consists of the following courses:

*ENGL 1013 English Composition I	3
*ENGL 1014 English Composition II	3
2000-Level English Elective (3) (ENGL 2103 Poetry Reading for online)	3
Multiple options—see English Major above	
3000/4000-Level English Elective (3) (ENGL 4340 Persuasive Religious Discourse for online)	3
Multiple options—see English Major above	
3000/4000-Level Multicultural English Elective (3) (ENGL 4450 Human Dignity in American Literature for online)	<u>3</u>
Multiple options—see English Major above	

*TOTAL CREDITS:* 15

**Requirements for the A.A. in English.** To earn the Associate of Arts degree in English, students must complete the following degree components:

Arts & Sciences Core	*(34) 28 credits
Bible & Theology Requirements	15 credits
General Electives	3 credits
English Courses	<u>15 credits</u>
<i>TOTAL:</i>	<i>61 credits</i>

\*NOTE: The following courses in this degree fulfill requirements for the Arts & Sciences Core for the Associate of Arts: (1) ENGL 1013 English Composition I; (2) ENGL 1014 English Composition II.

See A.A./A.S. *Arts & Sciences Core Curriculum Requirements* and A.A./A.S. *Bible & Theology Curriculum Requirements*.

### ***English Minor***

**Program Director:** April Conley Kilinski, Ph.D.

**Overview.** The English Minor serves students in various strategic vocations such as Journalism, Applied Linguistics, Teaching English as a Second Language, and other strategic vocations framed by the great commission.

**Modality.** Johnson University offers the English Minor on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The English Minor cultivates a critical understanding of the human experience across time, place, and cultures; it develops skills for research, analysis, and communication that enable graduates to engage the world in which they serve in thoughtful, constructive, and creative ways.

*SLO 1:* Graduates will be able to demonstrate critical thinking and analytical skills.

*SLO 2:* Graduates will be able to write persuasively and communicate effectively.

*SLO 3:* Graduates will be able to understand and employ scholarly, academic research skills appropriate for the study of English.

*SLO 4:* Graduates will be able to appreciate the distinctiveness and richness of diverse societies and cultures and learn to cultivate an inclusive and empathetic worldview.

**Required Courses.** The English Minor consists of 15 credit hours or five (5) classes beyond those classes already required for the Arts & Sciences Core (i.e., ENGL 1013 English Composition I and ENGL 1014 English Composition II):

#### *Minor Core (6 credits)*

ENGL 3310	English Language: History & Grammar	3
ENGL 3313	Literary & Rhetorical Theory	3

*Electives (9 credits)*

*2000-level English Elective (3)—choose one:* 3

- ENGL 2010 Survey of British Literature (3)
- ENGL 2020 Survey of American Literature (3)
- ENGL 2103 Poetry Reading (3)
- ENGL 2110 Survey of World Literature I: Ancient (3)
- ENGL 2120 Survey of World Literature II: Modern (3)
- ENGL 2343 Creative Nonfiction Essays (3)

*3000/4000-level Multicultural English Elective (3)* 3

Multiple options—see English Major above

*\*\*3000/4000-level English Electives (3)* 3

Multiple options—see English Major above

**TOTAL CREDITS IN MINOR:** 15

**\*\*NOTE:** Courses listed as Multicultural English Electives will also count toward this requirement.

### ***Graphic Arts and Design Minor***

**Program Director:** Alan Barnes, M.F.A.

**Overview.** The Graphic Arts and Design Minor equips students to utilize production arts principles with a focus on non-video visual media content creation. It also allows students in other professional programs to develop complementary skills in Graphic Design. Such skills can enhance ministry, nonprofit management, youth ministry, teaching, missions, and other fields.

**Modality.** Johnson University offers the Graphic Arts and Design Minor on campus. Some program content will be delivered online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Graphic Arts and Design Minor equips students with knowledge and skills in graphic arts and design.

*SLO 1: PHILOSOPHY*—Graduates demonstrate a contextually informed philosophy towards graphic arts production and design.

*SLO 2: KNOWLEDGE*—Graduates demonstrate application of principles and underpinnings of graphic arts production and design professions.

*SLO 3: SKILL*—Graduates demonstrate the ability to create content that meets professional standards of graphic arts production and design professions.

**Required Courses.** The Graphic Arts and Design Minor consists of the following courses:

- MART 1023 Drawing and Ideation 3
- MART 2073 Graphic Design I 3
- MART 2083 Graphic Design II 3
- MART 3023 Typography 3
- MART 3030 Graphic Design III 3
- MART 4011 Portfolio III 3

**TOTAL CREDITS IN MINOR:** 18

**Production Work:** Work outside the classroom is a mandatory part of course requirements.

**Portfolio:** Students create a portfolio during their studies. This portfolio is evaluated at the end of the student's sophomore year and senior year.

## ***History Major***

**Program Director:** Jason A. Mead, Ph.D.

**Overview.** The History Major cultivates a critical understanding of the human past and develops skills of historical research, analysis, and communication that enable students to engage the world in which they serve in a thoughtful, positive, and creative manner. Graduates may pursue a variety of career paths as communicators, educators, researchers, writers, and public historians. They will also be prepared for graduate school in history, law, or intercultural studies.

**Modality.** Johnson University offers the History Major on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The History Major cultivates a critical understanding of the human past and develops skills of historical research, analysis, and communication that enable graduates to engage the world thoughtfully, positively, and creatively.

*SLO 1:* Graduates will be able to apply critical thinking, analytical skills, and historical methods to information, ideas, and arguments in the field of history.

*SLO 2:* Graduates will be able to write persuasively, communicate effectively, and create historical arguments and narratives.

*SLO 3:* Graduates will be able to understand and employ the skills of historical research.

*SLO 4:* Graduates will be able to build historical knowledge, appreciate the distinctiveness and richness of diverse societies and cultures, and view the world from perspectives other than their own.

**Required Courses.** The History Major consists of the following courses:

#### *History Core (15 credits)*

HIST 1913 The Historian's Craft I: Introduction to Historiography 3

\*HIST 2123 History of Christianity 3

HIST 2923 The Historian's Craft II: Advanced Historiography 3

\*HIST 3613 World History 3

*History Survey Option (3 credits)—choose one:* 3

HIST 2100 American History I (3)

HIST 2200 American History II (3)

#### *Integration (3 credits)*

HIST 4400 History Senior Project/Internship 3

*History Elective Option (3 credits)—choose one:* 3

HIST 3241 Race and Religion in American History (3)

HIST 4200 History of the Restoration Movement (3)

*History Electives (15 credits)\*\** 15

HIST 3201 World Christian History 1 (100–600) (3)



- HIST 3211 World Christian History 2 (600–1600) (3)
- HIST 3231 World Christian History 3 (1600–Present) (3)
- HIST 3241 Race and Religion in American History (3)
- HIST 4200 History of the Restoration Movement (3)
- HIST 4613 History Seminar (3)
- HIST 4913 History Tutorial (3)

**\*\*History Majors** may take one additional survey course as an elective, and/or they may take one non-HIST course that covers historical areas of interest to the student. Students must get approval from advisors if they choose to take a non-HIST course for a History Elective.

***TOTAL CREDITS IN MAJOR:*** 36

**Requirements for the B.A. in History.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and History, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	33 credits
General Electives	15 credits
History Major	<u>36 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HIST 2123 History of Christianity; (2) HIST 3613 World History as the “H” competency course.

**Academic Standards.** Students must achieve a “B” (3.0) average in Historian’s Craft I, Historian’s Craft II, and History of Christianity to remain in the History Major. Students must achieve a “C+” (2.5) average for the entire History Major in order to graduate.

**Senior Project/Internship.** The student’s academic adviser will determine the content of the senior project or internship. In most cases, students complete a major research paper. However, students may pursue an internship or a project that integrates historical research with teaching methods.

### ***Associate of Arts in History***

**Program Director:** Jason A. Mead, Ph.D.

**Overview.** The Associate of Arts in History cultivates a critical understanding of the human past and develops skills of historical research, analysis, and communication that enable students to engage the world in which they serve in a thoughtful, positive, and creative manner. Courses in the program introduces skills for research, analysis, and communication that prepare students for further studies toward a four-year bachelor’s degree and that help students to engage the world in which they serve in thoughtful, constructive, and creative ways.

**Modality.** Johnson University offers the Associate of Arts in History on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Associate of Arts in History cultivates a critical understanding of the human past and develops skills of historical research, analysis, and communication that enable students to engage the world in which they serve in a thoughtful, positive, and creative manner.

*SLO 1:* Graduates will be able to apply critical thinking, analytical skills, and historical methods to information, ideas, and arguments in the field of history.

*SLO 2:* Graduates will be able to write persuasively, communicate effectively, and create historical arguments and narratives.

*SLO 3:* Graduates will be able to understand and employ the skills of historical research.

*SLO 4:* Graduates will be able to build historical knowledge, appreciate the distinctiveness and richness of diverse societies and cultures, and view the world from perspectives other than their own.

**Required Courses.** The Associate of Arts in History consists of the following courses:

*History (12 credits)*

*History Core (6 credits)*

HIST 1913 The Historian's Craft I: Introduction to Historiography 3

HIST 2923 The Historian's Craft II: Advanced Historiography 3

*History Survey Option (3 credits)—choose one:* 3

HIST 2100 American History I (3)

HIST 2200 American History II (3)

*History Elective (3 credits)—choose 3 credits:* 3

(For a list of possible History Electives, see the History Major.)

**TOTAL CREDITS IN HISTORY REQUIREMENTS:** 12

**Requirements for the A.A. in History.** To earn the Associate of Arts in History, students must complete the following degree components:

Arts & Sciences Core 34 credits

Bible & Theology Requirement 15 credits

History 12 credits

**TOTAL:** 61 credits

See A.A./A.S. *Arts & Sciences Core Curriculum Requirements* and A.A./A.S. *Bible & Theology Curriculum Requirements*.

### ***History Minor***

**Program Director:** Jason A. Mead, Ph.D.

**Overview.** The History Minor cultivates a critical understanding of the human past and develops skills of historical research, analysis, and communication that enable students to engage the world in which they serve in a thoughtful, positive, and creative manner.

**Modality.** Johnson University offers the History Minor on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The History Minor cultivates a critical understanding of the human past and develops skills of historical research, analysis, and communication that enable students to engage the world in which they serve in a thoughtful, positive, and creative manner.

- SLO 1:* Graduates will be able to apply critical thinking, analytical skills, and historical methods to information, ideas, and arguments in the field of history.
- SLO 2:* Graduates will be able to write persuasively, communicate effectively, and create historical arguments and narratives.
- SLO 3:* Graduates will be able to understand and employ the skills of historical research.
- SLO 4:* Graduates will be able to build historical knowledge, appreciate the distinctiveness and richness of diverse societies and cultures, and view the world from perspectives other than their own.

**Required Courses.** The History Minor consists of 21 credit hours or seven (7) classes **beyond** the one already required for the Arts & Sciences Core (HIST 2123 History of Christianity) and uses the “H” Course History Competency course.

#### *Minor Core (9 credits)*

HIST 1913	The Historian’s Craft: Introduction to Historiography	3
HIST 2923	The Historian’s Craft II: Advanced Historiography	3
*HIST 3613	World History	3

#### *Electives: (12 credits)*

*History Survey Option (3)—choose one:* 3

HIST 2100	American History I (3)
HIST 2200	American History II (3)

*Three 3000/4000-level History Electives (9)—choose three:* 9

HIST 3201	World Christian History 1 (100–600) (3)
HIST 3211	World Christian History 2 (600–1600) (3)
HIST 3231	World Christian History 3 (1600–Present) (3)
HIST 3241	Race and Religion in American History (3)
HIST 4200	History of the Restoration Movement (3)
HIST 4613	History Seminar (3)
HIST 4913	History Tutorial (3)

**TOTAL CREDITS IN MINOR:** 21

**\*NOTE:** The following course in this minor fulfills requirements for the Arts & Sciences Core: (1) HIST 3613 World History as the “H” competency course.

### ***Integrative Studies Major***

**Program Director:** Jason A. Mead, Ph.D.

**Overview.** The Bachelor of Arts in Integrative Studies offers students the opportunity to customize a strategic major from two already existing programs that complement each other and their Bible and Theology major. By tailoring a degree specific to their own interests and job

prospects, students further Johnson University's mission by engaging the ever-changing job market from a Christian perspective.

**Modality.** Johnson University offers the Integrative Studies Major on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Integrative Studies major prepares students for a diverse range of careers and/or graduate programs as determined by the students' choice of specialties. The freedom to customize the degree allows students who are interested in more than one area of interest to combine them for a more effective and robust exploration of a Third Way Christian educational experience.

*SLO 1:* Graduates will be able to execute the core learning objectives for their two chosen areas of specialization.

*SLO 2:* Graduates will be able to evaluate how the two areas of specialization complement and inform each other in meaningful ways.

*SLO 3:* Graduates will be able to construct a research project based on the synthesis of the two areas of specialization.

*SLO 4:* Graduates will be able to present a new and original work in oral, written and/or visual medium based on the synthesis of the two areas of specialization.

**Required Courses.** The Integrative Studies major consists of the following courses:

First Area of Specialization	18 credits
<i>Six courses determined in conjunction with an advisor in the area of specialization</i>	

Second Area of Specialization	18 credits
<i>Six courses determined in conjunction with an advisor in the area of specialization</i>	

INST 4600 Integrative Studies Seminar	<u>3 credits</u>
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TOTAL CREDITS IN INTEGRATIVE STUDIES MAJOR	39 credits
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**Requirements for the B.A in Integrative Studies.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Integrative Studies, students must complete the following degree components:

Arts & Sciences Core	46 credits
Bible & Theology Major	33 credits
General Electives	6 credits
Integrative Studies Major	<u>39 credits</u>
<i>TOTAL:</i>	<i>124 credits</i>

### ***Associate of Arts in Interdisciplinary Studies***

**Program Director:** April Conley Kilinski, Ph.D.

**Overview.** The Associate of Arts in Interdisciplinary Studies provides broad training for a wide range of academic and professional careers by developing a critical understanding of the human

experience across time, place, and cultures. Courses in the program introduce skills for research, analysis, and communication that prepare students for further studies toward a four-year bachelor's degree and that help students to engage the world in which they serve in thoughtful, constructive, and creative ways.

**Modality.** Johnson University offers the Associate of Arts in Interdisciplinary Studies on campus and online.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Associate of Arts in Interdisciplinary Studies cultivates a critical understanding of the human experience across time, place, and cultures; it develops skills for research, analysis, and communication that enable graduates to engage the world in which they serve in thoughtful, constructive, and creative ways.

*SLO 1:* Graduates will be able to demonstrate critical thinking and analytical skills.

*SLO 2:* Graduates will be able to write persuasively and communicate effectively.

*SLO 3:* Graduates will be able to understand and employ scholarly, academic research skills appropriate for further study towards a bachelor's degree.

*SLO 4:* Graduates will be able to appreciate the distinctiveness and richness of diverse societies and cultures and learn to cultivate an inclusive and empathetic worldview.

**Required Courses.** The Associate of Arts in Interdisciplinary Studies consists of the following courses:

*General Electives*

*12*

**Requirements for the A.A. in Interdisciplinary Studies.** To earn the Associate of Arts in Interdisciplinary Studies, students must complete the following degree components:

Arts & Sciences Core	34 credits
Bible & Theology Requirements	15 credits
General Electives	<u>12 credits</u>
<b>TOTAL:</b>	<b>61 credits</b>

See A.A. *Arts & Sciences Core Curriculum Requirements* and A.A. *Bible & Theology Curriculum Requirements*.

### ***Media Arts Major***

**Program Director:** Alan Barnes, M.F.A.

**Overview.** The Bachelor of Arts in Media Arts equips students to utilize production arts principles with a focus on visual media content creation. Students select a concentration of focus and are prepared for strategic positions in entertainment, news and information, communication, and media arts production.

**Modality.** Johnson University offers the Media Arts Major on campus. Some program content will be delivered online.

### **Purpose and Student Learning Outcomes (SLO)**

The Bachelor of Arts in Media Arts equips students to create content in a chosen visual media arts medium and prepares students for strategic vocations in entertainment, news and information, communication, and media production.

*SLO 1: PHILOSOPHY*—Graduates demonstrate a contextually informed philosophy towards media arts.

*SLO 2: KNOWLEDGE*—Graduates demonstrate application of principles and underpinnings media arts.

*SLO 3: SKILL*—Graduates demonstrate the ability to create content that meets professional standards of media arts.

**Required Courses.** The Media Arts Major consists of the following courses:

#### *Media Arts Core (20 credits)*

COMM 2203	Scripting	3
*COMM 2900	Society & Media	3
*MART 2010	History of Media Arts	3
MART 3000	Arts Entrepreneurship	3
SCCA 1000	Digital Arts Forum (.25 credit, taken 8 times)	2
SCCA 4603	Internship	3
SCCA 4999	Integrated Project	3

#### *Concentration (18 credits):* 18

##### *Animation and Design: A focus on animation and Web design*

COMM 3105	Fundamentals of Web Design (3)
COMM 3109	Advanced Website Design (3)
MART 2043	3D Animation (3)
MART 2093	2D Animation (3)
MART 3053	Integrated Animation (3)
MART 4011	Portfolio III (3)

##### *Graphic Design: A focus on Graphic Design*

MART 1023	Drawing and Ideation (3)
MART 2073	Graphic Design I (3)
MART 2083	Graphic Design II (3)
MART 3023	Typography (3)
MART 3030	Graphic Design III (3)
MART 4011	Portfolio III (3)

##### *Media Writing and Design: A focus on media writing and selected design focus*

COMM 2100	Reporting for Mass Media (3)
COMM 2110	Introduction to Public Relations (3)
COMM 2200	Introduction to Video Production (3)
COMM 3213	Video Editing & Enhancement (3)
MART 2073	Graphic Design I (3)
MART 2093	2D Animation (3)

*Video Production: A focus on Video Production*

COMM 2200	Introduction to Video Production (3)
COMM 3213	Video Editing & Enhancement (3)
COMM 3343	Video Production II (3)
COMM 3353	Video Editing & Enhancement II (3)
MART 4011	Portfolio III (3)
MUTC 3302	Sound Design and Audio Postproduction (3)

**TOTAL CREDITS IN MAJOR:** 38

**Requirements for the Bachelor of Arts in Media Arts.** Bible & Theology and Media Arts students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	33 credits
General Electives	13 credits
Media Arts Major	<u>38 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following courses in this major fulfill a requirement for the Arts & Sciences Core: (1) MART 2010 History of Media Arts as the “H” competency course; (2) COMM 2900 Society & Media as the “A” competency course.

**Production Work.** Work outside the classroom in the audio or video production studios, on the online student publication, or at live production events is a mandatory part of course requirements.

**Major Project.** As part of SCCA 4999 Integrated Project, each student must produce a professional-level final project that reflects their academic experience and the degree they are completing.

*Associate of Arts in Media Arts*

**Program Director:** Alan Barnes, M.F.A.

**Overview.** The two-year Associate of Arts in Media Arts is designed to provide foundational instruction to undergraduate students in the field of Media Arts. Completion of the degree would afford graduates the opportunity to obtain gainful entry-level employment in strategic locations or pursue a bachelor’s degree.

**Modality.** Johnson University offers the Associate of Arts in Media Arts on campus. Some program content may be delivered online.

**Purpose and Student Learning Outcomes (SLO)**

**Purpose.** The A.A. in Media Arts equips students with entry-level skills to utilize media arts and media technology to impact culture through strategic vocations in Media Arts.

**SLO 1: PHILOSOPHY**—Graduates recognize a contextually informed attitude towards media arts professions.

**SLO 2: KNOWLEDGE**—Graduates recognize application of principles and underpinnings of media arts fields.

**SLO 3: SKILL**—Graduates recognize content that meets general professional standards.

**Required Courses.** The Associate of Arts in Media Arts consists of the following courses:

*Media Arts Core (7 credits)*

COMM 2203	Scripting	3
*COMM 2900	Society & Media	3
SCCA 1000	Digital Arts Forum (.25 credit), taken 4 times	1

*Concentration (15 credits):* 15

*Design Concentration (Recommended for students who intend to continue into the BFA)*

COMM 2100	Reporting for Mass Media or MART 2093 2D Animation (3)
MART 1023	Drawing and Ideation (3)
MART 2010	History of Media Arts (3)
MART 2073	Graphic Design I (3)
MART 2083	Graphic Design II (3)

*Video Concentration*

COMM 2200	Introduction to Video Production (3)
COMM 3213	Video Editing & Enhancement (3)
COMM 3343	Video Production II (3)
COMM 3353	Video Editing & Enhancement II (3)
MUTC 3302	Sound Design and Audio Postproduction (3)

**TOTAL Media Arts CREDITS:** 22

**Requirements for the A.A. in Media Arts.** To earn the Associate of Arts in Media Arts, students must complete the following degree components:

Arts & Sciences Core	(*34) 31 credits
Bible & Theology Requirements	15 credits
Media Arts	<u>22 credits</u>
<b>TOTAL:</b>	<b>68 credits</b>

**\*NOTE:** The following course fulfills a requirement for the Arts & Sciences Core:  
(1) COMM 2900 Society & Media as the “A” competency course.

### ***Media Arts Minor***

**Program Director:** Alan Barnes, M.F.A.

**Overview.** The Media Arts Minor equips students to utilize Media Arts skills and media technologies. It also allows students in other professional programs to develop complementary skills in media arts. Such skills can enhance ministry, nonprofit management, youth ministry, teaching, missions, and other fields.

**Modality.** Johnson University offers the Media Arts Minor on campus. Some program content will be delivered online.



### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Media Arts Minor equips students with basic knowledge and skills in a chosen variety of multimedia technologies and creative arts.

*SLO 1: PHILOSOPHY*—Graduates recognize a contextually informed philosophy towards media arts professions.

*SLO 2: KNOWLEDGE*—Graduates recognize application of principles and underpinnings of the media arts field.

*SLO 3: SKILL*—Graduates recognize content that meets general professional standards.

**Required Courses.** The Media Arts Minor consists of the following courses:

COMM 2900	Society & Media	3
<i>Media Arts Electives—choose 15 credits:</i>		<u>15</u>
COMM 2100	Reporting for Mass Media (3)	
COMM 2110	Introduction to Public Relations (3)	
COMM 2200	Introduction to Video Production (3)	
COMM 2203	Scripting (3)	
COMM 3105	Fundamentals of Web Design (3)	
COMM 3109	Advanced Website Design (3)	
COMM 3205	Photography (3)	
COMM 3213	Video Editing & Enhancement (3)	
COMM 3343	Video Production II (3)	
COMM 3353	Video Editing & Enhancement II (3)	
COMM 4998	Spiritual Formation & Creativity (3)	
MART 1023	Drawing and Ideation (3)	
MART 2010	History of Media Arts (3)	
MART 2043	3D Animation (3)	
MART 2073	Graphic Design I (3)	
MART 2083	Graphic Design II (3)	
MART 2093	2D Animation (3)	
MART 3000	Arts Entrepreneurship (3)	
MART 3023	Typography (3)	
MART 3030	Graphic Design III (3)	
MART 3053	Integrated Animation (3)	
MART 4011	Portfolio III (3)	
MUTC 2013	Live Production I (3)	
MUTC 2033	Live Production II (3)	
<b>TOTAL CREDITS IN MINOR:</b>		<b>18</b>

## ***Bachelor of Music***

**Program Director:** Donald R. Trentham, M.M.

**Overview.** The Bachelor of Music is designed for students who wish to pursue a professional career as a private piano/voice teacher. The program is designed to meet National Association of Schools of Music standards.

**Modality.** Johnson University offers the Bachelor of Music on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Bachelor of Music prepares students for teaching in private studios, ministries, commercial studios, or performance-related opportunities. Students could pursue graduate work in a related field.

*SLO 1:* Graduates will be able to implement music core-related skills in music theory, general musicianship, and vocal/piano pedagogy.

*SLO 2:* Graduates will be able to interpret high-level music while demonstrating professional musicianship skills.

*SLO 3:* Graduates will be able to evaluate pedagogy and learning outcomes for piano or vocal students.

**Required Courses.** The Bachelor of Music consists of the following courses:

#### *Arts and Sciences Core for Bachelor of Music (33)*

ANTH 1103	Encountering Cultures	3
ENGL 1013	English Composition I	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity	3
HUMN 1603	Service Learning and Change	3
HUMN 4200	Senior Capstone Seminar	3
PHIL 2013	Philosophical Ethics	3
PSYC 1100	Interpersonal & Family Relationships	3
"A" competency course		3
"H" competency course		3
"M" competency course		<u>3</u>

*TOTAL CREDITS IN MODIFIED ARTS & SCIENCE CORE:* 33

#### *Bachelor of Music Core (73 credits)*

MUSC 1111	Music Theory I	3
MUSC 1131	Music Theory Lab I	1
MUSC 1221	Music Theory II	3
MUSC 1241	Music Theory Lab II	1
*MUSC 2113	Music History & Literature I	3
MUSC 2211	Music Theory III	3
MUSC 2221	Music Theory IV	3
*MUSC 2223	Music History & Literature II	3
MUSC 2231	Music Theory Lab III	1

MUSC 2241	Music Theory Lab IV	1
MUSC 3300	Entrepreneurship in Music	3
MUSC 4220	Arranging & Orchestration	3
MUTC 2000	Digital Musicianship	3
<i>Ensemble (8)—choose 8 credits: [may be repeated for credit] †</i>		8
MUAP 1720	Band: Concert & Big Band Ensemble (1)	
MUAP 2000	University Choir (1)	
MUAP 2600	Vox Royale (1)	
<i>Primary Instrument: Applied Music (16)—choose 16 credits</i>		16
(Eight semesters of lessons, two credits each) in one instrument (voice or piano).		
<i>Professional Applied Music Credits (4)—Choose 4 credits</i>		4
(Four semesters of lessons, one credit each) in the remaining instrument).		
<i>Recitals (2)</i>		2
MUAP 3000	Junior Recital (1)	
MUAP 4000	Senior Recital (1)	
<i>Concentration (12 credits) – choose Piano or Vocal pedagogy:</i>		<u>12</u>
<i>Piano Pedagogy: (12 credits)</i>		
MUAP 3300	Collaborative Piano (3)	
**MUED 3900	Teaching Internship (3)	
MUED 4450	Piano Pedagogy (3)	
MUED 4460	Piano Pedagogy II (3)	
<i>Vocal Pedagogy: (12 credits)</i>		
MUED 3320	Vocal Pedagogy (3)	
MUED 3323	Vocal Choral Pedagogy (3)	
**MUED 3900	Teaching Internship (3)	
MUSC 3313	Conducting I (3)	

**TOTAL CREDITS IN MAJOR:** 73

**Requirements for the Bachelor of Music (BM):** To earn the Bachelor of Music with a double major in Bible & Theology and Music, students must complete the following degree components:

Arts & Sciences Core for BM	(*33) 27 credits
Bible & Theology Major	#30 credits
General Electives	0 credits
Music	<u>73 credits</u>
<b>TOTAL:</b>	130 credits

**\*NOTE:** The following courses fulfill requirements for *both* the Arts & Sciences Core and the Music Major: (1) MUSC 2113 Music History & Literature I as the “H” competency course; (2) MUSC 2223 Music History & Literature II as the “A” competency course.

\*\*MUED 3900 is a 1-hour course that will be taken 3 times.

# Students in this program take two courses of Old Testament Exegesis or New Testament Exegesis or Theological Study 2, which reduces the Bible & Theology Major by 3 credits.

**Transfer Students.** Transfer students with credits in music theory, music theory lab (sight singing, ear training, keyboard skills), and/or music history from a college or university must take a placement examination corresponding to the level of music theory and music history they have completed.

**Achievement Standards.** In lieu of performing an audition, students must earn a minimum grade of “B-” in their primary instrument and music jury performances by the conclusion of their second semester of study.

**Applied Music Lessons and Jury Performances.** All students must choose a primary instrument they wish to study. Private lessons are not available for audit. All students present a jury performance at the end of each semester.

**Mid-Point Evaluation:** At the end of the sophomore year, students undergo a mid-point evaluation.

**Ensemble Participation.** All students pursuing music-related degrees must earn credits through participation in one or more ensembles.

**Rehearsal/Practice Work:** Rehearsal and practice outside of class and public performances are required.

**Academic Standards.** Students must earn a minimum grade of “C-” in Music Core (MUAP and MUSC) courses. Students who do not achieve at least a grade of “C-” cannot enroll in the next course of the sequence.

**Recitals.** Bachelor of Music majors will present recitals during their junior and senior years. With selections for the recital approved by the faculty, the student will rehearse the music under the guidance of the private instructor and present a “hearing” of the recital before the faculty at least two weeks prior to the scheduled performance.

### *Associate of Arts in Music*

**Program Directors:** Donald R. Trentham, M.M.

**Overview.** The Associate of Arts in Music equips students to utilize musicianship skills in a variety of ways. It also provides students interested in pursuing Worship Leadership, Music Business, or Music Education a two-year degree option, which can be applied towards a bachelor’s degree.

**Modality.** Johnson University offers the Associate of Arts in Music on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Associate of Arts in Music prepares students with music performance and theory skills.

*SLO 1:* Graduates demonstrate music skills in music theory and general musicianship.

**Required Courses.** Associate of Arts in Music consists of the following courses:

*Music (27 credits)*

MUSC 1111	Music Theory I	3
MUSC 1131	Music Theory Lab I	1
MUSC 1221	Music Theory II	3
MUSC 1241	Music Theory Lab II	1
*MUSC 2113	Music History & Literature I	3
MUSC 2211	Music Theory III	3
MUSC 2231	Music Theory Lab III	1
MUSC 2223	Music History & Literature II	3
MUSC/MUAP	Music Elective	3

*Students wishing to pursue Music Education should take the following courses:*

- FLED 1031 Field Exp: School Observations (0.5)
- FLED 2022 Field Exp: Tutoring (0.5)
- FLED 3310 Field Exp: Team Teaching (0.5)
- MUED 2100 Intro to Music Technology (1)
- An additional 0.5 credits to meet the Music Elective requirements.

*Ensemble (2)—choose 2 credits: [may be repeated for credit] †* 2

- MUAP 2000 University Choir (1)
- MUAP 2600 Vox Royale (1)
- WORS 2000 Chapel Worship Leadership Team (1)

*Primary Instrument: Applied Music (4)—choose 4 credits in one instrument (voice, guitar, or piano):* 4

*Voice:*

- MUAP 1310 Voice I (1)
- MUAP 1320 Voice II (1)
- MUAP 1330 Advanced Voice I (2)
- MUAP 1340 Advanced Voice II (2)
- MUAP 2310 Voice III (1)
- MUAP 2320 Voice IV (1)
- MUAP 2330 Advanced Voice III (2)
- MUAP 2340 Advanced Voice IV (2)

*Piano:*

- MUAP 1410 Piano I (1)
- MUAP 1420 Piano II (1)
- MUAP 1430 Advanced Piano I (2)
- MUAP 1440 Advanced Piano II (2)
- MUAP 2410 Piano III (1)
- MUAP 2420 Piano IV (1)
- MUAP 2430 Advanced Piano III (2)
- MUAP 2440 Advanced Piano IV (2)

*Guitar:*

- MUAP 1510 Guitar I (1)
- MUAP 1520 Guitar II (1)

MUAP 1530	Advanced Guitar I (2)
MUAP 1540	Advanced Guitar II (2)
MUAP 2510	Guitar III (1)
MUAP 2520	Guitar IV (1)
MUAP 2530	Advanced Guitar III (2)
MUAP 2540	Advanced Guitar IV (2)

*TOTAL MUSIC CREDITS:*

27

**Requirements for the A.A. in Music:** To earn the Associate of Arts in Music, students must complete the following degree components:

Arts & Sciences Core	(*34) 31 credits
Bible & Theology Requirements	15 credits
General Electives	0 credits
Associate of Arts in Music	<u>27 credits</u>
<i>TOTAL:</i>	<i>73 credits</i>

**\*NOTE:** The following course fulfills requirements for *both* the Arts & Sciences Core and the Music Core: MUSC 2113 Music History & Literature I for HIST 2123 History of Christianity.

**NOTE:** To meet Tennessee Department of Education licensure requirements, students wishing to pursue a Bachelor of Music Education following completion of the Associate of Arts in Music must take MATH 1013 Introduction to Mathematics (3.0), MATH 1033 Mathematics Concepts (3.0), EDUC 2013 Introduction to Teaching: Elementary Education (3.0), EPSY 2112 Educational Psychology (3.0), MUSC 2221 Music Theory IV (3.0), and MUSC 2241 Music Theory Lab IV (1.0) in their junior year. Students wishing to pursue a Bachelor of Music Education following completion of the Associate of Arts in Music must meet all School of Communication & Creative Arts and Templar School of Education admission standards and Tennessee Department of Education licensure requirements.

**Transfer Students.** Transfer students with credits in music theory, music theory lab (sight singing, ear training, keyboard skills), and/or music history from a college or university must take a placement examination corresponding to the level of music theory and music history they have completed.

**Achievement Standards.** In lieu of performing an audition, students must earn a minimum grade of “B-” in their primary instrument and music jury performances by the conclusion of their second semester of study.

**Applied Music Lessons and Jury Performances.** All students must choose a primary instrument they wish to study. Private lessons are not available for audit. All students present a jury performance at the end of each semester.

**Mid-Point Evaluation:** At the end of the sophomore year, students undergo a mid-point evaluation.

**Ensemble Participation.** All students pursuing music-related degrees must earn credits through participation in one or more ensembles.

**Rehearsal/Practice Work:** Rehearsal and practice outside of class and public performances are required.

**Academic Standards.** Students must earn a minimum grade of “C-” in Music Core (MUAP and MUSC) courses. Students who do not achieve at least a grade of “C-” cannot enroll in the next course of the sequence.

### ***Music Minor***

**Program Director:** Donald R. Trentham, M.M.

**Overview.** The Music Minor equips students to utilize musicianship skills in a variety of ways. It also allows students in other professional programs to develop complementary skills in music. Such skills can enhance ministry, youth ministry, teaching, missions, and other fields.

**Modality.** Johnson University offers the Music Minor on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Music Minor prepares students with music performance and theory skills.

*SLO 1:* Graduates demonstrate music skills in music theory and general musicianship.

**Required Courses.** The Music Minor consists of the following courses:

MUSC 1111	Music Theory I	3
MUSC 1131	Music Theory Lab I	1
MUSC 1221	Music Theory II	3
MUSC 1241	Music Theory Lab II	1
MUSC 2211	Music Theory III	3
MUSC 2231	Music Theory Lab III	1

*Performing Ensemble (2)—choose 2 credits:* [may be repeated for credit] 2

MUAP 2000 University Choir (1)

MUAP 2600 Vox Royale (1)

*Primary Instrument: Applied Music (4)—choose 4 credits  
in one instrument (voice, guitar, or piano)* 4

*Voice:*

MUAP 1310 Voice I (1)

MUAP 1320 Voice II (1)

MUAP 2310 Voice III (1)

MUAP 2320 Voice IV (1)

MUAP 3310 Voice V (1)

MUAP 3320 Voice VI (1)

MUAP 4310 Voice VII (1)

MUAP 4320 Voice VIII (1)

*Piano:*

MUAP 1410 Piano I (1)

MUAP 1420 Piano II (1)

MUAP 2410 Piano III (1)

MUAP 2420 Piano IV (1)

MUAP 3410 Piano V (1)

MUAP 3420 Piano VI (1)  
MUAP 4410 Piano VII (1)  
MUAP 4420 Piano VIII (1)

*Guitar:*

MUAP 1510 Guitar I (1)  
MUAP 1520 Guitar II (1)  
MUAP 2510 Guitar III (1)  
MUAP 2520 Guitar IV (1)  
MUAP 3510 Guitar V (1)  
MUAP 3520 Guitar VI (1)  
MUAP 4510 Guitar VII (1)  
MUAP 4520 Guitar VIII (1)

*TOTAL CREDITS IN MINOR:*

18

**Transfer Students.** Transfer students with credits in music theory, music theory lab (sight singing, ear training, keyboard skills), and/or music history from a college or university must take a placement examination corresponding to the level of music theory and music history they have completed.

**Achievement Standards.** In lieu of performing an audition, students must earn a minimum grade of “B-” in their primary instrument and music jury performances by the conclusion of their second semester of study.

**Applied Music Lessons and Jury Performances.** All students must choose a primary instrument they wish to study. Private lessons are not available for audit. All students present a jury performance at the end of each semester.

**Mid-Point Evaluation:** At the end of the sophomore year, students undergo a mid-point evaluation.

**Ensemble Participation.** All students pursuing music-related degrees must earn credits through participation in one or more ensembles.

**Rehearsal/Practice Work:** Rehearsal and practice outside of class and public performances are required.

**Academic Standards.** Students must earn a minimum grade of “C-” in Music Core (MUAP and MUSC) courses. Students who do not achieve at least a grade of “C-” cannot enroll in the next course of the sequence.

### ***Bachelor of Music Education***

**Program Director:** Donald R. Trentham, M.M.

**Overview.** The Bachelor of Music Education is designed for students who wish to pursue a full-time professional career as a K–12 Vocal/General Music teacher. The program is intended to meet National Association of Schools of Music standards and those of all other accrediting bodies with whom Johnson University is associated.

**Modality.** Johnson University offers the Bachelor of Music Education on campus.



### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Bachelor of Music Education prepares students for teaching positions in K–12 Vocal/General Music. Students could pursue graduate work in a related field.

*SLO 1:* Graduates demonstrate professional skills in music education.

*SLO 2:* Graduates demonstrate intermediate- to advanced-level performance skills in both solo and ensemble settings.

*SLO 3:* Graduates demonstrate music core-related skills in music theory, general musicianship, conducting, and music history.

*In addition to these School of Communication & Creative Arts Student Learning Outcomes, students will also meet Student Learning Outcomes, which are assessed by the Templar School of Education.*

*Purpose.* The Music Education (Vocal Music K–12) program prepares students for entry-level positions teaching vocal music in public and Christian schools.

*SLO 4:* Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

*SLO 5:* Graduates demonstrate professional skills for teaching Vocal Music in K–12 classrooms.

**Required Courses.** The Bachelor of Music Education consists of the following courses:

#### *Arts and Science Core for Bachelor of Music Education (33)*

ANTH 1103	Encountering Cultures	3
ENGL 1013	English Composition I	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity	3
HUMN 1603	Service Learning and Change	3
HUMN 4200	Senior Capstone Seminar	3
PHIL 2013	Philosophical Ethics	3
PSYC 1100	Interpersonal & Family Relationships	3
“A” Competency Course		3
“H” Competency Course		3
“M” Competency Course		<u>3</u>
<b>TOTAL CREDITS IN MODIFIED ARTS &amp; SCIENCE CORE:</b>		<b>33</b>

#### *Bible & Theology Major for Bachelor of Music Education (30 credits)*

BIBL 1103	Orientation to Old Testament	3
BIBL 1203	Orientation to New Testament	3
BIBL 4103	Acts and the Mission of God	3
THEO 1303	Orientation to Theology	3
THEO 2303	Biblical Interpretation	3

#### *Old Testament Exegesis Elective (3)*

BIBL 3102	Message of the Psalms	3
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#### *New Testament Exegesis Elective (3)*

BIBL 3314 Book of Revelation OR

BIBL 3311 Letter to the Hebrews	3
<i>Theological Study Elective (3)</i>	
THEO 3120 Theological & Biblical Foundations of Christian Worship	3
Choose two of the following:	6
<i>Old Testament Study Elective (3)</i>	
<i>New Testament Study Elective (3)</i>	
<i>Theological Study I Elective (3)</i>	
<i>Music Core (54)</i>	
MUED 2100 Introduction to Music Technology	1
MUSC 1111 Music Theory I	3
MUSC 1131 Music Theory Lab I	1
MUSC 1221 Music Theory II	3
MUSC 1241 Music Theory Lab II	1
*MUSC 2113 Music History & Literature I	3
MUSC 2211 Music Theory III	3
MUSC 2221 Music Theory IV	3
*MUSC 2223 Music History & Literature II	3
MUSC 2231 Music Theory Lab III	1
MUSC 2241 Music Theory Lab IV	1
MUSC 3313 Conducting I	3
MUSC 4220 Arranging & Orchestration	3
<i>Music Methods (7)</i>	
FLED 3401 Practicum: School Music Program Primary	.5
FLED 4001 Practicum: School Music Program Secondary	.5
MUED 4110 Methods for Teaching Music in Elementary School	3
MUED 4220 Methods for Teaching Music in Secondary School	3
<i>Elective Music focus (3)—choose either the Choral Option or the Entrepreneurial Option</i>	3
<i>Choral Option</i>	
MUSC 3420 Conducting II (3)	
<i>Entrepreneurial Option</i>	
MUSC 3300 Entrepreneurship in Music (3)	
<i>Ensemble (6)—choose 6 credits: [may be repeated for credit] †</i>	6
MUAP 2000 University Choir (1)	
MUAP 2600 Vox Royale (1)	
<i>Primary Instrument: Applied Music (7)—choose 7 credits in one instrument (voice, piano, or guitar) with an optional Senior Recital (contingent on music faculty approval).</i>	7
<i>Professional Applied Music Credits (2)—Students will complete 2 credits of either secondary instrument lessons or ensemble credit at the sole discretion of their advisor.</i>	2
<i>Education (20.5 credits)</i>	
EDUC 2013 Introduction to Teaching: Elementary Education	3

EDUC 3212	Survey of Persons with Disabilities	3
EDUC 4014	Classroom Management with Regular and Special Populations	3
EDUC 4112	Research, Integration and Learning	3
*EPSY 2112	Educational Psychology	3
FLED 1031	Field Exp: School Observations	.5
FLED 2022	Field Exp: After School Tutoring	.5
FLED 3310	Field Exp: Team Teaching	.5
FLED 3314	Field Exp: Day in School	.5
FLED 3513	Practicum: Day in Christian School	.5
*MATH 1033	Mathematics Concepts	<u>3</u>

*Prerequisite: Students with an ACT Math score of less than 21 are required to pass MATH 1013 before enrolling in MATH 1033.*

*Students intending to pursue teacher licensure are required to complete EDUC 3013 Introduction to Teaching II (3). If they plan to pursue the M.A. in Holistic Education, this Introduction to Teaching II course will instead be taken at the graduate level.*

*Students intending to pursue ACSI accreditation are also required to complete EDUC 4113 History and Philosophy of Christian Education (3).*

**TOTAL CREDITS IN MAJOR:** 74.5

**Requirements for the Bachelor of Music Education (BME):** To earn the Bachelor of Music Education with a double major in Bible & Theology and Music Education, students must complete the following degree components:

Arts & Sciences Core for BME	(*33) 21 credits
Bible & Theology Major	#30 credits
General Electives	0 credits
Education	20.5 credits
Music Core	<u>54 credits</u>
<b>TOTAL:</b>	125.5 credits

**\*NOTE:** The following courses fulfill requirements for *both* the Arts & Sciences Core and the Music Education Major:

(1) MUSC 2113 Music History & Literature I for “H” Competency Course; (2) EPSY 2112 Educational Psychology for PSYC 1100 Interpersonal and Family Relationships; (3) MATH 1033 Mathematics Concepts as the “M” competency course; and (4) MUSC 2223 Music History & Literature II for “A” Competency Course.

# Students in this program take two courses of Old Testament Study or New Testament Study or Theological Study 1, which reduces the Bible & Theology Major by 3 credits. Note also that Music Education students must fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

**Transfer Students.** Transfer students with credits in music theory, music theory lab (sight singing, ear training, keyboard skills), and/or music history from a college or university must take a placement examination corresponding to the level of music theory and music history they have completed.

**Achievement Standards.** In lieu of performing an audition, students must earn a minimum grade of “B-” in their primary instrument, secondary instrument, and music jury performances by the conclusion of their second semester of study.

**Applied Music Lessons and Jury Performances.** All students must choose a primary instrument they wish to study. Students then choose a secondary instrument of study from the remaining options. Private lessons are not available for audit. All students present a jury performance at the end of each semester.

**Mid-Point Evaluation:** At the end of the sophomore year, students undergo a mid-point evaluation.

**Ensemble Participation.** All students pursuing music-related degrees must earn credits through participation in one or more ensembles.

**Rehearsal/Practice Work:** Rehearsal and practice outside of class and public performances are required.

**Academic Standards.** Students must earn a minimum grade of “C-” in Music Core (MUAP and MUSC) courses. Students who do not achieve at least a grade of “C-” cannot enroll in the next course of the sequence.

**Licensure and Certification.** Johnson University’s Music Education program is approved by the Tennessee State Board of Education and by the Association of Christian Schools International (ACSI). Bachelor’s Degrees in Music Education meet the requirements for licensure in the State of Tennessee. State clinical practice requirements are met through student teaching or an internship.

**Clinical Experience.** The Tennessee State Board of Education requires four distinct types of experiential learning found in Johnson University’s Music Education programs:

- *Field Experience*—lower-level courses with few hours generally required for all students
- *Practicum*—upper-level courses with longer hours that are program-specific
- *Student Teaching*—full-time clinical practice in a classroom for one term
- *Internship*— full-time clinical practice in a classroom for one academic year

To ensure students meet professional music standards, the School of Communication & Creative Arts sets requirements that apply to content and courses designated as Music Core.

To ensure students meet education requirements, the Templar School of Education sets requirements that apply to content and courses designated as Education.

**Senior Recital.** Bachelor of Music Education majors may present a recital during their senior year. (MUAP 4100 Senior Recital). With selections for the recital approved by the faculty, the student will rehearse the music under the guidance of the private instructor and present a “hearing” of the recital before the faculty at least two weeks prior to the scheduled performance.

In addition to the aforementioned standards of the School of Communication & Creative Arts, Music Education majors must also meet the standards of the Templar School of Education.

*PRAXIS—Students pursuing licensure from the State of Tennessee Department of Education must achieve a passing score on either 5116 Music: Vocal and General Knowledge or 5114*

*Music: Content and Instruction.* Additional information regarding these examinations is available from the Templar School of Education of Johnson University or from Educational Testing Service ([www.ets.org](http://www.ets.org)).

**Undergraduate Teacher Education Program Admission and Continuation.** For undergraduate students, earning a bachelor's degree is a four-stage process:

- **Initial Admission:** Admission requirements for Johnson University's Teacher Education programs are detailed in the section of this *Catalog* devoted to "Application & Admission." Highlights include:
  - Minimum score of 21 ACT or 1080 SAT (1450 Old SAT) for students applying for Teacher Education in accordance with Johnson University Tennessee's agreement with the State of Tennessee. Students who lack the required ACT or SAT score may petition the Teacher Education Interdisciplinary Committee for a waiver if they meet the following criteria: (1) 30+ credit hours of college/university coursework with a 3.0+ cumulative grade point average, earned over two full-time consecutive terms at Johnson University and/or another college or university with no course failures; (2) passing scores on the PRAXIS Core Academic Skills for Educators (Core) Test (Reading 5713, Writing 5723, Mathematics 5733).
  - Transfer students must demonstrate:
    1. Success in college coursework of at least 30 credit hours
    2. Earned passing scores on the required ACT/SAT exemption or the required scores on the PRAXIS Core Academic Skills for Educators (Core) Test (Reading 5713, Writing 5723, Mathematics 5733).
  - Transfer courses must correspond with a Johnson University required course and are subject to validation. *The Tennessee State Department of Education permits Teacher Education students to transfer only coursework from regionally accredited institutions.*
- **Mid-Point Evaluation:** About halfway through the baccalaureate program, students undergo a mid-point evaluation. To pass the evaluation and be accepted into the Teacher Education program they must have:
  - Completed four terms or the equivalent, but not more than 70 credit hours
  - Achieved and maintained a minimum 2.75 cumulative grade point average (GPA) on all courses and relevant transfer credits
  - Provided satisfactory service during three terms of field experience in local schools
  - Completed a satisfactory *Sixteen Personality Factor Questionnaire* (16PF)
  - Earned the required ACT/SAT exemption or the required scores on the PRAXIS Core Academic Skills for Educators (Core) Test (Reading 5713, Writing 5723, Mathematics 5733) and satisfy any other requirements mandated by the State of Tennessee
  - Presented a professional portfolio and recommendation from the Teacher Education Interview Committee
  - Presented three satisfactory evaluations from selected faculty, staff, and work supervisors regarding student conduct, attitude, motivation, and performance

- Received approval from the Interdisciplinary Committee
- Transfer students may take 3000-level Teacher Education courses if they have completed the Mid-Point evaluation process. 4000-level Teacher Education courses are only available after full admittance to the Teacher Education program.
- **Graduation:** Students must successfully complete all requirements for a bachelor's degree in Teacher Education, earning a minimum cumulative GPA of 2.75 on a 4-point scale (see "Graduation Requirements" in the section of this *Catalog* devoted to "Academic Policies & Procedures").
- **Student Teaching or Internship and Licensure:** To earn a teaching license in the State of Tennessee, graduates must:
  - Earn the minimum score set by the State of Tennessee on each part of the required PRAXIS II test
  - Earn the minimum score of a 40 on edTPA Portfolio
  - Successfully complete a 12-credit internship or 6-credit student teaching experience in a Partnership School approved by Johnson University, earning a minimum grade of B-
  - Receive a satisfactory evaluation by the Partnership School mentor
  - Be recommended for licensure by the Templar School of Education
  - Satisfy any other licensure requirements mandated by the State of Tennessee. Requirements frequently change and candidates must meet requirements in effect at the time of their graduation. These requirements may be different from those in effect at the time they entered Johnson University or those detailed in this *Catalog*. Students should check with the Templar School of Education regarding current licensure requirements.

### ***Music Performance Minor***

**Program Director:** Donald R. Trentham, M.M.

**Overview.** The Music Performance Minor equips students to utilize musicianship skills and performance in a variety of ways. It also allows students in other professional programs to develop complementary skills in music performance. Such skills can enhance ministry, youth ministry, teaching, missions, and other fields.

**Modality.** Johnson University offers the Music Performance Minor on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Music Performance Minor prepares students in musical performance.

*SLO 1:* Graduates demonstrate the ability to perform in a primary and secondary instrument.

**Required Courses.** The Music Performance Minor consists of the following courses:

MUSC 1111	Music Theory I	3
MUSC 1131	Music Theory Lab I	1

MUSC 1221	Music Theory II	3
MUSC 1241	Music Theory Lab II	1
<i>Performing Ensemble (4)—choose 4 credits: [may be repeated for credit]</i>		4
MUAP 1920	Tour Choir (1)	
MUAP 2000	University Choir (1)	
MUAP 2600	Vox Royale (1)	
<i>Primary Instrument: Applied Music (4)—choose 4 credits in one instrument (voice, guitar, or piano)</i>		4
<i>Secondary Instrument: Applied Music (2)—choose 2 credits in one instrument (voice, guitar, or piano)</i>		<u>2</u>
<i>Voice:</i>		
MUAP 1310	Voice I (1)	
MUAP 1320	Voice II (1)	
MUAP 2310	Voice III (1)	
MUAP 2320	Voice IV (1)	
MUAP 3310	Voice V (1)	
MUAP 3320	Voice VI (1)	
MUAP 4310	Voice VII (1)	
MUAP 4320	Voice VIII (1)	
<i>Piano:</i>		
MUAP 1410	Piano I (1)	
MUAP 1420	Piano II (1)	
MUAP 2410	Piano III (1)	
MUAP 2420	Piano IV (1)	
MUAP 3410	Piano V (1)	
MUAP 3420	Piano VI (1)	
MUAP 4410	Piano VII (1)	
MUAP 4420	Piano VIII (1)	
<i>Guitar:</i>		
MUAP 1510	Guitar I (1)	
MUAP 1520	Guitar II (1)	
MUAP 2510	Guitar III (1)	
MUAP 2520	Guitar IV (1)	
MUAP 3510	Guitar V (1)	
MUAP 3520	Guitar VI (1)	
MUAP 4510	Guitar VII (1)	
MUAP 4520	Guitar VIII (1)	

**TOTAL CREDITS IN MINOR:** 18

**Transfer Students.** Transfer students with credits in music theory, music theory lab (sight singing, ear training, keyboard skills), and/or music history from a college or university must take a placement examination corresponding to the level of music theory and music history they have completed.

**Achievement Standards.** In lieu of performing an audition, students must earn a minimum grade of “B-” in their primary instrument, secondary instrument, and music jury performances by the conclusion of their second semester of study.

**Applied Music Lessons and Jury Performances.** All students must choose a primary instrument they wish to study. Students then choose a secondary instrument of study from the remaining options. Private lessons are not available for audit. All students present a jury performance at the end of each semester.

**Mid-Point Evaluation:** At the end of the sophomore year, students undergo a mid-point evaluation.

**Ensemble Participation.** All students pursuing music-related degrees must earn credits through participation in one or more ensembles.

**Rehearsal/Practice Work:** Rehearsal and practice outside of class and public performances are required.

**Academic Standards.** Students must earn a minimum grade of “C-” in Music Core (MUAP and MUSC) courses. Students who do not achieve at least a grade of “C-” cannot enroll in the next course of the sequence.

### ***Bachelor of Music Technology***

**Program Director:** Ryne Siesky, D.M.A.

**Overview.** The Bachelor of Music Technology equips students to utilize musicianship skills, composition, live audio production, studio production, computer science, electrical engineering, software development, and digital/electronic instrument construction skills in a variety of music production-focused professions. Students are prepared for strategic positions in live and studio environments, post-production, composition, and digital/electronic instrument construction.

**Modality.** Johnson University offers the Bachelor of Music Technology Major on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

**Purpose.** The Bachelor of Music Technology equips students to utilize live audio production, composition, computer science, digital/electronic instrument construction, electrical engineering, software development, and studio production in a variety of music production-focused professions.

*SLO 1: PHILOSOPHY*—Graduates demonstrate a contextually informed philosophy towards music technology professions.

*SLO 2: KNOWLEDGE*—Graduates demonstrate understanding and application of principles and underpinnings of music technology professions.

*SLO 3: SKILL*—Graduates demonstrate the ability to create content that meets professional standards for music technology.

**Required Courses.** The Bachelor of Music Technology consists of the following courses and the Bible and Theology Major:

*Arts & Sciences Core for the Bachelor of Music Technology (33 credits)*

ANTH 1103    Encountering Cultures



ENGL 1013	English Composition I	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity	3
HUMN 1603	Service Learning and Change	3
HUMN 4200	Senior Capstone Seminar	3
PHIL 2013	Philosophical Ethics	3
PSYC 1100	Interpersonal & Family Relationships	3
"A" Competency		3
"H" Competency Course		3
"M" Competency Course		<u>3</u>

***TOTAL CREDITS IN MODIFIED ARTS & SCIENCE CORE:*** **33**

*Music Core (17 credits)*

MUSC 1111	Music Theory I	3
MUSC 1131	Music Theory Lab I	1
MUSC 1221	Music Theory II	3
MUSC 1241	Music Theory Lab II	1
MUSC 1300	Group Piano I	1
MUSC 1400	Group Piano II	1
MUSC 2300	Group Piano III	1
MUSC 2211	Music Theory III <i>OR</i>	3
MUTC 2300	Media Composition	
*MUSC 2000	Survey of Western Music History <i>OR</i>	3
*MUSC 2043	History of Commercial Music	

*Applied Music (2 credits)* 2

*Students must select a minimum of two credits in applied secondary instrument lessons from the following list. Students may continue to take secondary lessons as Supplementary Music Elective credits.*

MUAP 1250	Violin I (1)
MUAP 1260	Violin II (1)
MUAP 1310	Voice I (1)
MUAP 1320	Voice II (1)
MUAP 1350	Drum Set I (1)
MUAP 1360	Drum Set II (1)
MUAP 1410	Piano I (1)
MUAP 1420	Piano II (1)
MUAP 1510	Guitar I (1)
MUAP 1520	Guitar II (1)
MUAP 1810	Bass Guitar I (1)
MUAP 1820	Bass Guitar II (1)

***TOTAL CREDITS IN MUSIC CORE:*** **19**

*Music Technology Core (25.5 credits)*

*COMM 2900	Society & Media	3
MART 3000	Arts Entrepreneurship	3

MUAP 1610	Synthesis I	1
MUAP 1801	Electronic Music Workshop	1
MUED 2100	Introduction to Music Technology	1
MUTC 3500	Music Technology Praxis I	3
MUTC 3600	Music Technology Praxis II	3
MUTC 4500	Music Technology Praxis III ( <i>may repeat for credit</i> )	3
SCCA 4603	Music Technology Internship	3
SCCA 4993	Music Technology Integrated Project	3
SCCA 1000	Digital Arts Forum (0.25, taken 6x)	<u>1.5</u>

***TOTAL CREDITS IN MUSIC TECHNOLOGY CORE:*** 25.5

*Music Technology Electives (17 credits)* 17

*Students must select an additional 17 MUTC credits from the following course list. Students may repeat MUTC 4500 Music Technology Praxis III for elective credits. Students are strongly encouraged to continue taking MUTC courses as part of their supplementary electives. However, Music Technology Electives do not double-dip as Supplementary Music Electives, and vice versa.*

MUTC 2000	Digital Musicianship (3)
MUTC 2013	Live Production I (3)
MUTC 2033	Live Production II (3)
MUTC 2300	Media Composition (3)
MUTC 3010	Studio Recording & Acoustics (3)
MUTC 3011	Electrical Engineering Lab (1)
MUTC 3013	Electrical Engineering for Audio Devices (3)
MUTC 3033	Audio Engineering & Perception (3)
MUTC 3041	Building Electronic Instruments I Lab (1)
MUTC 3043	Building Electronic Instruments I (3)
MUTC 3300	Intermedia Composition (3)
MUTC 3302	Sound Design & Audio Postproduction (3)
MUTC 3900	Computer Science for Audio Development I (3)
MUTC 3910	Computer Science for Audio Development I Lab (1)
MUTC 3998	Computer Science for Audio Development II (3)
MUTC 4013	Ambisonics & Electroacoustic Music (3)
MUTC 4500	Music Technology Praxis III ( <i>may repeat for credit</i> ) (3)

***TOTAL CREDITS IN MUSIC TECHNOLOGY ELECTIVES:*** 17

*Supplementary Music Electives (10 credits)*

*To supplement their musical and technological development, students must select an additional ten credits from either the Music Technology Electives above or from the course list below.*

COMM 2200	Introduction to Video Production (3)
COSC 1100	Introduction to Computer Science (3)
MUAP 1250	Violin I (1)
MUAP 1260	Violin II (1)

MUAP 2250	Violin III (1)
MUAP 2260	Violin IV (1)
MUAP 1310	Voice I (1)
MUAP 1320	Voice II (1)
MUAP 2310	Voice III (1)
MUAP 2320	Voice IV (1)
MUAP 1350	Drum Set I (1)
MUAP 1360	Drum Set II (1)
MUAP 2350	Drum Set III (1)
MUAP 2360	Drum Set IV (1)
MUAP 1410	Piano I (1)
MUAP 1420	Piano II (1)
MUAP 2410	Piano III (1)
MUAP 2420	Piano IV (1)
MUAP 1510	Guitar I (1)
MUAP 1520	Guitar II (1)
MUAP 2510	Guitar III (1)
MUAP 2520	Guitar IV (1)
MUAP 1620	Synthesis II (1)
MUAP 1630	Synthesis III (1)
MUAP 1640	Synthesis IV ( <i>may repeat for credit</i> ) (1)
MUAP 1810	Bass Guitar I (1)
MUAP 1820	Bass Guitar II (1)
MUAP 2810	Bass Guitar III (1)
MUAP 2820	Bass Guitar IV (1)
MUAP 1720	Band: Concert & Big Band Ensemble ( <i>2x max for credit</i> ) (1)
MUAP 1801	Electronic Music Workshop ( <i>may repeat for credit</i> ) (1)
MUAP 2100	Pop/Rock/Jazz Ensemble ( <i>2x max for credit</i> ) (1)
MUAP 2600	Vox Royale ( <i>2x max for credit</i> ) (1)
MUSC 2211	Music Theory III (3)
MUSC 2221	Music Theory IV (3)
MUSC 2231	Music Theory Lab III (1)
MUSC 2241	Music Theory Lab IV (1)
MUSC 2310	Commercial Music Lab (1)
MUSC 2400	Group Piano IV (1)
MUSC 3313	Conducting I (3)
MUSC 4220	Arranging & Orchestration (3)
THTR 1100	Introduction to Theatre (3)
THTR 3000	Directing (3)
THTR 3200	Playwriting & Devised Theatre (3)
WORS 3023	Songwriting & Composition (3)

*TOTAL CREDITS IN SUPPLEMENTARY MUSIC ELECTIVES:*

10

*TOTAL CREDITS IN MAJOR:*

71.5

**Requirements for the Bachelor of Music Technology.** To earn the Bachelor of Music Technology degree with a double major in Bible & Theology, students must complete the following degree components:

Arts & Sciences Core for BMT	(*33) 27 credits
Bible & Theology Major	#30 credits
Music Core	19 credits
Music Technology Core	25.5 credits
Music Technology Electives	17 credits
Supplementary Music Electives	<u>10 credits</u>
<i>TOTAL:</i>	<i>128.5 credits</i>

\*NOTE: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) COMM 2900 Society & Media as the “A” competency course; (2) MUSC 2000 Survey of Western Music History or MUSC 2043 History of Commercial Music as the “H” competency course.

#Students in this program take two courses of Old or New Testament Exegesis or Theological Study 2, which reduces the Bible & Theology Major by 3 credits.

**Junior Review:** In order to register for SCCA 4993 Integrated Project, students are required to pass the junior review, administered during the sixth semester of study. Students must submit a minimum of three diverse portfolio selections and an updated curriculum vitae to the program director for review. Students then meet with the program director for a one-hour portfolio review and may be required to revise content to pass the assessment.

### *Associate of Arts in Music Technology*

**Program Director:** Ryne Siesky, D.M.A.

**Overview.** The Associate of Arts in Music Technology equips students to utilize live audio production and studio production in a variety of music production-focused professions. Students are prepared for strategic positions in live and studio production.

**Modality.** Johnson University offers the Associate of Music Technology Major on campus.

**Purpose.** The Associate of Arts in Music Technology equips students to utilize live and studio audio production skills in a variety of music production-focused professions.

*SLO 1: PHILOSOPHY*—Graduates recognize a contextually informed philosophy towards music technology professions.

*SLO 2: KNOWLEDGE*—Graduates recognize understanding and application of principles and underpinnings of music technology professions.

*SLO 3: SKILL*—Graduates recognize the ability to create content that meets professional standards for music technology.

**Required Courses.** The Associate of Arts in Music Technology consists of the following courses:

*COMM 2900	Society & Media	3
MUSC 1111	Music Theory I	3
MUSC 1131	Music Theory Lab I	1
MUSC 1221	Music Theory II	3
MUSC 1241	Music Theory Lab II	1
MUSC 2000	Digital Musicianship	3
MUSC 2043	History of Commercial Music	3
MUAP 1410	Piano I	1
MUAP 1420	Piano II	1
MUTC 2013	Live Production I (3) <i>OR</i>	
MUTC 3010	Studio Recording & Acoustics (3)	3
SCCA 1000	Digital Arts Forum (.25 credit, taken 4 times)	<u>1</u>

*TOTAL CREDITS in the Music Technology Core for the Associate of Arts in Music 23*

**Requirements for the A.A. in Music Technology.** To earn the Associate of Arts in Music Technology degree, students must complete the following degree components:

Arts & Sciences Core	(*34) 31 credits
Bible & Theology Requirements	15 credits
General Electives	0 credits
Associate of Arts in Music Technology	<u>23 credits</u>
<i>TOTAL:</i>	<i>69 credits</i>

\*NOTE: The following course in this major fulfills a requirement for the Arts & Sciences Core: COMM 2900 Society & Media as the “A” competency course.

**Transfer Students.** Transfer students with credits in music theory, music theory lab (sight singing, ear training, keyboard skills), and/or music history from a college or university must take a placement examination corresponding to the level of music theory and music history they have completed.

**Achievement Standards.** In lieu of performing an audition, students must earn a minimum grade of “B-” in their primary instrument and music jury performances by the conclusion of their second semester of study.

**Applied Music Lessons and Jury Performances.** All students must choose a primary instrument they wish to study. Private lessons are not available for audit. All students present a jury performance at the end of each semester.

**Mid-Point Evaluation:** At the end of the sophomore year, students undergo a midpoint evaluation.

**Ensemble Participation.** All students pursuing music-related degrees must earn credits through participation in one or more ensembles.

**Rehearsal/Practice Work:** Rehearsal and practice outside of class and public performances are required.

**Academic Standards.** Students must earn a minimum grade of “C-” in Music Core (MUAP and MUSC) courses. Students who do not achieve at least a grade of “C-” cannot enroll in the next course of the sequence.

### ***Music Technology Minor***

**Program Director:** Ryne Siesky, D.M.A.

**Overview.** The Music Technology Minor allows students in other majors to enhance their education with selected content related to live audio production, studio production, computer science and electrical engineering, and digital/electronic instrument construction.

**Modality.** Johnson University offers the Music Technology Minor on campus.

**Purpose.** The Music Technology Minor allows students in other majors to enhance their education with selected content related to live audio production, studio production, computer science and electrical engineering, and digital/electronic instrument construction in a variety of music production-focused professions.

**SLO 1: PHILOSOPHY**—Graduates recognize a contextually informed philosophy towards music technology professions.

**SLO 2: KNOWLEDGE**—Graduates recognize understanding and application of principles and underpinnings of music technology professions.

**SLO 3: SKILL**—Graduates recognize the ability to create content that meets professional standards for music technology.

**Required Courses.** The Music Technology Minor consists of the following courses:

#### *Music Technology Core (15 credits)*

MUAP 1801	Electronic Music Workshop	1
MUSC 1111	Music Theory I	3
MUSC 1131	Music Theory Lab I	1
MUSC 1221	Music Theory II	3
MUSC 1241	Music Theory Lab II	1
MUSC 2000	Digital Musicianship	3
MUTC 2013 Live Production I (3) OR		3
MUTC 3010 Studio Recording & Acoustics (3)		

*Primary Instrument: Applied Music (1 credit)* 1

*[1 credit required, may choose additional for elective credit]*

MUAP 1410	Piano I (1)
MUAP 1420	Piano II (1)
MUAP 2410	Piano III (1)
MUAP 2420	Piano IV (1)
MUAP 3410	Piano V (1)
MUAP 3420	Piano VI (1)
MUAP 4410	Piano VII (1)
MUAP 4420	Piano VIII (1)

*Secondary Instrument: Computer Music (1 credit)* 1

*[1 credit required, may choose additional for elective credit]*

- MUAP 1610 Synthesis I (1)
- MUAP 1620 Synthesis II (1)
- MUAP 1630 Synthesis III (1)
- MUAP 1640 Synthesis IV (1)

*Music Technology Electives (3)—choose 3 credits:* 3

- COMM 2900 Society & Media (3)
- MUAP 1801 Electronic Music Workshop (1) *may repeat for credit*
- MUSC 2043 History of Commercial Music (3)
- MUSC 2211 Music Theory III (3)
- MUSC 2231 Music Theory Lab III (1)
- MUTC 2033 Live Production II (3)
- MUTC 3011 Electrical Engineering Lab (1)
- MUTC 3013 Electrical Engineering for Audio Devices (3)
- MUTC 3033 Audio Engineering & Perception (3)
- MUTC 3302 Sound Design and Audio Postproduction (3)
- MUTC 3900 Computer Science for Audio Development I (3)

**TOTAL CREDITS IN MINOR:** 20

**Transfer Students.** Transfer students with credits in music theory, music theory lab (sight singing, ear training, keyboard skills), and/or music history from a college or university must take a placement examination corresponding to the level of music theory and music history they have completed.

**Achievement Standards.** In lieu of performing an audition, students must earn a minimum grade of “B-” in their primary instrument, secondary instrument, and music jury performances by the conclusion of their second semester of study.

**Applied Music Lessons and Jury Performances.** All students must choose a primary instrument they wish to study. Students then choose a secondary instrument of study from the remaining options. Private lessons are not available for audit. All students present a jury performance at the end of each semester.

**Mid-Point Evaluation:** At the end of the sophomore year, students undergo a mid-point evaluation.

**Ensemble Participation.** All students pursuing music-related degrees must earn credits through participation in one or more ensembles.

**Rehearsal/Practice Work:** Rehearsal and practice outside of class and public performances are required.

**Academic Standards.** Students must earn a minimum grade of “C-” in Music Core (MUAP and MUSC) courses. Students who do not achieve at least a grade of “C-” cannot enroll in the next course of the sequence.

## ***Religious Studies Major***

**Program Director:** Gerald L. Mattingly, Ph.D.

**Overview.** The Religious Studies Major is an interdisciplinary program that examines the religious experiences of global human cultures past and present. It develops skills of theological reflection, historical research, analysis, and communication that enable students to engage the world in which they serve in a thoughtful, positive, and creative manner. Students will strengthen their own Christian perspective and define their own beliefs more clearly by exploring the beliefs and practices of numerous other religious traditions.

**Modality.** Johnson University offers the Religious Studies Major on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Religious Studies Major cultivates a critical understanding of the religious experiences of global human cultures and develops skills of reflection, research, analysis, and communication that enable graduates to engage the world thoughtfully, positively, and creatively.

*SLO 1:* Graduates will be able to demonstrate critical thinking and analytical skills.

*SLO 2:* Graduates will be able to write persuasively and communicate effectively.

*SLO 3:* Graduates will be able to understand and employ the skills of research in the field of religious studies.

*SLO 4:* Graduates will be able to appreciate the distinctiveness and richness of diverse societies and cultures and view the world from perspectives other than one's own.

**Required Courses.** The Religious Studies Major consists of the following courses:

#### *Religious Studies Core Courses (21 credits)*

ANTH 2300	Cultural Anthropology	3
*HIST 2123	History of Christianity	3
ICST 3100	Dynamics of World Religions	3
*PHIL 2013	Philosophical Ethics	3
PHIL 2110	Philosophy of Religion	3
RELS 3100	Christian Apologetics	3
*THEO 3112	Biblical Interpretation Across Cultures	3

#### *Religious Studies Electives (15)—choose five:*

15

ANTH 3023	Peoples & Cultures of Modern Middle East (3)
ENGL 3410	19 <sup>th</sup> Century Russian Writers (3)
ENGL 3420	20 <sup>th</sup> Century British Writers: The Inklings (3)
ICIS 2310	Islam: History, Beliefs, and Practices (3)
ICST 4416	Animism (3) ( <i>OL only</i> )
RELS 2200	Cults, Sects & New Religions (3)
RELS 3260	History & Theology of Judaism (3)
RELS 3300	History of the Bible: Text, Canon, & Versions (3)
RELS 3310	C.S. Lewis: Life and Non-fiction Apologetics (3)
RELS 4200	Religious Studies Internship (3)
THEO 3106	Topics in Theology (3)



THEO 3133 Christian Thought and Film (3)  
THEO 3121 History of Christian Worship (3)

*TOTAL CREDITS IN MAJOR:*

36

**Requirements for the B.A. in Religious Studies.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Religious Studies, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	18 credits
Religious Studies Major	<u>36 credits</u>
<i>TOTAL:</i>	<i>124 credits</i>

\***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HIST 2123 History of Christianity; (2) PHIL 2013 Philosophical Ethics. The following course in this major fulfills requirements for the Bible and Theology Major: THEO 3112 Biblical Interpretation Across Cultures for Theological Study 2 course.

**Academic Standards.** Students must achieve a “B” (3.0) average in the Foundations courses to remain in the Religious Studies Major.

**Honors Program.** Religious Studies students are strongly encouraged to apply for admission to the Johnson University Honors Program. Students who complete the Honors Program and the Religious Studies Major receive recognition of that achievement on their official transcript.

**Internship.** During the second half of their participation in the program, Religious Studies students may complete a 3-credit internship as one of their major courses. The internship must provide significant exposure to different worldviews or religions, and it must provide practical exposure to and interaction with subjects covered in the student’s courses. A campus ministry or ministry in a cross-cultural (domestic or international) setting provide the best options. The program chair or another Johnson University professor will oversee the internship in conjunction with the leader of the agency or church where students work.

### *Theatre Minor*

**Program Director:** Ashley Watcher, M.F.A.

**Overview.** The Theatre Minor is structured to give students an overview of drama and theatre in terms of history, performance, and criticism. The curriculum involves the student in both the practical and theoretical aspects of the theatre process. The minor offers ample opportunities for students to apply their skills onstage and/or backstage.

**Modality.** Johnson University offers the Theatre Minor on campus.

#### ***Purpose and Student Learning Outcomes (SLO)***

**Purpose.** The Theatre Minor equips students with basic knowledge and skills in video production.

- SLO 1: Graduates will be able to select various types of literature and scripts that are appropriate for a public audience.

- SLO 2: Graduates will be able to utilize appropriate performance techniques (effective oral interpretation, blocking, movement, projection, memory, and interpretation).

**Required Courses.** The Theatre Minor consists of the following courses:

THTR 1100	Introduction to Theatre	3
THTR 1200	Acting I	3
THTR 1300	Acting II	3
THTR 3000	Directing	3
THTR 3100	Dramatic Literature and History	3
THTR 3200	Playwriting and Devised Theatre (3)	
	OR THTR 2000 Dramatic Practicum (1) (repeated three times)	<u>3</u>
<b>TOTAL CREDITS IN MINOR:</b>		<b>18</b>

**Student plays.** Students are expected to participate in on-campus plays and theatrical activities.

### ***Video Production Minor***

**Program Director:** Alan Barnes, M.F.A.

**Overview.** The Video Production Minor equips students to utilize production arts principles with a focus on video media content creation. It allows students in other professional programs to develop complementary skills in video production. Such skills can enhance ministry, nonprofit management, youth ministry, teaching, missions, and other fields.

**Modality.** Johnson University offers the Video Production Minor on campus. Some program content will be delivered online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Video Production Minor equips students with basic knowledge and skills in video production.

*SLO 1: PHILOSOPHY*—Graduates demonstrate a contextually informed philosophy towards video related visual media production and design.

*SLO 2: KNOWLEDGE*—Graduates demonstrate application of principles and underpinnings of video related visual media production and design professions.

*SLO 3: SKILL*—Graduates demonstrate the ability to create content that meets professional standards of video related visual media production and design professions.

**Required Courses.** The Video Production Minor consists of the following courses:

COMM 2200	Introduction to Video Production	3
COMM 2203	Scripting	3
COMM 3213	Video Editing & Enhancement	3
COMM 3343	Video Production II	3
COMM 3353	Video Editing & Enhancement II	3
MUTC 3302	Sound Design & Audio Postproduction	<u>3</u>
<b>TOTAL CREDITS IN MINOR:</b>		<b>18</b>

**Production Work.** Work outside the classroom is a mandatory part of course requirements.

**Portfolio.** Students create a portfolio during their studies. This portfolio is evaluated at the end of the student's sophomore year and senior year.

### ***Bachelor of Fine Arts in Visual Media Production and Design***

**Program Director:** Alan Barnes, M.F.A.

**Overview.** The Bachelor of Fine Arts in Visual Media Production and Design equips students to utilize production arts principles with a focus on visual media content creation. Students are prepared for strategic positions in entertainment, news and information, communication, and media arts production.

**Modality.** Johnson University offers the Bachelor of Fine Arts in Visual Media Production and Design on campus. Some program content will be delivered online.

**Purpose and Student Learning Outcomes (SLO)** The Bachelor of Fine Arts in Visual Media Production and Design equips students to create content in a variety of visual media arts mediums and prepares students for strategic vocations in entertainment, news and information, communication, and media production.

**SLO 1: PHILOSOPHY**—Graduates demonstrate a contextually informed philosophy towards visual media arts production and design.

**SLO 2: KNOWLEDGE**—Graduates demonstrate application of principles and underpinnings of visual media arts production and design professions.

**SLO 3: SKILL**—Graduates demonstrate the ability to create content that meets professional standards of visual media arts production and design professions.

**Required Courses.** The Bachelor of Fine Arts in Visual Media Production and Design consists of the following courses and the Bible and Theology Major:

Arts & Sciences Core for the Bachelor of Fine Arts in Visual Media Production and Design (33 credits)

ANTH 1103	Encountering Cultures	3
ENGL 1013	English Composition I	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity	3
HUMN 1603	Service Learning and Change	3
HUMN 4200	Senior Capstone Seminar	3
PHIL 2013	Philosophical Ethics	3
PSYC 1100	Interpersonal & Family Relationships	3
"A" Competency Course		3
"H" Competency Course		3
"M" Competency Course		<u>3</u>
<b>TOTAL CREDITS IN MODIFIED ARTS &amp; SCIENCE CORE:</b>		<b>33</b>

Visual Media Production and Design Core (29 credits):

COMM 2203	Scripting	3
*COMM 2900	Society & Media	3

*MART 2010	History of Media Arts	3
MART 3000	Arts Entrepreneurship	3
MART 3060	Portfolio I	3
MART 4010	Portfolio II	3
MART 4011	Portfolio III	3
SCCA 1000	Digital Arts Forum (.25 credit, taken 8 times)	2
SCCA 4603	Internship	3
SCCA 4999	Integrated Project	3

## Visual Media Production and Design content (30):

*Graphic Design*

MART 1023	Drawing and Ideation	3
MART 2073	Graphic Design I	3
MART 2083	Graphic Design II	3
MART 3023	Typography	3
MART 3030	Graphic Design III	3

*Video Production*

COMM 2200	Introduction to Video Production	3
COMM 3213	Video Editing & Enhancement	3
COMM 3343	Video Production II	3
COMM 3353	Video Editing & Enhancement II	3
MUTC 3302	Sound Design and Audio Postproduction	3

*Concentration (15 credits):*15*Animation and Design: A focus on animation and Web design*

COMM 3105	Fundamentals of Web Design (3)
COMM 3109	Advanced Website Design (3)
MART 2043	3D Animation (3)
MART 2093	2D Animation (3)
MART 3053	Integrated Animation (3)

*Live Production*

MART2093	2D Animation (3)
MUTC 2013	Live Production I (3)
MUTC 2033	Live Production II (3)
MUTC 2023	Studio Recording I (3)
MUTC 3033	Audio Engineering & Perception (3)
	or COMM 3015 Fundamentals of Web Design (3)

*Media Writing and Design: A focus on media writing and selected design focus*

COMM 2100	Reporting for Mass Media (3)
COMM 2110	Introduction to Public Relations (3)
MART 2093	2D Animation (3)

A combination of two courses (6 credits) focused on visual production, graphic design, theatre, live production, writing, or Web design (i.e., an COMM, MART, THTR, or MUTC course not already required)

*TOTAL CREDITS IN MAJOR:* 74

**Requirements for the Bachelor of Fine Arts in Visual Media Production and Design.** To earn the Bachelor of Fine Arts in Visual Media Production and Design with a major in Bible & Theology, students must complete the following degree components:

Arts & Sciences Core	(* 33) 27 credits
Bible & Theology Major	#30 credits
General Electives	0 credits
Bachelor of Fine Arts in Visual Media Production and Design	<u>74 credits</u>
<i>TOTAL:</i>	<i>131 credits</i>

\*NOTE: The following courses in this major fulfill a requirement for the Arts & Sciences Core: (1) MART 2010 History of Media Arts as the “H” competency course; (2) COMM 2900 Society & Media as the “A” competency course.

#Students in this program take two courses of Old Testament Exegesis or New Testament Exegesis or Theological Study 2, which reduces the Bible & Theology Major by 3 credits.

**Production Work:** Work outside the classroom is a mandatory part of course requirements.

**Portfolio:** Students create a portfolio during their studies. This portfolio is evaluated at the end of the student’s sophomore year and senior year.

**Major Project:** As part of SCCA 4999 Integrated Project, each student must produce a professional-level final project that reflects their academic experience and the degree they are completing.

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## SCHOOL OF BIBLE & THEOLOGY

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### *Personnel*

#### **Dean of the School of Bible & Theology**

L. Stephen Cook, Jr., Ph.D. in Biblical Studies—Director of Bible Programs, Professor of Old Testament

#### **Full-Time Faculty, School of Bible & Theology**

Robert P. Fleenor, Ph.D. in Biblical Studies—Professor of Old Testament

Joseph K. Gordon, Ph.D. in Religious Studies: Systematic Theology and Ethics—Director of Bachelor of Theology, Professor of Theology

Jody L. Owens, D.Min. in Old Testament Studies—Professor of Bible and Ministry Leadership

J. Jerome Princeton, Ed.D. in Educational Administration—Professor of Bible and Education

Nathan Shedd, Ph.D. in Theology and Religious Studies—Assistant Professor of New Testament

### *Academic Programs*

The School of Bible & Theology oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Programmatic Accreditation & Additional Information
<b>School of Bible &amp; Theology</b>		
• Bible & Theology Major (all baccalaureate programs)	TN OL	ABHE
• Bible & Theology Requirements for A.A./A.S.	TN OL	ABHE
• B.A. in Bible Teaching	TN	ABHE, ACSI
• B.S. in Bible Teaching	TN	ASCI
• Bachelor of Theology	TN	ABHE
• Biblical Languages Minor	TN	ABHE
• A.A. in Biblical Studies	TN OL	ABHE

## ***Bible & Theology Major***

**Program Director:** Steve Cook, Ph.D.

**Overview.** The Bible & Theology Major constitutes the signature core of Johnson University's educational experience. The goal is to "focus on God's self-revelation in history as recorded in the Christian Scriptures, which gives meaning and purpose to life" (from Johnson University's "Educational Approach"). The Bible & Theology Major contributes to the goals of Johnson University's baccalaureate curriculum.

Students are also encouraged to consider supplementing their Bible & Theology Major by developing competency in the biblical languages of Hebrew and/or Greek.

**Modality.** Johnson University offers the Bible & Theology Major on campus and online.

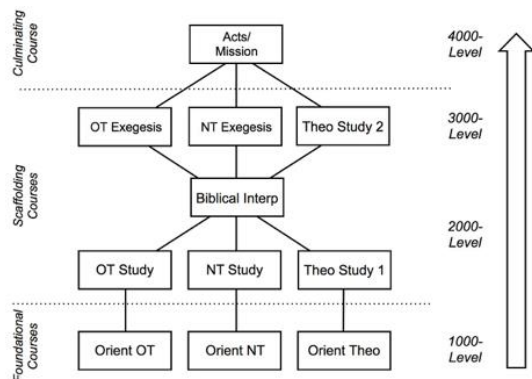
### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Bible & Theology Major provides students with the knowledge and skills needed to read, interpret, and apply the biblical text. It promotes spiritual growth and missional engagement and equips them to fulfill the Great Commission in local and global contexts. Student Learning Outcomes include the following:

- SLO 1:* Graduates will be able to recall basic facts about the content and context of the biblical text.
- SLO 2:* Graduates will be able to utilize credible tools and resources to responsibly interpret the biblical text from historical, literary, and theological angles.
- SLO 3:* Graduates will be able to interact critically with biblical and theological scholarship.
- SLO 4:* Graduates will be able to apply biblical teaching to personal and vocational contexts.

**Structure.** The standard curriculum for the Bible & Theology Major consists of eleven three-credit courses. The resulting 33 credits give Johnson University graduates their "first major" and satisfy the programmatic accreditation standards of the Association for Biblical Higher Education (ABHE). Note that a few programs may require only 30 credits for this major.

The structure for the 4-year program in Bible and Theology appears as follows:



The structure of the Bible & Theology Major may be appreciated both vertically and horizontally. A horizontal perspective views courses by content: Old Testament, New Testament, and Theology trajectories (left to right). A vertical perspective (bottom to top) views courses by scaling complexity or specificity: foundational courses, scaffolding courses, and culminating



courses. These components—columns and tiers—are interlocking; lines suggest prerequisite relationships.

Three foundational courses (1000-level) are required of all Bible & Theology Majors. These surveys familiarize learners with key theological ideas, introduce important characters, and follow the sweep of the biblical canon. Emphasis in each course moves beyond *what* the Bible says to *why it matters*.

Seven scaffolding courses (21 credits) at the 2000- and 3000-level build upon the foundation established at the 1000-level. Students engage texts and ideas with greater focus. At the 2000-level, one Old Testament Study, one New Testament Study, and one Theological Study 1 course is drawn from the lists below. Before taking a 2000-level course in a given area, students must complete only its corresponding 1000-level course.

The isolation of Biblical Interpretation as well as the converging lines in the diagram above suggest the centrality of this course for the program. The successful completion of this course is prerequisite to all 3000-level courses, though no other 2000-level course is a prerequisite for this course.

At the 3000-level, one Old Testament Exegesis, one New Testament Exegesis, and one Theological Study 2 course is drawn from the lists below. (Programs involving an abbreviated, 30-hour Bible & Theology Major require students to take two courses of Old or New Testament Exegesis or Theological Study 2.)

Finally, all students are required to take Acts and the Mission of God as a culminating experience. Here, Bible and Theology are brought together in a context that promotes the discussion of intertextuality, Christian identity, multiculturalism, vocation, evangelism, and the mission of God.

**Courses for the Bible & Theology Major (TN).** The face-to-face version of the Bible & Theology Major consists of the following courses:

*Bible & Theology Core Requirements (15 credits)*

BIBL 1103	Orientation to Old Testament	3
BIBL 1203	Orientation to New Testament	3
BIBL 4103	Acts and the Mission of God	3
THEO 1303	Orientation to Theology	3
THEO 2303	Biblical Interpretation	3

*Old Testament Study (3)—choose one:* 3

BIBL 2103	Genesis (3)
BIBL 2110	Exodus (3)
BIBL 2111	Joshua, Judges, and Ruth (3)
BIBL 2113	Narratives in Samuel (3)

*New Testament Study (3)—choose one:* 3

BIBL 2203	Matthew (3)
BIBL 2213	Mark (3)
BIBL 2223	Luke (3)
BIBL 2233	John (3)

<i>Theological Study 1 (3)</i>	3
THEO 2323 God and the Human Person (3)	
(THEO 3120 Theological and Biblical Foundations of Christian Worship (3) is an alternative Theological Study 1 course in some Creative Arts programs as noted.)	
<i>Old Testament Exegesis (3)—choose one:</i>	3
BIBL 3101 Job and Theodicy (3)	
BIBL 3102 Message of the Psalms (3)	
BIBL 3107 Israel's Wisdom Literature (3)	
BIBL 3201 Isaiah (3)	
BIBL 3203 Ezekiel and Daniel (3)	
BIBL 3208 Jeremiah (3)	
BIBL 3213 The Minor Prophets (3)	
<i>New Testament Exegesis (3)—choose one:</i>	3
BIBL 3301 Romans (3)	
BIBL 3302 1–2 Corinthians (3)	
BIBL 3303 Early Epistles of Paul (3)	
BIBL 3304 Prison Epistles of Paul (3)	
BIBL 3305 Pastoral Epistles (3)	
BIBL 3311 Letter to the Hebrews (3)	
BIBL 3314 Book of Revelation (3)	
<i>Theological Study 2 (3)—choose one:</i>	3
BIOL 4013/THEO 3013 Special Topics in Life Sciences/Biology Ethics (3)	
ICST 4109 God's Story—Our Story (3)	
THEO 3102/FAMS 3102 Theology and Human Sexuality (3)	
THEO 3104 The Person and Work of Christ (3)	
THEO 3106 Topics in Theology (3)	
THEO 3107 Contemporary Theology (3)	
THEO 3112 Biblical Interpretation Across Cultures (3)	
THEO 3115 Theology of the Trinity (3)	
THEO 3117 Creaturely Theology (3)	
THEO 3120 Theological and Biblical Foundations of Christian Worship (3)	
THEO 3121 History of Christian Worship (3)	
THEO 3123 Women in the Bible (3)	
THEO 3133 Christian Thought and Film (3)	
THEO 3143 Christian Pilgrimage Today (3)	
THEO 3999 Global Theology (3)	

**TOTAL CREDITS IN MAJOR:** 33\*

**\*NOTE:** Courses in the Face-to-Face Bible & Theology Major are sometimes also required in other Majors and Minors. In these cases, all 33 credits required for the Bible & Theology Major will still be taken, though some will actually be counted in the other Major/Minor. See the *NOTE* below each Major/Minor to see which of the required 33 credits are counted in the Bible & Theology Major and which are counted in the other Major/Minor.

**Biblical Languages.** Students who desire to study the Bible in its original languages are encouraged to take Hebrew or Greek as listed here. See also below for an optional Biblical

Languages Minor, though students are invited to take any amount of Hebrew or Greek without enrolling in the Minor.

- GREK 2100 Elementary Greek I (3)
- GREK 2200 Elementary Greek II (3)
- GREK 3200 Intermediate Greek I (3)
- GREK 3210 Intermediate Greek II (3)
- HEBR 2100 Elementary Hebrew I (3)
- HEBR 2200 Elementary Hebrew II (3)
- HEBR 3200 Intermediate Hebrew I (3)
- HEBR 3210 Intermediate Hebrew II (3)

Note that students may take the first three semesters of a biblical language to satisfy general elective requirements and the fourth semester to satisfy the Art/Humanities/Literature/Science elective (the “A” competency area) within the Arts & Sciences core.

**Courses for the Bible & Theology Major (Online).** Like all baccalaureate students, those enrolled in fully online programs must complete the Bible & Theology Major. Students may fulfill major requirements through courses offered by Johnson University Online, traditional face-to-face courses offered at Johnson University Tennessee, and/or transfer courses from other institutions. *For the sake of convenience, most adult and online students complete the Bible & Theology Major entirely online as described below.*

***Students may complete the entire Bible & Theology Major online*** through Johnson University by completing the online courses listed below:

*Bible & Theology Core Requirements (15 credits)*

- |           |                              |   |
|-----------|------------------------------|---|
| BIBL 1103 | Orientation to Old Testament | 3 |
| BIBL 1203 | Orientation to New Testament | 3 |
| BIBL 4103 | Acts and the Mission of God  | 3 |
| THEO 1303 | Orientation to Theology      | 3 |
| THEO 2303 | Biblical Interpretation      | 3 |

*Old Testament Study (3 credits)*

- |           |         |   |
|-----------|---------|---|
| BIBL 2103 | Genesis | 3 |
|-----------|---------|---|

*New Testament Study (3 credits)*

- |           |      |   |
|-----------|------|---|
| BIBL 2213 | Mark | 3 |
|-----------|------|---|

*Theological Study 1 (3 credits)*

- |           |                          |   |
|-----------|--------------------------|---|
| THEO 2323 | God and the Human Person | 3 |
|-----------|--------------------------|---|

*Old Testament Exegesis (3 credits)—choose one:*

- |           |                        |   |
|-----------|------------------------|---|
| BIBL 3101 | Job and Theodicy (3)   | 3 |
| BIBL 3201 | Isaiah (3)             |   |
| BIBL 3213 | The Minor Prophets (3) |   |

*New Testament Exegesis (3 credits)—choose one:*

- |           |                        |   |
|-----------|------------------------|---|
| BIBL 3301 | Romans (3)             | 3 |
| BIBL 3314 | Book of Revelation (3) |   |

*Theological Study 2 (3 credits)—choose one:*

- |           |                           |   |
|-----------|---------------------------|---|
| ICST 4109 | God’s Story—Our Story (3) | 3 |
|-----------|---------------------------|---|

THEO 3102/FAMS 3102 Theology and Human Sexuality (3)  
THEO 3104 The Person and Work of Christ (3)  
THEO 3133 Christian Thought and Film (3)  
THEO 3999 Global Theology (3)

***TOTAL CREDITS IN MAJOR:*** 33\*

\***NOTE:** Courses in the Bible & Theology Major are sometimes also required in other Majors and Minors. In these cases, all 33 credits required for the Bible & Theology Major will still be taken, although some will actually be counted in the other Major/Minor. See the **NOTE** below each Major/Minor to see which of the required 33 credits are counted in the Bible & Theology Major and which are counted in the other Major/Minor.

**Second Degree or Transfer Students.** Students who have completed a bachelor's degree from an accredited college or university, other than Johnson University, may earn a second bachelor's degree at Johnson University. In this case, 24 credit hours of Bible & Theology (rather than 33 credits) are required. Likewise, students who transfer to Johnson University holding accredited associate degrees or who have completed 62+ credits may complete bachelor's requirements with a condensed Bible and Theology core of 24 semester hours.

This reduced set of requirements includes the following courses:

BIBL 1103 Orientation to Old Testament (3)  
BIBL 1203 Orientation to New Testament (3)  
BIBL 2xxx, 3xxx *choose one Old Testament Study or Exegesis course* (3)  
BIBL 2xxx, 3xxx *choose one New Testament Study or Exegesis course* (3)  
BIBL 4103 Acts and the Mission of God (3)  
THEO 1303 Orientation to Theology (3)  
THEO 2303 Biblical Interpretation (3)  
THEO 2xxx, 3xxx *choose one Theological Study 1 or 2 course* (3)

### ***Bible & Theology Requirements for Associate of Arts (A.A.) and Associate of Science (A.S.) Degrees***

**Required Courses.** The Bible & Theology requirements for an Associate of Arts or Associate of Science degree consists of the following courses:

#### ***Primary Requirements (12 credits)***

BIBL 1103	Orientation to Old Testament	3
BIBL 1203	Orientation to New Testament	3
THEO 1303	Orientation to Theology	3
THEO 2303	Biblical Interpretation	3

#### ***OT/NT/THEO Study (3)—choose one:*** 3

BIBL 2103	Genesis (3)
BIBL 2110	Exodus (3)
BIBL 2111	Joshua, Judges, and Ruth (3)
BIBL 2113	Narratives in Samuel (3)
BIBL 2203	Matthew (3)
BIBL 2213	Mark (3)
BIBL 2223	Luke (3)

BIBL 2233 John (3)  
THEO 2323 God and the Human Person (3)

*TOTAL Bible & Theology Requirements for A.A. or A.S. degrees:* 15

### ***Bachelor of Arts in Bible Teaching***

**Program Director:** Steve Cook, Ph.D.

**Overview.** The four-year Bachelor of Arts in Bible Teaching gives students additional instruction in Bible & Theology beyond the normal Bible & Theology Major, as well as training in effective methods for communicating biblical truth to students in a primary or secondary school setting.

Johnson University is a member institution of the Association of Christian Schools International (ACSI), an internationally recognized organization that promotes excellence in private Christian schools. ACSI offers accreditation for schools and universities as well as certification for Christian teachers. The layout below will satisfy their Bible Specialist certification requirements for teaching Bible to grades K-12 in a Christian school. Graduates apply for ACSI certification (renewable every 5 years) upon graduation from the program; no fees are associated with the initial application if submitted through Johnson.

**Modality.** Johnson University offers the Bachelor of Arts in Bible Teaching on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Bachelor of Arts in Bible Teaching prepares students for teaching Bible in private Christian schools.

The SLOs for the Bible & Theology Major apply here, as well as the following:

- SLO 1:* Graduates will be able to apply intermediate-level biblical language skills in the exegesis of biblical texts.
- SLO 2:* Graduates will be able to implement an effective system of discipline and classroom management based on a Christian philosophical foundation.
- SLO 3:* Graduates will be able to apply principles of human development with a holistic view of the child to the classroom.
- SLO 4:* Graduates will be able to implement technological and technical skills required for competent classroom instruction.

**Required Courses.** The Bachelor of Arts in Bible Teaching consists of the following courses, which meet or exceed the Bible Specialist certification requirements:

#### *Biblical Language Study (12 credits)*

Four semesters of Biblical Hebrew or Biblical Greek 12

- HEBR 2100 Elementary Hebrew I (3)
- HEBR 2200 Elementary Hebrew II (3)
- HEBR 3200 Intermediate Hebrew I (3)
- \*HEBR 3210 Intermediate Hebrew II (3)

*OR*

- GREK 2100 Elementary Greek I (3)
- GREK 2200 Elementary Greek II (3)

- GREK 3200 Intermediate Greek I (3)  
\*GREK 3210 Intermediate Greek II (3)

*Bible and Ministry Studies (15 credits)*

- Three additional Exegesis/Theo Study 1 or 2 courses beyond the B&T major 9  
CMML 3113 Spiritual Formation for Ministry 3  
THEO 3143 Christian Pilgrimage Today (Israel trip)\*\* 3

*Educational Studies (15.5 credits)*

- EDUC 2013 Introduction to Teaching: Elementary Education 3  
EDUC 3323 Bible and Social Studies Methods 3  
EDUC 4014 Classroom Management with Regular and Special Populations 3  
EDUC 4113 History & Philosophy of Christian Education 3  
EPSY 2112 Educational Psychology 3  
FLED 3513 Practicum: Christian Schools 0.5

**TOTAL CREDITS IN MAJOR:** 42.5

**Requirements for the B.A. in Bible Teaching.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Bible Teaching, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	33 credits
General Electives	6 credits
Bible Teaching Major	<u>42.5 credits</u>
<b>TOTAL:</b>	<b>124.5 credits</b>

**\*NOTE:** The fourth semester of a biblical language (HEBR 3210 or GREK 3210) will satisfy the “A” requirement in the Arts & Sciences core and is counted in that area.

**\*\*NOTE:** If the expenses or logistics involved in the Israel Trip are prohibitive, students may seek approval from the Program Director to take another Exegesis/Theo Study 1 or 2 course or another approved elective.

### ***Bachelor of Science in Bible Teaching***

**Program Director:** Steve Cook, Ph.D.

**Overview.** The four-year Bachelor of Science in Bible Teaching gives students additional instruction in Bible & Theology beyond the normal Bible & Theology Major, as well as training in effective methods for communicating biblical truth to students in a primary or secondary school setting.

Johnson University is a member institution of the Association of Christian Schools International (ACSI), an internationally recognized organization that promotes excellence in private Christian schools. ACSI offers accreditation for schools and universities as well as certification for Christian teachers. The layout below will satisfy their Elementary School Teacher certification for teaching students in grades K–8; it will simultaneously satisfy the requirements for the Bible Specialist certification for teaching Bible to students in grades K–12. Graduates apply for ACSI

certification (renewable every 5 years) upon graduation from the program; no fees are associated with the initial application if submitted through Johnson.

**Modality.** Johnson University offers the Bachelor of Science in Bible Teaching on campus.

**Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Bachelor of Science in Bible Teaching prepares students for teaching elementary school (grades K–8) as well as Bible (to grades K–12) in private Christian schools.

The SLOs for the Bible & Theology Major apply here, as well as the following:

- SLO 1:* Graduates will be able to implement an effective system of discipline and classroom management based on a Christian philosophical foundation.
- SLO 2:* Graduates will be able to apply principles of human development with a holistic view of the child to the classroom.
- SLO 3:* Graduates will be able to implement technological and technical skills required for competent classroom instruction.

**Required Courses.** The Bachelor of Science in Bible Teaching consists of the following courses:

<i>Bible Specialist (6 credits)</i>		
Two additional Exegesis/Theo Study courses beyond the B&T major		6
<i>Educational Studies (36 credits)</i>		
BTED 4500	Student Teaching: Christian Schools	12
EDUC 2013	Introduction to Teaching: Elementary Education	3
EDUC 3311	Language Arts Methods	3
EDUC 3323	Bible and Social Studies Methods	3
EDUC 3324	Science, Health and Physical Science Methods	3
EDUC 4014	Classroom Management with Regular and Special Populations	3
EDUC 4111	Reading Methods	3
EDUC 4113	History & Philosophy of Christian Education	3
EDUC 4115	Mathematics Methods	<u>3</u>
<b><i>TOTAL CREDITS IN MAJOR:</i></b>		<b>42</b>

**Requirements for the B.S. in Bible Teaching.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Bible Teaching, students must complete the following degree components:

Arts & Sciences Core	46 credits
Bible & Theology Major	33 credits
General Electives	3 credits
Bible Teaching Major	<u>42 credits</u>
<b><i>TOTAL:</i></b>	<b>124 credits</b>

\*NOTE: EPSY 2112 Educational Psychology is recommended but not required.

## ***Bachelor of Theology***

**Program Director:** Joseph K. Gordon, Ph.D.

**Overview.** The four-year Bachelor of Theology gives students extensive, additional instruction in Bible & Theology beyond the normal Bible & Theology Major required of all bachelor's students at Johnson University. In this program, students also receive training in effective methods of communicating biblical truth to others. Graduates of this program will have specialization in Biblical & Theological Studies in order to pursue careers in this field or to continue on to Master's-level studies. (For purposes of transcripts and external reporting, students on this program will have a Biblical & Theological Studies Major in addition to the normal Bible & Theology Major.)

**Modality.** Johnson University offers the Bachelor of Theology on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Bachelor of Theology prepares students for teaching Bible in congregational or other settings, as well as for further studies in graduate and seminary programs. Through this program, students grow in biblical and theological depth and breadth versus the standard Bible & Theology Major.

*SLO 1:* Graduates will be able to communicate biblical and theological concepts effectively through teaching and preaching.

*SLO 2:* Graduates will be able to develop a strategy for personal spiritual formation.

*SLO 3:* Graduates will be able to translate biblical passages accurately from both the original Hebrew and Greek languages.

*SLO 4:* Graduates will be able to utilize language tools such as lexicons, concordances, and commentaries that are based on the original languages.

*SLO 5:* Graduates will be able to apply intermediate-level biblical language skills in the exegesis of biblical texts in the emphasized language.

**Required Courses.** The Bachelor of Theology consists of the following courses:

#### Biblical Languages

18

- GREK 2100 Elementary Greek I (3)
- GREK 2200 Elementary Greek II (3)
- GREK 3200 Intermediate Greek I (3)
- \*GREK 3210 Intermediate Greek II (3)
- HEBR 2100 Elementary Hebrew I (3)
- HEBR 2200 Elementary Hebrew II (3)
- OR*
- HEBR 2100 Elementary Hebrew I (3)
- HEBR 2200 Elementary Hebrew II (3)
- HEBR 3200 Intermediate Hebrew I (3)
- \*HEBR 3210 Intermediate Hebrew II (3)
- GREK 2100 Elementary Greek I (3)
- GREK 2200 Elementary Greek II (3)



*CMML 2013	Foundations of Biblical Preaching	3
CMML 3013	Theories and Practices of Biblical Teaching	3
CMML 3113	Spiritual Formation for Ministry	3
THEO 3143	Christian Pilgrimage Today (Israel Trip)**	3
Three additional Exegesis/Theo Study 1 or 2 courses beyond the B&T major		9
An elective from the following list: ***		<u>3</u>
CMCM 3100	Introduction to Counseling Ministry (3) (online)	
CMFM 2013	Foundations of Student & Children's Ministry (3)	
CMML 3313	Conflict and Communication (3)	
CMPR 3110	Pastoral Ministry (3) (online)	
CMPR 3213	Race, Culture, & The Church (3)	
CMPR 3013	Theories of Biblical Preaching	
CMPR 4013	Practices of Biblical Preaching (3)	
ICST 3200	Teaching Cross-Culturally (3)	
ICST 3400	Strategies for Intercultural Engagement (3)	
ICST 2133	Intercultural Communication (3)	
WORS 3140	Worship Design and Leadership (3)	

*TOTAL CREDITS IN MAJOR:* 42

**Requirements for the Bachelor of Theology.** To earn the degree, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	33 credits
General Electives	9 credits
Bachelor of Theology	<u>42 credits</u>
<i>TOTAL:</i>	<i>124 credits</i>

**\*NOTE:** The following courses also fulfill requirements in the Arts & Sciences Core: (1) the fourth semester of a biblical language (HEBR 3210 or GREK 3210) fulfills the "A" competency course, (2) CMML 2013 fulfills the "C" competency course.

**\*\*NOTE:** If the expenses or logistics involved in the Israel Trip are prohibitive, students may seek approval from the Program Director to take another Exegesis/Theo Study 1 or 2 course or a second elective from the approved list here.

**\*\*\*NOTE:** Some courses listed here may be offered only online or may have prerequisites. Other courses may be approved by the Program Director.

### ***Biblical Languages Minor***

**Program Director:** Steve Cook, Ph.D.

**Overview.** The Biblical Languages Minor serves as a supplement to the Bible & Theology Major by providing additional depth and breadth to the study of Scripture. Though intended primarily for those preparing for service through church ministry, Bible translation, or graduate-level studies, the Biblical Languages Minor can enhance vocational training for any program

offered at Johnson University. (*Note: Students may take biblical language courses even if they are not enrolled in this minor.*)

**Modality.** Johnson University offers the Biblical Languages Minor on campus.

**Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Biblical Languages Minor deepens students' ability to exegete and interpret Scripture through study of biblical Hebrew and Greek, with enhanced competencies expected in their emphasized language (see Required Courses below).

- SLO 1:* Graduates will be able to translate biblical passages accurately from both the original Hebrew and Greek languages.
- SLO 2:* Graduates will be able to utilize language tools such as lexicons, concordances, and commentaries that are based on the original languages.
- SLO 3:* Graduates will be able to apply intermediate-level grammatical, syntactical, and semantic principles in the exegesis of biblical texts in the emphasized language.

**Required Courses.** The Biblical Languages Minor consists of 18 credit hours or six (6) classes beyond those required for the Bible & Theology Major. Students take four semesters of one biblical language (the emphasized language) and two semesters of the other as follows:

GREK 2100	Elementary Greek I (3)
GREK 2200	Elementary Greek II (3)
GREK 3200	Intermediate Greek I (3)
*GREK 3210	Intermediate Greek II (3)
HEBR 2100	Elementary Hebrew I (3)
HEBR 2200	Elementary Hebrew II (3)

*OR*

HEBR 2100	Elementary Hebrew I (3)
HEBR 2200	Elementary Hebrew II (3)
HEBR 3200	Intermediate Hebrew I (3)
*HEBR 3210	Intermediate Hebrew II (3)
GREK 2100	Elementary Greek I (3)
GREK 2200	Elementary Greek II (3)

**TOTAL CREDITS IN MINOR:**

18

**\*NOTE:** One of the following courses in this minor fulfills requirements for the Arts and Sciences Core: GREK 3210 Intermediate Greek II or HEBR 3210 Intermediate Hebrew II as the "A" competency course.

**NOTE:** If a student enrolls in a professional program, the total hours for the bachelor's degree will vary, though most programs offer a pathway to incorporate this minor while holding the degree to the minimum of 124 hours. Note that General Electives required in any program can be satisfied by biblical language courses. Additionally, the fourth semester of a biblical language can also satisfy the Arts/Humanities/Literature/Science elective within the Arts & Sciences core.

### *Associate of Arts in Biblical Studies*

**Program Director:** Steve Cook, Ph.D.

**Overview.** The two-year Associate of Arts in Biblical Studies offer students a broad-based foundation for Christian life and service with an emphasis on worldview issues. These programs combine introductory coursework from Johnson University's undergraduate Arts & Sciences Core and Bible & Theology Major. Accordingly, they prepare students for further studies toward a four-year bachelor's degree.

**Modality.** Johnson University offers the Associate of Arts in Biblical Studies on campus and online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The A.A. in Biblical Studies provides gateway instruction in biblical studies, the humanities, and social and natural sciences in order to equip students with the developing skills, broad knowledge, and biblical perspective necessary to understand and engage the world as ambassadors for Christ.

*SLO 1:* Graduates will be able to recall basic facts about the content and context of the biblical text.

*SLO 2:* Graduates will be able to utilize credible tools and resources to responsibly interpret the biblical text.

*SLO 3:* Graduates will be able to apply biblical teaching to personal and vocational contexts.

**Required Courses.** The A.A. in Biblical Studies consists of the following courses:

#### *Bible & Theology Requirements (18 credits)*

BIBL 1103	Orientation to Old Testament	3
BIBL 1203	Orientation to New Testament	3
THEO 1303	Orientation to Theology	3
THEO 2303	Biblical Interpretation	3

#### *OT/NT/THEO Study (6)—choose two: 6*

BIBL 2103	Genesis (3)	
BIBL 2110	Exodus (3)	
BIBL 2111	Joshua, Judges, and Ruth (3)	
BIBL 2113	Narratives in Samuel (3)	
BIBL 2203	Matthew (3)	
BIBL 2213	Mark (3)	
BIBL 2223	Luke (3)	
BIBL 2233	John (3)	
*GREK 2100	Elementary Greek I (3)	
*HEBR 2100	Elementary Hebrew I (3)	
THEO 2323	God and the Human Person (3)	

**Requirements for the Associate of Arts in Biblical Studies.** To earn the Associate of Arts in Biblical Studies degree, students must complete the following degree components:

Bible & Theology 116

Arts & Sciences Core 34

Bible & Theology Requirements 18

General Electives 9

*TOTAL:* 61

\*NOTE: Students may use a biblical language course as identified above to satisfy one of the two required OT/NT/THEO Study courses.

## SCHOOL OF BUSINESS & LEADERSHIP

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### *Mission*

To develop and disciple individuals for lives of leadership, business, and Christian service within their sphere(s) of influence.

### *Vision*

To transform communities and shape the future by developing exceptional business leaders and scholars who exemplify Christ-centered leadership.

### *Personnel*

#### **Dean of the School of Business & Leadership**

Catherlyn F. Brim, M.B.A., Ed.D. in Organizational Leadership—Associate Provost for Academic Affairs, Director of M.B.A. and M.A.O.L. Programs, Professor of Business & Leadership

#### **Full-Time Faculty, School of Business & Leadership**

Jenae Matikke, D.B.A. in Management (ABD)—Assistant Professor of Business Administration

Pamela Mundi, M.B.A. with concentration in Management—Assistant Professor of Business Administration

John Stricklen, M.A. in Organizational Leadership; D.B.A. in Management—Program Director, Undergraduate Business Administration, Associate Professor of Business Administration

### *Academic Programs*

The School of Business & Leadership oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Programmatic Accreditation & Additional Information
<b>School of Business &amp; Leadership</b>		
• B.S. in Business Administration	TN OL	
—Entrepreneurship Concentration	TN OL	
—Management Concentration	TN OL	
—Marketing Concentration	TN OL	

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Programmatic Accreditation & Additional Information
—Sport Management Concentration	TN	
• 4 + 1 B.S. in Business Administration to MBA	TN OL	
• A.S. in Business Administration	TN OL	
• Business Administration Minor	TN OL	

### ***Business Administration Major***

**Program Director:** John Stricklen, D.B.A.

**Overview.** The Business Administration major equips students to serve as business leaders in various industries. Students develop knowledge and skills in numerous areas of business such as, Accounting, Economics, Finance, Management, Organizational Behavior, Analytics & Decision Making, Human Resource Management, Business Law, Leadership, and Organizational Strategy. As a Business Administration major, students may earn a Bachelor of Science degree in Business Administration with an option of adding a concentration of Entrepreneurship, Management, Marketing, or Sport Management. Our Business Administration program embraces an individual's passion for business and their desire to demonstrate a Christ-centered life in the workplace.

Students who are in the top 20 percent of their class and have classification of Junior or Senior are eligible to become members of Sigma Beta Delta, the international honor society in Business, Management, and Administration.

**Modality.** Johnson University offers the Business Administration Major on campus and online (the Sport Management Concentration is not offered online). On the Tennessee campus, the Business Administration courses are offered in the traditional daytime format.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Business Administration major equips students to serve as business leaders in various industries. Our Business Administration program embraces an individual's passion for business and their desire to demonstrate a Christ-centered life in the workplace.

*Graduates will be able to:*

- SLO 1:* Develop and apply ethical strategic problem-solving and decision-making skills.
- SLO 2:* Demonstrate effective interpersonal skills, including oral and written communication techniques, to meet business and managerial objectives among global business audiences.
- SLO 3:* Utilize essential principles and theories of management and leadership to generate and execute a strategy to achieve business goals and objectives, incorporating current technology.
- SLO 4:* Calculate, evaluate, and apply quantitative data in business decision making.

*Entrepreneurship Concentration graduates will be able to:*

- SLO 5:* Demonstrate business planning capabilities for new business concepts or ventures.
- SLO 6:* Create and evaluate new venture opportunities.
- SLO 7:* Create and assess business funding models applicable to entrepreneurship and new ventures.
- SLO 8:* Assess and create management and leadership growth models for new ventures.
- SLO 9:* Apply and engage in the entrepreneurial process.

*Management Concentration graduates will be able to:*

- SLO 5:* Plan & Organize: Assess, create, and execute an effective strategy to achieve organizational objectives.
- SLO 6:* Lead: Select and apply leadership and management principles to influence individuals toward desired outcomes.
- SLO 7:* Control: Assess processes, determine the relevance of results, and design and execute a strategy for continuous improvement.

*Marketing Concentration graduates will be able to:*

- SLO 5:* Create marketing models for business organizations.
- SLO 6:* Evaluate marketing models for improving or creating new marketing strategies.

*Sport Management Concentration graduates will be able to:*

- SLO 5:* Design effective employee recruitment, compensation, training, and selection processes for the sports industry.
- SLO 6:* Assess and apply ethical marketing principles in the sports industry.
- SLO 7:* Demonstrate management and administrative abilities for the sports industry.

**Required Courses.** The Business Administration Major consists of the following courses:

*Business Administration Major (42 credits)*

ACCT 2013	Principles of Financial Accounting	3
BUSN 2043	Business Essentials	3
*BUSN 3043	Business Communication	3
BUSN 3053	Business Finance	3
BUSN 3063	Business Analytics & Decision Making	3
BUSN 3073	Leadership Theory & Practice	3
BUSN 4023	Organizational Strategy & Policy	3
BUSN 4043	Business Law	3
BUSN 4053	International Business	3
BUSN 4333	Internship	3
*ECON 2103	Economics	3
MGMT 3013	Principles of Management	3
MGMT 4033	Human Resource Management	3
MKTG 3013	Marketing	<u>3</u>

*TOTAL CREDITS IN BUSINESS ADMINISTRATION MAJOR:* 42

*Concentration (OPTIONAL):* 12-13

*Entrepreneurship Concentration (12 credits)*

- ENTR 3033 Entrepreneurship & Small Business Management (3)
- ENTR 4103 New Venture Creation (3)
- ENTR 4203 Entrepreneurial Finance (3)
- ENTR 4303 Entrepreneurship Growth Strategies (3)

*Management Concentration (12 credits)*

- ENTR 3033 Entrepreneurship & Small Business Management (3)
- MGMT 4013 Operations Management (3)
- MGMT 4023 Management Science (3)
- MGMT 4043 Negotiation & Conflict Resolution (3)

*Marketing Concentration (12 credits)*

- MKTG 3033 Promotion Strategy (3)
- MKTG 3043 Sales Management (3)
- MKTG 4013 Consumer Behavior (3)
- MKTG 4023 Marketing Research (3)

*Sport Management Concentration (13 credits) (Face-to-Face only)*

- SFIT 3031 Internship Orientation (1)
- SFIT 4013 Legal, Ethical & Professional Standards for Sports Professionals (3)
- SFIT 4033 Sport & Fitness Internship (3)
- SFSA 3013 Organization & Administration of Athletic Programs (3)
- SFSA 4013 Principles of Sport Marketing (3)

*TOTAL CREDITS IN BUSINESS ADMINISTRATION MAJOR with Concentration Option: 54-55*

**Requirements for the B.S. in Business Administration.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Business Administration, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	33 credits
Business Administration Major	42 credits
Optional Concentration	12 or 13 credits
OR	
General Electives	<u>9 credits</u>
<i>TOTAL (with Concentration Option):</i>	<i>127–128 credits</i>
<i>OR (without Concentration):</i>	<i>124 credits</i>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) BUSN 3043 Business Communication as the “C” competency course, and (2) ECON 2103 Economics as the “A” competency course.



### ***4 + 1 BS in Business Administration to MBA***

**Overview.** The 4 + 1 program at Johnson University allows a student to earn a B.S. in Business Administration and a Master of Business Administration (MBA) in five years.

**How does it work?** Up to four classes from the undergraduate Business Administration degree can be applied to the BS and MBA degree. Upon completion of the bachelor's degree, students can complete the remaining eight MBA classes in one year.

**Who is eligible?** Undergraduate Business Administration students with a program GPA of 3.0 may apply for admission during the last semester of sophomore standing.

**Which courses can be applied toward the MBA?** Students may enroll in up to four of the following courses to be applied to their MBA:

BUSN 5023 Advanced Business Analytics *receives dual credit for* BUSN 3063 Business Analytics & Decision Making

BUSN 5033 Marketing Management *receives dual credit for* MKTG 3013 Marketing

BUSN 5123 Business Law *receives dual credit for* BUSN 4043 Business Law

BUSN 5223 Managerial Economics *receives dual credit for* ECON 2103 Economics

LDRS 5023 Advanced Leadership Theory & Practice *receives dual credit for* BUSN 3073 Leadership Theory & Practice

**Modality.** Johnson University offers the 4 + 1 MBA undergraduate courses on campus and online. MBA courses applied to the 4 + 1 program are offered online.

### ***Associate of Science in Business Administration***

**Program Director:** John Stricklen, D.B.A.

**Overview.** The Associate of Science in Business Administration incorporates biblical wisdom while providing students with a foundation to serve, with Christian character and a kingdom perspective, in a variety of organizations and entry-level business positions. While providing a pathway toward a Bachelor of Science in Business Administration, students develop critical business knowledge and skills in Accounting, Management, Business Communication, Marketing, and Economics.

**Modality.** Johnson University offers the Associate of Science in Business Administration on campus and online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Associate of Science in Business Administration will equip students with specific business skills essential to performing at an entry-level in a variety of organizations.

*Graduates will be able to:*

**SLO 1:** Develop and apply ethical strategic problem-solving and decision-making skills.

**SLO 2:** Demonstrate effective interpersonal skills, including oral and written communication techniques, to meet business and managerial objectives among global business audiences.

**Required Courses.** The Associate of Science in Business Administration consists of the following courses:

<i>Business Administration (18 credits)</i>		
ACCT 2013	Principles of Financial Accounting	3
BUSN 2043	Business Essentials	3
*BUSN 3043	Business Communication	3
MGMT 3013	Principles of Management	3
MKTG 3013	Marketing	3
<i>Business Administration Elective (choose one):</i>		<u>3</u>
BUSN 3063	Business Analytics & Decision Making (3)	
BUSN 3073	Leadership Theory & Practice (3)	
MGMT 4033	Human Resource Management (3)	
MKTG 4013	Consumer Behavior (3)	

**TOTAL CREDITS IN BUSINESS ADMINISTRATION REQUIREMENTS:** 18

**Requirements for the A.S. in Business Administration.** To earn the Associate of Science degree in Business Administration, students must complete the following degree components:

Arts & Sciences Core	(*34) 31 credits
Bible & Theology Requirements	15 credits
Business Administration Requirements	<u>18 credits</u>
<b>TOTAL:</b>	<b>64 credits</b>

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: BUSN 3043 Business Communication as the “C” competency course.

See A.S. Arts & Sciences Core Curriculum Requirements and A.S. Bible & Theology Curriculum Requirements.

### ***Business Administration Minor***

**Program Director:** John Stricklen, D.B.A.

**Overview.** The Business Administration Minor equips students in other professional programs (Ministry, Intercultural Studies, Communication, etc.) with specific business knowledge, skills, and abilities that are necessary to be effective in executing administrative responsibilities in an organization.

**Modality.** Johnson University offers the Business Administration Minor on campus and online. On the Tennessee campus, the Business Administration courses are offered in the traditional daytime format.

#### **Purpose and Student Learning Outcomes (SLO)**

**Purpose.** The Business Administration Minor equips students with essential business knowledge, skills, and abilities.

*Graduates will be able to:*

**SLO 1:** Develop and apply ethical strategic problem-solving and decision-making skills.

*SLO 2:* Demonstrate a working knowledge of key business skills (such as accounting, marketing, and management).

**Required Courses.** The Business Administration Minor consists of the following courses:

ACCT 2013	Principles of Financial Accounting	3
BUSN 3063	Business Analytics & Decision Making	3
*ECON 2103	Economics	3
MGMT 3013	Principles of Management	3
MKTG 3013	Marketing	<u>3</u>
<i>TOTAL CREDITS IN MINOR:</i>		<i>15</i>

\*NOTE: The following course in this minor fulfills a requirement for the Arts & Sciences Core:  
ECON 2103 Economics as the “A” competency course.

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# SCHOOL OF CHRISTIAN MINISTRIES

## *Personnel*

### **Dean of the School of Christian Ministries**

Brian Leslie, D.Min. in Missional and Spiritual Formation—Director of Intercultural Studies and Ministry Leadership Programs (OL), Professor of Youth and Children’s Ministries

### **Full-Time Faculty, School of Christian Ministries**

Brent L. Brewer, M.A. in Missiology, M.A. in Secondary Science Education, pursuing a Ph.D. from Oxford Centre for Missions Studies—Director of Intercultural Studies and Missions Programs (TN), Professor of Missions and Intercultural Studies

Rory Christensen, D.Min. in Church and Parachurch Leadership—Director of Ministry Leadership Programs (TN), Professor of Ministry Leadership

Gerald L. Mattingly, Ph.D. in Christian Missions—Director of Religious Studies Major, Professor of Intercultural Studies

Travis Surrell, M.A. in Intercultural Studies, pursuing a Ph.D. from Biola University for Intercultural Education—Director of Applied Linguistics and TESOL, Study Abroad Coordinator, Instructor of Linguistics and Intercultural Studies

Barney Wells, M.Div. in Old Testament, D.Min. in Church Leadership, Town and Country Ministry Specialization—Director of the Fred Craddock Center for Preaching Excellence

William F. Wolf, D.W.S.—Director of Worship Programs, Associate Professor of Worship and Theology

Kenneth A. Woodhull, D.Miss. in Missiology—Executive Director of the Johnson University Center for Urban Alliance, Director of Urban Studies Minor, Professor of Intercultural Studies

## *Academic Programs*

The School of Christian Ministries oversees the following academic programs consisting of two departments: Department of Intercultural Studies and Department of Ministry Leadership:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Programmatic Accreditation & Additional Information
<b>School of Christian Ministries</b>		
<b>Department of Intercultural Studies</b>		
• B.A. in Applied Linguistics	TN OL	* Some linguistics courses are online only
• A.A. in Applied Linguistics	TN OL	*Some linguistics courses are online only
• B.S. in Intercultural Commerce	TN OL	

• B.A. in Intercultural Studies	TN	
- Church Planting & Discipleship	TN	
- Creation Care	TN	
- Multicultural Church Leadership	TN	
- Teaching English as a Foreign Language	TN	
- Urban Engagement	TN	
- World Religions	TN	
• B.S. in Intercultural Studies	OL	
• A.A. in Intercultural Studies	TN	
• A.S. in Intercultural Studies	OL	
• Certificate in Intercultural Studies	TN OL	
• Intercultural Studies Minor	TN OL	
• Middle Eastern Studies Minor	TN	
• B.A. in Missions	TN OL	
• B.A. in Teaching English as a Second Language	TN	
• Urban Studies Minor	TN	
<b>Department of Ministry Leadership</b>		
• Certificate in Christian Ministries	OL	ABHE
• B.A. in Creative Arts Ministry	TN	
• B.A. in Ministry Leadership	TN	ABHE
-Children and Family Ministry	TN	
-Pastoral Care	TN	*Concentration courses offered online
-Preaching and Church Leadership	TN	
-Preaching and Student Ministry	TN	
-Special Needs Ministry	TN	
-Sports Ministry	TN	
-Student and Family Ministry	TN	
-Urban Ministry	TN	
• B.A. in Ministry Leadership	OL	ABHE
• A.A. in Ministry Leadership	TN OL	ABHE
• Ministry Leadership Minor	TN	ABHE

• B.S. in Pastoral Care and Counseling	OL	ABHE
• Bachelor of Music in Worship Leadership	TN	
• Worship Theology Minor	TN	

## ***DEPARTMENT OF INTERCULTURAL STUDIES***

### ***Applied Linguistics Major (TN)***

**Program Director:** Travis Surrell, M.A

**Overview.** Linguistics focuses on the study of language including the diversity, structure, use, and learning of language. This degree focuses on the development of the skills and knowledge that are foundational for linguistic work in many diverse fields. The Applied Linguistics Major equips students for entry-level translation and literacy work, cross-cultural work, and for further studies in the interdisciplinary fields related to linguistics.

**Modality.** Johnson University offers this version of the Applied Linguistics major on campus.

### **Student Learning Outcomes (SLO)**

*SLO1:* Graduates will be able to critically evaluate major worldviews.

*SLO 2:* Graduates will be able to communicate a strategy for effective intercultural and/or multicultural work.

*SLO 3:* Graduates will be able to integrate a biblical understanding of God's mission in relation to their professional or vocational plans.

*SLO 4:* Graduates will be able to implement personal spiritual formation practices in intercultural and/or multicultural settings.

*SLO 5:* Graduates will be able to apply healthy interpersonal skills in intercultural and/or multicultural settings.

**Required Courses.** The Applied Linguistics Major consists of the following courses:

#### *Intercultural Studies Core (24 credits)*

ANTH 2300	Cultural Anthropology	3
ICST 1010	Introduction to Intercultural Studies	3
*ICST 2133	Intercultural Communication	3
ICST 3400	Strategies for Intercultural Engagement	3
ICST 3521	Cross-Cultural Internship Preparation	1
ICST 3522	Cross-Cultural Internship	1
ICST 3523	Cross-Cultural Internship Assessment	1
*ICST 4109	God's Story—Our Story	3
ICST 4600	Living & Leading Cross-Culturally	3

#### *Area Studies Elective (3) (choose one)\*\** 3

ANTH 3103	Race & Ethnicity in the American Experience (3)
ANTH 3023	People & Cultures of the Middle East (3)
ICST 3100	Dynamics of World Religions (3)
ICUR 3360	Urban Anthropology (3)

*\*\*Additional possible electives must be approved by the Dean*

*Applied Linguistics (15 credits)*

ICLI 2100	Introduction to Linguistics	3
ICLI 2200	Second Language & Culture Acquisition	3
ICLI 3100	Phonetics & Phonology (offered online only)	3
ICLI 3410	Grammatical Analysis (offered online only)	3
ICLI 4410	Sociolinguistics	<u>3</u>

**TOTAL CREDITS IN MAJOR:** 39

**Requirements for the B.A. in Applied Linguistics (on campus).** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Applied Linguistics, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	24 credits
Applied Linguistics	<u>15 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Academic Standards.** Students must achieve a “C+” (2.5) in ANTH 2300 Cultural Anthropology and ICST 2133 Intercultural Communication prior to registering for ICST 3521 Cross-Cultural Internship Preparation.

### ***Applied Linguistics Major (OL)***

**Program Director:** Travis Surrell, M.A

**Overview.** Linguistics focuses on the study of language and all its aspects, including the diversity of language, its structure, how people learn language, and use it to communicate. This degree focuses on the development of the skills and knowledge that are foundational for work in many diverse areas. The Applied Linguistics Major equips students for entry-level translation and literacy work, cross-cultural work, and for further studies in the interdisciplinary fields related to linguistics.

**Modality.** Johnson University offers this version of the Applied Linguistics major online.

#### **Student Learning Outcomes (SLO)**

**SLO1:** Graduates will be prepared foundationally for further studies as Bible translators or literacy workers.

**SLO 2:** Graduates will be able to demonstrate critical thinking that is biblical, theological, and missiologically foundational.



*SLO 3:* Graduates will be able to successfully implement missional ministry within world contexts.

*SLO 4:* Graduates will be able to demonstrate the ability to work in a second language.

**Required Courses.** The Applied Linguistics Major (online) consists of the following courses:

*ANTH 1103	Encountering Cultures	3
ANTH 3203	Practical Anthropology	3
ICLI 2100	Introduction to Linguistics	3
ICLI 2200	Second Language & Culture Acquisition	3
ICLI 3100	Phonetics & Phonology	3
ICLI 3410	Grammatical Analysis	3
ICLI 4410	Sociolinguistics	3
*ICST 2133	Intercultural Communication	3
ICST 2233	Foundations of Working Cross-Culturally	3
ICST 3400	Strategies for Intercultural Engagement	3
*ICST 4109	God’s Story—Our Story	3
ICST 4413	Intercultural Studies Practicum	3
ICST 4415	Understanding the Muslim World	
	<i>OR ICST 4416 Animism</i>	<u>3</u>
<b><i>TOTAL CREDITS IN MAJOR:</i></b>		<b>39</b>

**Requirements for the B.A. in Applied Linguistics (online).** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Applied Linguistics, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	15 credits
Applied Linguistics Major	<u>39 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1103 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology major: (3) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Academic Standards.** Students must achieve a “C+” (2.5) in ICST 3400 Strategies for Intercultural Engagement and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum.

### ***Associate of Arts in Applied Linguistics (TN)***

**Program Director:** Travis Surrell, M.A.

**Overview.** The two-year Associate of Arts in Applied Linguistics provides students with a foundational skill in linguistics and the diversity of language in its broad aspects. Students will

be prepared for entry-level cross-cultural language work and for future studies in interdisciplinary fields related to linguistics.

**Modality.** Johnson University offers this version of the Associate of Arts in Applied Linguistics on campus.

### **Student Learning Outcomes (SLO)**

*SLO 1:* Graduates will be able to identify basic biblical, theological, and missiological foundations for their chosen ministry field.

*SLO 2:* Graduates will be able to implement basic personal spiritual formation practices.

*SLO 3:* Graduates will be able to apply basic linguistic principles to language learning.

**Required Courses.** The A.A. in Applied Linguistics consists of the following courses:

ICLI 2100	Introduction to Linguistics	3
ICLI 2200	Second Language & Culture Acquisition	3
ICST 1010	Introduction to Intercultural Studies	3
ICST 2122	Intercultural Communication	<u>3</u>

*TOTAL APPLIED LINGUISTICS CREDITS:* 12

**Requirements for the A.A. in Applied Linguistics (on campus).** Students earning an A.A. in Applied Linguistics must complete the following degree components:

Arts & Sciences Core	34 credits
Bible & Theology Requirements	15 credits
Applied Linguistics	<u>12 credits</u>
<i>TOTAL:</i>	<i>61 credits</i>

### ***Associate of Arts in Applied Linguistics (OL)***

**Program Director:** Travis Surrell, M.A.

**Overview.** The two-year Associate of Arts in Applied Linguistics provides students with a foundational skill in linguistics and the diversity of language in its broad aspects. Career possibilities include entry-level translation, linguistics analysis, cross-cultural work, and for further studies in the interdisciplinary fields related to linguistics.

**Modality.** Johnson University offers this version of the Associate of Arts in Applied Linguistics online.

### **Student Learning Outcomes (SLO)**

*SLO 1:* Graduates will be prepared foundationally for further studies in the field of linguistics, as Bible translators, or literacy workers.

*SLO 2:* Graduates will be able to articulate biblical, theological, and missiological foundations for their chosen ministry field.

*SLO 3:* Graduates will be able to successfully implement missional ministry within world contexts.

**Required Courses.** The A.A. in Applied Linguistics consists of the following courses:

ICLI 2100	Introduction to Linguistics	3
ICLI 2200	Second Language & Culture Acquisition	3
ICLI 3100	Phonetics & Phonology (offered online only)	3
ICLI 3410	Grammatical Analysis (offered online only)	<u>3</u>

*TOTAL APPLIED LINGUISTICS CREDITS:* 12

**Requirements for the A.A. in Applied Linguistics (online).** Students earning an A.A. in Applied Linguistics must complete the following degree components:

Arts & Sciences Core	34 credits
Bible & Theology Requirements	15 credits
Applied Linguistics	<u>12 credits</u>
<i>TOTAL:</i>	<i>61 credits</i>

### ***Intercultural Commerce Major (TN)***

**Program Director:** Kenneth A. Woodhull, D. Miss.

**Overview.** The Intercultural Commerce Major prepares Christian men and women to work successfully in the international Christian marketplace, adapting business concepts to other countries' financial, sociopolitical, and economic systems. Intercultural Commerce majors develop skills to do business in markets around the world demonstrating their faith through their business commerce and actions. The curriculum is designed to prepare graduates to thrive in today's global and multicultural work environment. Intercultural Commerce majors may choose to do an extended internship in a Christian business setting in another country.

**Modality.** Johnson University offers this version of the Intercultural Commerce Major on campus.

#### **Student Learning Outcomes.**

- SLO 1:* Graduates will be able to demonstrate a clear understanding of biblical and theological underpinnings of intercultural commerce.
- SLO 2:* Graduates will be able to implement a global business plan that takes into account the differing cultures and agendas that often characterize the business and faith communities in the global setting.
- SLO 3:* Graduates will be able to develop global business planning capabilities for new business concepts or ventures.
- SLO 4:* Graduates will be able to articulate the missiological and practical issues involved in global entrepreneurship.

**Required Courses.** The Intercultural Commerce Major consists of the following courses:

#### *Intercultural Studies Core (21 credits)*

ANTH 2300	Cultural Anthropology	3
ICST 1010	Introduction to Intercultural Studies	3
*ICST 2133	Intercultural Communication	3
ICST 3400	Strategies for Intercultural Engagement	3

*ICST 4109	God's Story—Our Story	3
ICST 4600	Living & Leading Cross-Culturally	3
<i>Intercultural Studies Elective (3 credits) **</i>		3
<i>Choose one 2000- or above courses with ANTH or ICXX prefix</i>		
<i>**Additional possible electives must be approved by the Dean.</i>		
<i>Intercultural Commerce (18 credits)</i>		
BUSN 2043	Business Essentials	3
*ECON 2103	Economics	3
ENTR 3033	Entrepreneurial and Small Business Management	3
MGMT 3013	Principles of Management	3
MKTG 3013	Marketing	3
<i>Internship options (3-12 credits)</i>		<u>3</u>
ICST 3521	Cross-Cultural Internship Preparation (1)	
ICST 3522	Cross-Cultural Internship (1)	
ICST 3523	Cross-Cultural Internship Assessment (1)	
<i>OR</i>		
ICST 3889	Extended Internship (6–12)	

Students may opt for completing an extended internship in an approved setting (usually in another country) for 6–12 credit hours. These additional internship hours will count toward general elective requirements.

***TOTAL CREDITS IN MAJOR:*** 39

**Requirements for the B.S. in Intercultural Commerce (on campus).** To earn the Bachelor of Science degree with a double major in Bible & Theology and Intercultural Commerce, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	15 credits
Intercultural Studies Core	21 credits
Intercultural Commerce	<u>18 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course, (2) ECON 2103 Economics as the “A” competency course. The following course in this major fulfills a requirement in the Bible & Theology major: (3) ICST 4109 God's Story—Our Story for the Theological Study 2 requirement.

**Academic Standards.** Students must achieve a “C+” (2.5) in ANTH 2300 Cultural Anthropology and ICST 2133 Intercultural Communication prior to beginning an Internship.

## ***Intercultural Commerce Major (OL)***

**Program Director:** Brian Leslie, D. Min.

**Overview.** The Intercultural Commerce Major prepares Christian men and women to work successfully in the international Christian marketplace, adapting business concepts to other countries' financial, sociopolitical, and economic systems. Intercultural Commerce majors develop skills to do business in markets around the world while demonstrating their faith through their business commerce and actions. The curriculum is designed to prepare graduates to thrive in today's global and multicultural work environment.

**Modality.** Johnson University offers this version of the Intercultural Commerce major online.

### **Student Learning Outcomes. (SLO)**

- SLO 1:* Graduates will be able to demonstrate a clear understanding of biblical and theological underpinnings of intercultural commerce.
- SLO 2:* Graduates will be able to implement a global business plan that takes into account the differing cultures and agendas that often characterize the business and faith communities in the global setting.
- SLO 3:* Graduates will be able to develop global business planning capabilities for new business concepts or ventures.
- SLO 4:* Graduates will be able to articulate the missiological and practical issues involved in global entrepreneurship.

**Required Courses.** The Intercultural Commerce Major consists of the following courses:

#### *Intercultural Commerce*

ANTH 3203	Practical Anthropology	3
BUSN 2043	Business Essentials	3
*ECON 2103	Economics	3
ENTR 3033	Entrepreneurial and Small Business Management	3
*ICST 2133	Intercultural Communication	3
ICST 2233	Foundations of Working Cross-culturally	3
ICST 3023	Cross-Cultural Leadership	3
*ICST 4109	God's Story—Our Story	3
ICST 4413	Intercultural Studies Practicum	3
ICST 4415	Understanding the Muslim World <i>OR</i>	3
ICST 4416	Animism (3)	
MKTG 3013	Marketing	3
MGMT 3013	Principles of Management	<u>3</u>

***TOTAL CREDITS IN MAJOR:*** 36

**Requirements for the B.S. in Intercultural Commerce (online).** To earn the online Bachelor of Science degree with a double major in Bible & Theology and Intercultural Commerce with a concentration, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	18 credits

Intercultural Commerce Major (online)	<u>36 credits</u>
<i>TOTAL:</i>	<i>124 credits</i>

\***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course, and (2) ECON 2103 Economics as the “A” competency course. The following course in this major fulfills a requirement in the Bible & Theology major: (3) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Academic Standards.** Students must achieve a “C+” (2.5) in ENTR 3033 Entrepreneurial and Small Business Management and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum.

### ***Intercultural Studies Major (TN)***

**Program Director:** Brent L. Brewer, M.A.

**Overview.** The Intercultural Studies Major prepares students to be agents of transformation within strategic, intercultural, and missional vocations among all peoples in accordance with the gospel.

**Modality.** Johnson University offers this version of the Intercultural Studies Major on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

##### *Intercultural Studies Core*

- SLO 1:* Graduates will be able to critically evaluate major worldviews.
- SLO 2:* Graduates will be able to communicate a strategy for effective intercultural and/or multicultural work.
- SLO 3:* Graduates will be able to integrate a biblical understanding of God's mission in relation to their professional or vocational plans.
- SLO 4:* Graduates will be able to implement personal spiritual formation practices in intercultural and/or multicultural settings.
- SLO 5:* Graduates will be able to apply healthy interpersonal skills in intercultural and/or multicultural settings.

##### *Church Planting & Discipleship Concentration SLO:*

- SLO 6:* Graduates will be able to integrate best practices for church planting and discipleship in intercultural contexts.

##### *Creation Care Concentration SLO:*

- SLO 6:* Graduates will be able to integrate best practices for creation care in intercultural contexts.

##### *Multicultural Church Leadership Concentration SLO:*

- SLO 6:* Graduates will be able to integrate best practices for multicultural church leadership.

*Teaching English as a Foreign Language Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for teaching English as a foreign language.

*Urban Engagement Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for urban ministry.

*World Religions Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for engaging with world religions.

**Required Courses.** The Intercultural Studies Major consists of the following courses:

*Intercultural Studies Core (27 credits)*

ANTH 2300	Cultural Anthropology	3
ICST 1010	Introduction to Intercultural Studies	3
*ICST 2133	Intercultural Communication	3
ICST 3200	Teaching Cross-Culturally	3
ICST 3400	Strategies for Intercultural Engagement	3
ICST 3521	Cross-Cultural Internship Preparation	1
ICST 3522	Cross-Cultural Internship	1
ICST 3523	Cross-Cultural Internship Assessment	1
*ICST 4109	God's Story—Our Story	3
ICST 4600	Living & Leading Cross-Culturally	3

*Area Studies Elective (3); choose one:\*\** 3

ANTH 3023	Peoples & Cultures of the Middle East (3)
ANTH 3103	Race & Ethnicity in the American Experience (3)
ICST 3100	Dynamics of World Religions (3)
ICUR 3360	Urban Anthropology (3)

*\*\*Additional possible electives must be approved by the Dean.*

*Concentration (choose one):\*\** 12-16

*Church Planting & Discipleship (15 credits)*

*CMML 2013	Foundations of Biblical Preaching (3)
CMML 3013	Theories and Practices of Biblical Teaching (3)
ICLI 2200	Second Language & Culture Acquisition (3)
ICST 4720	Church Planting and Discipleship (3)

*Intercultural Studies or Ministry elective (3)*

*Choose one course with ANTH, ICXX, or CMXX prefix\*\*\**

*Creation Care (16 credits)*

*BIOL 2014	Fundamentals of Biology & Sustainability with Lab (4)
ICST 3120	International Community Development (3)
ICST 3300	Global Eco-Mission (3)
THEO 3117	Creaturely Theology (3)

*Creation Care elective (3)*

*Choose one course with ANTH, ICXX, or CMXX prefix\*\*\**

*Multicultural Church Leadership (15 credits)*

*CMML 2013	Foundations of Biblical Preaching (3)
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- CMML 3013 Theories and Practices of Biblical Teaching (3)
- CMPR 3213 Race, Culture, & The Church (3)
- ICST 4720 Church Planting and Discipleship (3)
- Ministry Elective (3)*

*Choose one course with CMXX prefix\*\*\**

*Teaching English as a Foreign Language (12 credits)*

- ICEL 3360 English as a Second Language/EFL Methods & Materials (3)
- ICLI 2100 Introduction to Linguistics (3)
- ICLI 2200 Second Language & Culture Acquisition (3)
- ICLI 4410 Sociolinguistics (3)

*Urban Engagement (15 credits)*

- ANTH 3103 Race & Ethnicity in the American Experience (3)
- CMPR 3213 Race, Culture, & The Church (3)
- ICUR 2503 Dynamics of City Transformation (3)
- \*ICUR 3360 Urban Anthropology (3)

*Intercultural Studies or Ministry elective (3)*

*Choose one course with ANTH, ICXX, or CMXX prefix\*\*\**

*World Religions (15 credits)*

- \*ICST 3100 Dynamics of World Religions (3)

*Religious Studies elective (12); choose four:*

- ANTH 3023 Peoples & Cultures of the Middle East (3)
- ICIS 2310 Islam: History, Beliefs, and Practices (3)
- ICLI 2200 Second Language & Culture Acquisition (3)
- ICST 4416 Animism (3) (online)
- PHIL 2110 Philosophy of Religion (3)
- RELS 2200 Cults, Sects & New Religions (3)
- RELS 3100 Christian Apologetics (3)
- RELS 3260 History & Theology of Judaism (3)
- THEO 3112 Biblical Interpretation Across Cultures (3)

**TOTAL CREDITS IN MAJOR:**

**39-43**

**\*\*NOTE:** Students are able to complete the Intercultural Studies major without a concentration by completing 12 elective credits in Intercultural Studies courses. These include courses with an ANTH or ICXX prefix for which students have met prerequisites. Additional courses may be subject to approval by the dean.

**\*\*\*NOTE:** Some elective courses may have prerequisites or other requirements. Contact your advisor or the Program Director for more information.

**Academic Standards.** Students must achieve a “C+” (2.5) in ANTH 2300 Cultural Anthropology and ICST 2133 Intercultural Communication prior to registering for ICST 3521 Cross-Cultural Internship Preparation.

**Requirements for the B.A. in Intercultural Studies with Church Planting & Discipleship Concentration.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies, students must complete the following degree components:



Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	27 credits
Church Planting & Discipleship Concentration	<u>15 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course, (2) CMML 2013 Foundations of Biblical Preaching as the “C” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (3) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Requirements for the B.A. in Intercultural Studies with Creation Care Concentration.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Intercultural Studies, students must complete the following degree components:

Arts & Sciences Core	(*46) 39 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	27 credits
Creation Care Concentration	<u>16 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course, (2) BIOL 2014 Fundamentals of Biology & Sustainability as the “L” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (3) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Requirements for the B.A. in Intercultural Studies with Multicultural Church Leadership Concentration.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	27 credits
Multicultural Church Leadership Concentration	<u>15 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course, (2) CMML 2013 Foundations of Biblical Preaching as the “C” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (3) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Requirements for the B.A. in Intercultural Studies with Teaching English as a Foreign Language Concentration.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	27 credits
Teaching English as a Foreign Language Concentration	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Requirements for the B.A. in Intercultural Studies with Urban Engagement Concentration.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	(*27) 24 credits
Urban Engagement Concentration	<u>15 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement. The following course in this major fulfills a requirement in the Intercultural Studies Core: (3) ICUR 3360 Urban Anthropology as the “Area Studies elective.”

**Requirements for the B.A. in Intercultural Studies with World Religions Concentration.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	(*27) 24 credits
World Religions Concentration	<u>15 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement. The following course in this major fulfills a requirement in the Intercultural Studies Core: (3) ICST 3100 Dynamics of World Religions as the “Area Studies elective.”

**Requirements for the B.A. in Intercultural Studies with Intercultural Studies Electives.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	27 credits
Intercultural Studies Electives	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

### ***Intercultural Studies Major (OL)***

**Program Director:** Brian Leslie, D. Min.

**Overview.** The Intercultural Studies Major (online) is a fully-online degree program that prepares students for many types of cross-cultural ministry. The degree provides students with a solid foundation for examining and engaging their ministry context with a broad missiological lens. It prepares students for a broad array of cross-cultural ministry.

**Modality.** Johnson University offers this version of the Intercultural Studies Major online.

#### **Student Learning Outcomes (SLO)**

- SLO 1:** Graduates will be able to demonstrate critical thinking that is biblical, theological, and missiologically foundational.
- SLO 2:** Graduates will be able to successfully implement missional ministry within world contexts.
- SLO 3:** Graduates will develop formational growth conducive to cross-cultural ministry.
- SLO 4:** Graduates will be able to demonstrate preparation to minister cross-culturally.

**Required Courses.** The Intercultural Studies Major (online) consists of the following courses:

*ANTH 1103	Encountering Cultures	3
ANTH 3203	Practical Anthropology	3
ICLI 2100	Introduction to Linguistics	3
ICLI 2200	Second Language & Culture Acquisition	3

*ICST 2133	Intercultural Communication	3
ICST 2233	Foundations of Working Cross-Culturally	3
ICST 3134	Cross-Cultural Church Planting and Growth	3
ICST 3120	International Community Development	3
ICST 3400	Strategies for Intercultural Engagement	3
*ICST 4109	God's Story—Our Story	3
ICST 4311	The Gospel and Culture	3
ICST 4413	Intercultural Studies Practicum	3
ICST 4415	Understanding the Muslim World <i>OR</i> ICST 4416 Animism	<u>3</u>
<b><i>TOTAL CREDITS IN MAJOR:</i></b>		<b>39</b>

**Requirements for the B.S. in Intercultural Studies (online).** To earn the online Bachelor of Science degree with a double major in Bible & Theology and Intercultural Studies with a concentration, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	15 credits
Intercultural Studies Major (online)	<u>39 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1103 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (3) ICST 4109 God's Story—Our Story for the Theological Study 2 requirement.

**Academic Standards.** Students must achieve a “C+” (2.5) in ICST 3400 Strategies for Intercultural Engagement and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum.

### ***Associate of Arts in Intercultural Studies (TN)***

**Program Director:** Brent L. Brewer, M.A.

**Overview.** The two-year Associate of Arts in Intercultural Studies provides students with a foundational preparation for cross-cultural ministry. Career possibilities include entry-level mission and cross-cultural ministry positions.

**Modality.** Johnson University offers this version of the Associate of Arts in Intercultural Studies on campus.

### **Student Learning Outcomes (SLO)**

- SLO 1:** Graduates will be able to identify and comprehend basic biblical, theological, and missiological foundations for their chosen ministry field.
- SLO 2:** Graduates will be able to understand the fundamentals necessary to engage in missional ministry within world contexts.

**SLO 3:** Graduates will be able to develop Christian formational growth that facilitates cross-cultural ministry.

**Required Courses.** The A.A. in Intercultural Studies consists of the following courses:

*Intercultural Studies Core (9 credits)*

ANTH 2300	Cultural Anthropology	3
ICST 1010	Introduction to Intercultural Studies	3
ICST 2133	Intercultural Communication	3

*Intercultural Studies Elective (3 credits)—choose one 2000- or above courses with prefix: ANTH or ICXX* 3

**TOTAL INTERCULTURAL STUDIES CREDITS:** 12

**Requirements for the A.A. in Intercultural Studies.** Students earning an Associate of Arts in Intercultural Studies must complete the following degree components:

Arts & Sciences Core	34 credits
Bible & Theology Requirements	15 credits
Intercultural Studies	<u>12 credits</u>
<b>TOTAL:</b>	<b>61 credits</b>

***Associate of Science in Intercultural Studies (OL)***

**Program Director:** Brian Leslie, D. Min.

**Overview.** The two-year Associate of Science in Intercultural Studies provides students with a foundational preparation for cross-cultural ministry. Career possibilities include entry-level mission and cross-cultural ministry positions.

**Modality.** Johnson University offers this version of the Associate of Science in Intercultural Studies online.

**Student Learning Outcomes (SLO)**

**SLO 1:** Graduates will be able to identify and comprehend basic biblical, theological, and missiological foundations for their chosen ministry field.

**SLO 2:** Graduates will be able to understand the fundamentals necessary to engage in missional ministry within world contexts.

**SLO 3:** Graduates will be able to develop Christian formational growth that facilitates cross-cultural ministry.

**Required Courses.** The A.S. in Intercultural Studies consists of the following courses:

ANTH 3203	Practical Anthropology	3
ICST 2133	Intercultural Communication	3
ICST 2233	Foundations of Working Cross-Culturally	3
ICST 3400	Strategies for Intercultural Engagement	<u>3</u>

**TOTAL INTERCULTURAL STUDIES CREDITS:** 12

**Requirements for the A.S. in Intercultural Studies.** Students earning an Associate of Science in Intercultural Studies must complete the following degree components:

Arts & Sciences Core	34 credits
Bible & Theology Requirements	15 credits
Intercultural Studies	<u>12 credits</u>
<b>TOTAL:</b>	<b>61 credits</b>

### ***Certificate in Intercultural Studies (TN, OL)***

**Program Director:** Brian Leslie, D. Min.

**Overview.** The Certificate in Intercultural Studies is a customized one-year program for students who are 21 years or older. This certificate is applicable to students who are joining a team as support personnel, becoming missionaries as a second career, or want to increase their mission understanding. Students will complete a minimum 12 credits with a 2.0 cumulative grade point average. Working with their advisor, students have the freedom to customize their program by choosing 4 courses in Intercultural Studies most applicable to their studies. Contact the Department of Intercultural Studies to discuss course options.

**Modality.** Johnson University offers the Certificate in Intercultural Studies on campus and online.

#### **Student Learning Outcomes (SLO)**

**SLO1:** Graduates will be able to identify basic biblical, theological, and missiological foundations for their chosen ministry field.

**Required Courses.** The Certificate in Intercultural Studies consists of the following courses:

***Required:***

ICST 4109 God's Story—Our Story 3

***Choose One:***

ANTH 2300 Cultural Anthropology (3) 3  
 ANTH 3203 Practical Anthropology (3)

***Choose One:***

ICST 3100 Dynamics of World Religions (3) 3  
 ICST 4415 Understanding the Muslim World (3)  
 ICST 4416 Animism (3)

***Intercultural Studies Elective (3 credits)—choose one:*** 3

Students choose, with consultation of their advisor, one (1) course with the prefix ANTH, ICEL, ICIS, ICLI, ICME, ICMI, ICST, or ICUR.

***TOTAL CREDITS IN CERTIFICATE:*** 12

### ***Intercultural Studies Minor (TN)***

**Program Director:** Brent L. Brewer, M.A.

**Overview.** The Intercultural Studies Minor equips students to minister cross-culturally in a variety of settings. It also allows students in other professional programs to develop complementary skills in Intercultural Studies. Such skills can enhance educational skills, ministry, teaching, nonprofit management, youth ministry, missions, and other fields.

**Modality.** Johnson University offers this version of the Intercultural Studies Minor on campus.

### Student Learning Outcomes (SLO)

- SLO 1:* Graduates will be able to understand biblical, theological, and missiological foundations for their chosen ministry field.
- SLO 2:* Graduates will be prepared at the entry level to engage in missional ministry within world contexts.

**Required Courses.** The Intercultural Studies Minor consists of the following courses:

*Intercultural Studies Core (12 credits)*

ANTH 2300	Cultural Anthropology	3
*ICST 2133	Intercultural Communication	3
ICST 3400	Strategies for Intercultural Engagement	3
*ICST 4109	God's Story—Our Story	3

*Intercultural Studies Elective (3 credits)—choose one 2000- or above courses with prefix: ANTH or ICXX*

3

**TOTAL CREDITS IN MINOR:**

**15**

\*NOTE: The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God's Story—Our Story for the Theological Study 2 requirement.

### *Intercultural Studies Minor (OL)*

**Program Director:** Brian Leslie, D.Min.

**Overview.** The Intercultural Studies Minor equips students to minister cross-culturally in a variety of settings. It also allows students in other professional programs to develop complementary skills in Intercultural Studies. Such skills can enhance educational skills, ministry, teaching, nonprofit management, youth ministry, missions, and other fields.

**Modality.** Johnson University offers this version of the Intercultural Studies Minor online.

### Student Learning Outcomes (SLO)

- SLO 1:* Graduates will be able to understand biblical, theological, and missiological foundations for their chosen ministry field.
- SLO 2:* Graduates will be prepared at the entry level to engage in missional ministry within world contexts.

**Required Courses.** The Intercultural Studies Minor consists of the following courses:

*Intercultural Studies Core (12 credits)*

*ANTH 1103	Encountering Cultures	3
*ANTH 3203	Practical Anthropology	3
ICST 2133	Intercultural Communication	3
ICST 3400	Strategies for Intercultural Engagement	3

*Intercultural Studies Electives (9 credits)—choose three courses with prefix ANTH, ICCL, ICIS, ICLI, ICME, ICMI, ICST, OR ICUR*

9

*TOTAL CREDITS IN MINOR:* 21

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1103 Encountering Cultures; (2) ANTH 3203 Practical Anthropology as the “I” competency course.

### ***Middle Eastern Studies Minor***

**Program Director:** Gerald L. Mattingly, Ph.D.

**Overview.** The Middle Eastern Studies Minor introduces students to a breadth of issues needed for witnessing and working in Middle Eastern contexts. These issues include history and politics; religious law and theology; and the structure of culture and values in the Jewish, Islamic and Christian societies of the Middle East. Topics discussed also include Christian theology, apologetics, and witnessing.

**Modality.** Johnson University offers the Middle Eastern Studies Minor on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

**SLO 1:** Graduates will be able to understand the foundational historical, political, religious, and cultural distinctives of Middle Eastern societies.

**SLO2:** Graduates will be able to demonstrate critical thinking that is biblical, theological, and cross-culturally foundational.

**SLO 3:** Graduates will be able to begin work in Middle Eastern contexts, domestic and international.

**Required Courses.** The Middle Eastern Studies Minor consists of the following courses:

#### *Intercultural Studies Core (9 credits)*

ANTH 2300	Cultural Anthropology	3
*ICST 2133	Intercultural Communication	3
*ICST 4109	God’s Story—Our Story	3

#### *Middle Eastern Studies Electives (6 credits – choose two)\*\** 6

ANTH 3023	Peoples & Cultures of the Middle East (3)
ICIS 2310	Islam: History, Beliefs, and Practices (3)
ICIS 3115	Modern Middle East (3)
HIST 3081	History & Archaeology of Ancient Egypt (3)

**\*\*Additional possible electives must be approved by the Dean.**

*TOTAL CREDITS IN MINOR:* 15

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.



## ***Missions Major (TN)***

**Program Director:** Brent L. Brewer, M.A.

**Overview.** The Missions Major prepares students to be agents of transformation with strategic, intercultural, and missional vocations among all peoples in accordance with the gospel.

**Modality.** Johnson University offers this version of the Missions Major on campus.

### **Student Learning Outcomes (SLO)**

*SLO 1:* Graduates will be able to critically evaluate major worldviews.

*SLO 2:* Graduates will be able to communicate a strategy for effective missionary work.

*SLO 3:* Graduates will be able to integrate a biblical understanding of God’s mission in relation to their professional or vocational plans.

*SLO 4:* Graduates will be able to implement personal spiritual formation practices in missions settings.

*SLO 5:* Graduates will be able to apply healthy interpersonal skills in missions settings.

**Required Courses.** The Missions Major consists of the following courses:

#### *Missions Core (36 credits)*

ANTH 2300	Cultural Anthropology	3
*CMML 2013	Foundations of Biblical Preaching	3
CMML 3013	Theories and Practices of Biblical Teaching	3
ICLI 2200	Second Language & Culture Acquisition	3
ICST 1010	Introduction to Intercultural Studies	3
*ICST 2133	Intercultural Communication	3
ICST 3200	Teaching Cross-Culturally	3
ICST 3400	Strategies for Intercultural Engagement	3
ICST 3521	Cross-Cultural Internship Preparation	1
ICST 3522	Cross-Cultural Internship	1
ICST 3523	Cross-Cultural Internship Assessment	1
*ICST 4109	God’s Story—Our Story	3
ICST 4600	Living & Leading Cross-Culturally	3
ICST 4720	Church Planting and Discipleship	3

#### *Area Studies Electives (3 credits); choose one: \*\**

ANTH 3103	Race & Ethnicity in the American Experience (3)	
ANTH 3023	Peoples & Cultures of the Middle East (3)	
ICST 3100	Dynamics of World Religions (3)	
ICUR 3360	Urban Anthropology (3)	

*\*\*Additional possible electives must be approved by the Dean.*

#### *Intercultural Studies or Ministry elective (3 credits)*

*Choose one 2000- or above course with ANTH, ICSS, or CMXX prefix*

**TOTAL CREDITS IN MAJOR:** 3

42

**Requirements for the B.A. in Missions (on campus).** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Missions, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Missions Major	<u>42 credits</u>
<i>TOTAL:</i>	<i>124 credits</i>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course, (3) CMML 2013 Foundations of Biblical Preaching as the “C” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (3) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Academic Standards.** Students must achieve a “C+” in ANTH 2300 Cultural Anthropology and ICST 2133 Intercultural Communication prior to registering for ICST 3521 Cross-Cultural Internship Preparation.

### ***Missions Major (OL)***

**Program Director:** Brian Leslie, D. Min.

**Overview.** The Missions Major is a fully-online degree program that prepares Christian men and women for strategic, cross-cultural, and missional vocations among all peoples in accordance with God’s kingdom gospel.

**Modality.** Johnson University offers this version of the Missions Major online.

#### **Student Learning Outcomes (SLO)**

**Purpose.** The Missions Major (online) prepares Christian men and women for strategic, intercultural, and missional vocations in keeping with God’s kingdom gospel among the nations.

**SLO 1:** Graduates will be able to demonstrate critical thinking that is biblical, theological, and missiologically foundation.

**SLO 2:** Graduates will be able to successfully implement missional ministry within world contexts.

**SLO 3:** Graduates will be able to develop Christian formational growth conducive to cross-cultural missions.

**SLO 4:** Graduates will be missiologically prepared to minister cross-culturally in a variety of mission contexts.

**Required Courses.** The Missions Major (online) consists of the following courses:

<i>Missions Core (21 credits)</i>	
*ANTH 1103 Encountering Cultures	3
ANTH 3203 Practical Anthropology	3
*ICST 2133 Intercultural Communication	3
ICST 2233 Foundations of Working Cross-Culturally	3
ICST 3400 Strategies for Intercultural Engagement	3
*ICST 4109 God’s Story—Our Story	3
ICST 4413 Intercultural Studies Practicum	3

*Missions Electives (15 credits)* 15

*Choose five courses with prefix:*

*ANTH, ICLI or ICST\*\**

*\*\*Additional possible electives must be approved by the Dean.*

**TOTAL CREDITS IN MAJOR:** 36

**Requirements for the B.A. in Missions (online).** To earn the online Bachelor of Arts degree with a double major in Bible & Theology and Missions, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	18 credits
Missions Major	<u>36 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1103 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (3) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Academic Standards.** Students must achieve a “C+” (2.5) in ICST 3400 Strategies for Intercultural Engagement and ICST 2133 Intercultural Communication prior to taking the Practicum.

### ***Teaching English as a Second Language Major***

**Program Director:** Travis Surrell, M.A.

**Overview.** The Teaching English as a Second Language Major introduces students to the opportunities and requirements for teaching English as a Second Language (ESL) or English as a Foreign Language (EFL), including the social, cultural, and linguistics factors that influence the effective acquisition of a second language; and principles, methods, and techniques of effective second-language instruction in cross-cultural contexts. Emphasis is placed on the role of teaching the English language as ministry, both within and outside the United States.

Students desiring TN state teaching licensure should speak with their advisor for available paths.

**Modality.** Johnson University offers the Teaching English as a Second Language Major on campus.

**Student Learning Outcomes (SLO)**

- SLO 1: Graduates will be able to integrate best practices for teaching English as a foreign language.
- SLO 2: Graduates will be able to communicate a strategy for effective intercultural and/or multicultural work.
- SLO 3: Graduates will be able to integrate a biblical understanding of God's mission in relation to their professional or vocational plans.
- SLO 4: Graduates will be able to implement personal spiritual formation practices in intercultural and/or multicultural settings.
- SLO 5: Graduates will be able to apply healthy interpersonal skills in intercultural and/or multicultural settings.

**Required Courses.** The Teaching English as a Second Language Major consists of the following courses:

*Intercultural Studies Core (24 credits)*

ANTH 2300	Cultural Anthropology	3
ICST 1010	Introduction to Intercultural Studies	3
*ICST 2133	Intercultural Communication	3
ICST 3200	Teaching Cross-Culturally	3
ICST 3400	Strategies for Intercultural Engagement	3
ICST 3521	Cross-Cultural Internship Preparation	1
ICST 3522	Cross-Cultural Internship	1
ICST 3523	Cross-Cultural Internship Assessment	1
*ICST 4109	God's Story—Our Story	3
ICST 4600	Living & Leading Cross-Culturally	3

*Teaching English Program (15 credits)*

ICEL 3360	English as a Second Language/EFL Methods & Materials	3
ICEL 4700	Topics in English as a Second Language/EFL Instruction	3
ICLI 2100	Introduction to Linguistics	3
ICLI 2200	Second Language & Culture Acquisition	3
ICLI 4410	Sociolinguistics	<u>3</u>

**TOTAL CREDITS IN MAJOR:** 39

**Requirements for the B.A. in Teaching English as a Second Language.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Teaching English as a Second Language, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Intercultural Studies Core	24 credits

Teaching English Program

15 credits

*TOTAL:*

*124 credits*

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

**Academic Standards.** Students must achieve a “C+” (2.5) in ANTH 2300 Cultural Anthropology and ICST 2133 Intercultural Communication prior to registering for ICST 3521 Cross-Cultural Internship Preparation.

### ***Urban Studies Minor***

**Program Director:** Kenneth A. Woodhull, D.Miss.

**Overview.** The Urban Studies Minor prepares students to work in urban contexts. The program equips students to embody and announce the gospel of Jesus Christ by introducing them to social, political, theological, and cultural dynamics essential to integral missional engagement in local and global urban environments. This minor focuses on city-based experiential learning, ethnographic research, biblical justice, and missiological reflection, especially among poor and marginalized persons and communities.

**Modality.** Johnson University offers the Urban Studies Minor on campus.

#### **Student Learning Outcomes (SLO)**

- SLO 1:** Graduates will be able to serve as missional agents and resource persons in diverse urban contexts through a variety of ministry roles and strategic vocations.
- SLO 2:** Graduates will be able to demonstrate critical thinking relative to city transformation with biblical, theological, social, and missiological understanding.
- SLO 3:** Graduates will be equipped with knowledge and practical skills critical for the research, planning, and implementation of missional strategies in urban contexts, especially among poor and marginalized persons and communities.

**Required Courses.** The Urban Studies Minor consists of the following courses:

#### *Urban Studies Core (15 credits)*

ANTH 3103	Race & Ethnicity in the American Experience	3
*ICST 2133	Intercultural Communication	3
*ICST 4109	God’s Story—Our Story	3
ICUR 2503	Dynamics of City Transformation	3
ICUR 3360	Urban Anthropology	<u>3</u>

***TOTAL CREDITS IN MINOR:***

***15***

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ICST 2133 Intercultural Communication as the “I” competency course. The following course in this major fulfills a requirement in the Bible & Theology Major: (2) ICST 4109 God’s Story—Our Story for the Theological Study 2 requirement.

## ***DEPARTMENT OF MINISTRY LEADERSHIP***

### ***Certificate in Christian Ministries***

**Program Director:** Brian Leslie, D.Min.

**Overview.** The Certificate in Christian Ministries targets staff members who are hired from within churches and who do not have prior bachelor's degrees, nor Christian college or seminary background. Students will complete five online courses (3 credits each). Upon completion, graduates can apply these fifteen credits toward an online associate or bachelor's degree at Johnson University.

**Modality.** Johnson University offers the Certificate in Christian Ministries online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Certificate in Christian Ministries develops a foundational understanding of biblical/theological principles that are essential for effective leadership ministry. It develops a basic understanding of interpretation, integration, and communication of Scripture that enables graduates to effectively engage their ministry context.

*SLO 1:* Graduates will be able to interpret Scripture accurately by integrating biblical research resources and skills.

*SLO 2:* Graduates will be able to facilitate spiritual growth in themselves through implementation of key resources and practices.

*SLO 3:* Graduates will be able to lead effectively in ministry by integrating key biblical passages and principles.

**Required Courses.** The Certificate in Christian Ministries consists of the following courses:

*Required:*

CMPR 3120	Spiritual Formation for Ministry	3
*THEO 2303	Biblical Interpretation	3

*Choose Three (9 credits):* 9

BIBL 1103	Orientation to Old Testament (3)
BIBL 1203	Orientation to New Testament (3)
BIBL 2213	Mark (3)
CMML 1010	Introduction to Ministry Leadership (3)
CMML 3013	Theories and Practices of Biblical Teaching (3)
CMPR 2110	Biblical Teaching and Preaching (3)
CMPR 3110	Pastoral Ministry (3)
CMPR 4303	Conflict and Communication (3)
CMPR 4320	Pastoral Counseling (3)
HIST 4200	History of the Restoration Movement (3)

*TOTAL CREDITS IN CERTIFICATE:* *15*

**Requirements for the Certificate in Christian Ministries.** To earn the certificate in Christian Ministries, students must complete the following degree components:

Christian Ministries Certificate	<u>15 credits</u>
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<i>TOTAL:</i>	<i>15 credits</i>
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**\*NOTE:** (1) Students accepted into the online certificate program pay a one-time fee when they are first enrolled that covers all tuition and fees for the entire program. Though the program is designed to take one year, the fee allows students up to three years to complete it. If a student begins the program but chooses not to complete it, no refunds are available. (2) Normal University policies concerning academic probation and suspension do not apply to Certificate in Christian Ministries students. Students who fail one course may continue in the program. Upon failing a second course, students will be dismissed from the program. If a student is dismissed from the program due to repeated failures, no refunds are available. If students must retake a course due to failure, they will be charged a continuation fee equivalent to the cost of one credit hour of standard online tuition (see section on Tuition and Fees: Online Programs). The Dean of the School of Christian Ministries will deal with academic issues on a case-by-case basis in consultation with the University Registrar. (3) Students are allowed to withdraw from one class without penalty. Upon a second withdrawal, the Dean of the School of Christian Ministries will evaluate status in the program (4) Students must have achieved a cumulative GPA of 2.0 in order to receive the certificate. (5) Students are exempt from the Orientation course prerequisites (BIBL 1103, BIBL 1203, and THEO 1303) for THEO 2303 Biblical Interpretation.

### ***Creative Arts Ministry Major***

**Program Director:** William F. Wolf, D.W.S.

**Overview:** The Creative Arts Ministry equips students to utilize communication principles, production arts, media technology, and best practices in ministry, to lead a successful creative arts ministry in a church.

**Modality:** Johnson University offers the Creative Arts Ministry Major on campus. Some program content may be delivered online.

#### **Purpose and Student Learning Outcomes (SLO)**

**Purpose:** The Creative Arts Ministry prepares Christian students to lead creative arts ministries and use the arts in appropriate ways to enhance biblical preaching, worship, and teaching, while also exhibiting Godly pastoral influence and skillful leadership to advance the worldwide mission of Christ.

**SLO 1: PHILOSOPHY**—Graduates demonstrate a contextually informed philosophy towards the arts in church.

**SLO 2: KNOWLEDGE**—Graduates demonstrate understanding of principles and underpinnings of Creative Arts Ministry.

**SLO 3: SKILL**—Graduates create content associated with creative arts ministry.

**Required Courses.** The Creative Arts Ministry Major consists of the following courses:

CMML 3113	Spiritual Formation for Ministry <i>OR</i>	3
COMM 4998	Spiritual Formation & Creativity (3)	
CMML 3313	Conflict and Communication	3
CMML 4113	Pastoral Care in Ministry	3
COMM 2200	Introduction to Video Production	3
*COMM 2900	Society & Media	3
MART 2073	Graphic Design I	3

MART 2093	2D Animation	3
MUTC 2013	Live Production I	3
MUTC 2033	Live Production II	3
SCCA 4603	Internship	3
SCCA 4999	Integrated Project	3
*THEO 3120	Theological & Biblical Foundation of Christian Worship	3
*THEO 3121	History of Christian Worship	3
WORS 4110	The Arts in Christian Worship	<u>3</u>
<b>TOTAL CREDITS IN MAJOR:</b>		<b>42</b>

**Requirements for the B.A. in Creative Arts Ministry.** To earn the Bachelor of Arts or Bachelor of Science degree with a double major in Bible & Theology and Creative Arts Ministry, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	(*33) 27 credits
General Electives	12 credits
Creative Arts Ministry	<u>42 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) COMM 2900 Society & Media as the “A” competency course. The following courses in this major fulfill a requirement for the Bible & Theology Major: (2) THEO 3120 Theological & Biblical Foundation of Christian Worship as the Theological Study 1 requirement; and (3) THEO 3121 History of Christian Worship as the Theological Study 2 requirement.

**Production Work:** Work outside of the classroom in production studios or at live production events is a mandatory part of course requirements.

**Major Project:** As part of SCCA 4999 Integrated Project, each student must produce a professional-level final project that reflects their academic experience and the concentration they are completing.

### ***Ministry Leadership Major (TN)***

**Program Director:** Rory Christensen, D.Min.

**Overview.** The Ministry Leadership degree prepares students to lead ministries with Christlikeness, biblical wisdom, and skillful leadership. Students may choose from one of eight concentrations and will participate in internships in their career area.

**Modality.** Johnson University offers this version of the Ministry Leadership Major on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

**Purpose.** The Ministry Leadership Major prepares Christian students to lead Christian ministries with Christlikeness, biblical wisdom, and skillful leadership in order to advance the worldwide mission of Christ.

#### ***Ministry Leadership Core***

**SLO 1:** Graduates will be able to develop a strategy for personal spiritual formation.



*SLO 2:* Graduates will be able to create sermons that accurately communicate biblical truths.

*SLO 3:* Graduates will be able to apply healthy interpersonal skills in ministry leadership scenarios.

*SLO 4:* Graduates will be able to provide appropriate care to those with pastoral needs.

*SLO 5:* Graduates will be able to synthesize best practices for leading a congregation to accomplish its unique mission.

*Children and Family Ministry Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for children and family ministry.

*Pastoral Care Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for pastoral care.

*Preaching and Church Leadership Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for preaching and church leadership.

*Preaching and Student Ministry Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for preaching and student ministry.

*Special Needs Ministry Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for special needs ministry.

*Sports Ministry Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for sports ministry.

*Student and Family Ministry Concentration SLO:*

*SLO 6:* Graduates will integrate best practices for student and family ministry.

*Urban Ministry Concentration SLO:*

*SLO 6:* Graduates will be able to integrate best practices for urban ministry.

**Required Courses.** The Ministry Leadership Major consists of the following courses:

*Ministry Leadership Core (29 credits)*

CMML 1010	Introduction to Ministry Leadership	3
**CMML 2013	Foundations of Biblical Preaching	3
CMML 3013	Theories and Practices of Biblical Teaching	3
CMML 3113	Spiritual Formation for Ministry	3
*CMML 3213	Special Issues in Ministry Leadership	3
CMML 3313	Conflict and Communication	3
CMML 4013	Effective Ministry Leadership	3
CMML 4113	Pastoral Care in Ministry	3
CMML 4212	Senior Seminar in Ministry Leadership	2

*Ministry Elective (3); choose one:* 3

\*CMXX (2000 and above) (3)

COMM 4998	Spiritual Formation and Creativity (3)
ENGL 3353	Rhetoric of Prophetic Black Preachers (3)
ICST 4720	Church Planting and Discipleship (3)

- PSYC 2303 Interviewing and Counseling Skills (3)
- SFIT 3013 Sports Ministry Models (3)
- SPED 3323 Managing Challenging Behaviors & Special Education Law (3)
- WORS 3140 Worship Design and Leadership (3)

*\*Concentration (choose one):*

12

*Children and Family Ministry Concentration (12 credits)*

- CMCF 4013 Strategies of Children's Ministry (3)
- CMFM 2013 Foundations of Student and Children's Ministry (3)
- CMFM 3013 Theories of Family Ministry (3)
- CMML 3003 Ministry Leadership Internship (3)

*Pastoral Care Concentration (12 credits)*

- CMCM 3100 Introduction to Counseling Ministry (3) (online)
- CMML 3003 Ministry Leadership Internship (3)
- CMPR 4320 Pastoral Counseling (3) (online)
- FAMS 4210 Family Life Education Methodology (3) (online)

*Preaching and Church Leadership Concentration (12 credits)*

- CMML 3003 Ministry Leadership Internship (3)
- CMPR 3013 Theories of Biblical Preaching (3)
- CMPR 4013 Practices of Biblical Preaching (3)
- CMPR 4113 Dynamics of Senior Leadership (3)

*Preaching and Student Ministry Concentration (12 credits)*

- CMFM 2013 Foundations of Student and Children's Ministry (3)
- CMML 3003 Ministry Leadership Internship (3)
- CMPR 3013 Theories of Biblical Preaching (3)
- CMPS 4013 Strategies of Student Ministry (3)

*Special Needs Ministry Concentration (12 credits)*

- CMFM 2013 Foundations of Student and Children's Ministry (3)
- CMFM 3013 Theories of Family Ministry (3)
- CMML 3003 Ministry Leadership Internship (3)
- SPED 3313 Characteristics & Needs of the Mildly & Moderately Disabled (3)

*Sports Ministry Concentration (12 credits)*

- CMML 3003 Ministry Leadership Internship (3)
- SFIT 3013 Sports Ministry Models (3)
- SFIT 4013 Legal, Ethical & Professional Standards for Sports Professionals (3)
- Sport & Fitness Leadership Elective (*choose one*):
  - SFFS 3023 Essentials of Strength Training & Conditioning (3)
  - SFFS 3033 Health & Fitness Testing, Evaluation, & Prescription (3)
  - SFPE 3013 Introduction to Coaching (3)
  - SFSA 3013 Organization & Administration of Athletic Programs (3)
  - SFSA 4013 Principles of Sport Marketing (3)

*Student and Family Ministry Concentration (12 credits)*

- CMFM 2013 Foundations of Student and Children's Ministry (3)
- CMFM 3013 Theories of Family Ministry (3)

CMML 3003	Ministry Leadership Internship (3)
CMPS 4013	Strategies of Student Ministry (3)

*Urban Ministry Concentration (12 credits)*

CMML 3003	Ministry Leadership Internship (3)
**ICST 4109	God's Story—Our Story (3)
ICUR 2503	Dynamics of City Transformation (3)
**ICUR 3360	Urban Anthropology (3)

***TOTAL CREDITS IN MINISTRY LEADERSHIP MAJOR:***

***41***

**\*NOTE:** (1) The CMML 3213 Special Issues in Ministry Leadership requirement may consist of a single 3-credit course, or a combination of 1- and 2-credit special issues courses. All students must successfully complete 3 credit hours total to satisfy the requirement. In some cases, students may take the same course twice. (2) The ministry elective may include any CMXX course that is not already required in one's major and concentration. Students must meet prerequisites for ministry electives before enrolling. (3) Students are able to complete the Ministry Leadership major without a concentration by completing nine elective credits in Ministry Leadership courses, plus an internship. These include courses with a CMXX prefix for which students have met prerequisites. Additional courses may be subject to approval by the dean.

**Requirements for the B.A. in Ministry Leadership with Children and Family Ministry Concentration.** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 43 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Ministry Leadership Core	29 credits
Children and Family Ministry Concentration	<u>12 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: (1) CMML 2013 Foundations of Biblical Preaching as the "C" competency course. (2) This concentration recommends THEO 3102 Theology & Human Sexuality as the Theological Study 2 elective in the Bible & Theology Major.

**Requirements for the B.A. in Ministry Leadership with Pastoral Care Concentration.** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 43 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Ministry Leadership Core	29 credits
Pastoral Care Concentration	<u>12 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: (1) CMML 2013 Foundations of Biblical Preaching as the “C” competency course. (2) This concentration recommends THEO 3102 Theology & Human Sexuality as the Theological Study 2 elective in the Bible & Theology Major.

**Requirements for the B.A. in Ministry Leadership with Preaching and Church Leadership Concentration.** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 43 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Ministry Leadership Core	29 credits
Preaching and Church Leadership Concentration	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: CMML 2013 Foundations of Biblical Preaching as the “C” competency course.

**Requirements for the B.A. in Ministry Leadership with Preaching and Student Ministry Concentration.** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 43 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Ministry Leadership Core	29 credits
Preaching and Student Ministry Concentration	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: (1) CMML 2013 Foundations of Biblical Preaching as the “C” competency course. (2) CMPR 4013 Practices of Biblical Preaching is recommended for the Ministry Elective. Substitutions require advisor and dean approval. (3) This concentration recommends THEO 3102 Theology & Human Sexuality as the Theological Study 2 elective in the Bible & Theology Major.

**Requirements for the B.A. in Ministry Leadership with Special Needs Ministry Concentration.** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 43 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Ministry Leadership Core	29 credits
Special Needs Ministry Concentration	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: (1) CMML 2013 Foundations of Biblical Preaching as the “C” competency course. (2) SPED 3323 Managing Challenging Behaviors & Special Education Law is recommended for the Ministry Elective. Substitutions require advisor and dean approval. (3) This concentration recommends EDUC 3212 Survey of Persons with Disabilities as the “I” competency course in the Arts and Sciences Core.

**Requirements for the B.A. in Ministry Leadership with Sports Ministry Concentration.** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 43 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Ministry Leadership Core	29 credits
Sports Ministry Concentration	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: CMML 2013 Foundations of Biblical Preaching as the “C” competency course.

**Requirements for the B.A. in Ministry Leadership with Student and Family Ministry Concentration.** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 43 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Ministry Leadership Core	29 credits
Student and Family Ministry Concentration	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: (1) CMML 2013 Foundations of Biblical Preaching as the “C” competency course. (2) This concentration recommends THEO 3102 Theology & Human Sexuality as the Theological Study 2 elective in the Bible & Theology Major.

**Requirements for the B.A. in Ministry Leadership with Urban Ministry Concentration.** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 40 credits
Bible & Theology Major	(**33) 30 credits
General Electives	13 credits
Ministry Leadership Core	29 credits
Urban Ministry Concentration	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) CMML 2013 Foundations of Biblical Preaching as the “C” competency course and (2) ICUR 3360 Urban Anthropology as the “I” competency course. (3) The following course in this major fulfills requirements for the Bible and Theology Major: ICST 4109 God’s Story—Our Story as the Theological Study 2 elective.

**Requirements for the B.A. in Ministry Leadership with Ministry Electives (on campus).** To earn the Bachelor of Arts with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(**46) 43 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Ministry Leadership Core	29 credits
Ministry Electives	<u>12 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: CMML 2013 Foundations of Biblical Preaching as the “C” competency course.

**Internship.** Students in the Ministry Leadership Major have three internship options:

- The first option is to complete 3 internship credits through CMML 3003 Ministry Leadership Internship (typically completed in the summer term). The internship must be tailored to fit a student’s concentration area. Students must attend an internship orientation seminar prior to their internship and schedule exit interviews with a professor at the conclusion of their internship.
- The second option is to complete a 7-month internship that extends from the summer after the student’s junior year through the fall of the senior year. The entire experience earns 13 credits and includes a 1-credit summer internship (CMML 3621) and a 12-credit fall internship (CMML 3829), each in Ministry Leadership. Both internships must be tailored to fit a student’s concentration area. Students who choose this 7-month option will apply the 1-credit summer internship class (CMML 3621) toward their CMML 3213 Special Issues in Ministry Leadership requirement. Additionally, students who choose this 7-month option will *not* take a 3-credit Ministry Elective, CMML 4013 Effective Ministry Leadership, and the New Testament Exegesis Elective in the Bible & Theology Major or register for chapel as they would otherwise. Instead, the objectives for these three courses are accomplished through assignments and experiences required during the internship.
- The third option is a non-traditional approach in which the student earns three internship credits through a combination of CMPR 3440 Mentored Ministry Experience (1 credit) and any two of the following 1-credit options: CMPR 3460 Weekend Ministry Internship, CMPR 3420 Group Internship, CMPR 3430 Hospice Internship, and CMPR 3450 Clinical Setting Internship. Students who wish to pursue the non-traditional option must receive prior approval from the Ministry Internship Coordinator.

**NOTE:** 1) Students completing internship options 1 or 2 may not take additional courses during their internships, except with permission from the Dean of the School of Christian Ministries. In

special circumstances, the Dean may permit students to take one additional course per session or term. Students are not permitted to take two or more additional courses per session or term.

### ***Ministry Leadership Major (OL)***

**Program Director:** Brian Leslie, D.Min.

**Overview.** Adult students have great potential to lead churches and other Christian ministries for the advancement of Christ's kingdom. The Ministry Leadership Major equips such students with sound training in Bible, theology, and the leadership of Christian ministries.

**Modality.** Johnson University offers this version of the Ministry Leadership Major online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Ministry Leadership Major prepares Christian students to lead Christian ministries with Christlikeness, biblical wisdom, and skillful leadership in order to advance the worldwide mission of Christ.

- SLO 1:* Graduates will be able to develop a strategy for personal spiritual formation.
- SLO 2:* Graduates will be able to create sermons that accurately communicate biblical truths.
- SLO 3:* Graduates will be able to apply healthy interpersonal skills in ministry leadership scenarios.
- SLO 4:* Graduates will be able to provide appropriate care to those with pastoral needs.
- SLO 5:* Graduates will be able to synthesize best practices for leading a congregation to accomplish its unique mission.

**Required Courses.** The Ministry Leadership Major consists of the following courses:

*ANTH 1103	Encountering Cultures	3
CMOL 3210	Ministry Leadership Internship	3
*CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3110	Pastoral Ministry	3
CMPR 3120	Spiritual Formation for Ministry	3
CMPR 3410	Advanced Biblical Teaching & Preaching	3
CMPR 4303	Conflict and Communication	3
CMPR 4320	Pastoral Counseling	3
CMPR 4333	Leading Effective Churches	3
*THEO 2303	Biblical Interpretation	3

***TOTAL CREDITS IN MAJOR:*** 30

**Requirements for the B.A. in Ministry Leadership (online).** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	(*33) 30 credits
General Electives	24 credits
Ministry Leadership Major	<u>30 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*NOTE:** The following courses in this degree fulfill requirements for the Arts & Sciences Core: (1) ANTH 1103 Encountering Cultures; (2) CMPR 2110 Biblical Teaching and Preaching as the “C” competency course. (3) The following course in this degree fulfills requirements for the Bible and Theology Major: THEO 2303 Biblical Interpretation.

### ***Associate of Arts in Ministry Leadership***

**Program Director:** Brian Leslie, D.Min.

**Overview.** The two-year Associate of Arts in Ministry Leadership provides students with foundational preparation for leadership in churches and parachurch ministries.

**Modality.** Johnson University offers the Associate of Arts in Ministry Leadership on campus and online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Associate of Arts in Ministry Leadership equips students with foundational skills necessary to lead churches and Christian ministries with cultural awareness, a biblical worldview, and basic proficiency in pastoral leadership.

*SLO 1:* Graduates will be able to develop a strategy for personal spiritual formation.

*SLO 2:* Graduates will be able to create sermons that accurately communicate biblical truth.

*SLO 3:* Graduates will be able to identify basic skills necessary to minister in churches and similar ministries.

**Required Courses for Face-to-Face Degrees.** The Associate of Arts in Ministry Leadership consists of the following courses. The Ministry Leadership elective courses are offered in the modalities identified below.

*ANTH 1103	Encountering Cultures	3
CMML 1010	Introduction to Ministry Leadership	3
*CMML 2013	Foundations of Biblical Preaching	3
CMML 3113	Spiritual Formation for Ministry <i>OR</i>	3
CMPR 3120	Spiritual Formation for Ministry (3)	
Choose one of the following (3):		3
CMML 3013	Theories and Practices of Biblical Teaching	
CMML 3313	Conflict and Communication	
<i>Ministry Electives (3)—choose one:</i>		<u>3</u>
CMCM 3100	Introduction to Counseling Ministry ( <i>OL</i> ) (3)	
CMFM 2013	Foundations of Student and Children’s Ministry ( <i>TN</i> ) (3)	
CMML 3213	Special Issues in Ministry Leadership ( <i>TN</i> ) (1)	
CMPR 3013	Theories of Biblical Preaching ( <i>TN, OL</i> ) (3)	
COMM 2900	Society & Media ( <i>TN</i> ) (3)	
COMM 3105	Fundamentals of Web Design ( <i>OL</i> ) (3)	
EDUC 3212	Survey of Persons with Disabilities ( <i>TN</i> ) (3)	
ICST 2133	Intercultural Communication ( <i>TN, OL</i> ) (3)	
ICST 3400	Strategies for Intercultural Engagement ( <i>TN, OL</i> ) (3)	



ICUR 2503 Dynamics of City Transformation (TN) (3)  
 MUTC 2013 Live Production I (TN) (3)

*TOTAL MINISTRY LEADERSHIP CREDITS:* 18

**Requirements for the face-to-face A.A. in Ministry Leadership.** To earn the face-to-face Associate of Arts in Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(*34) 28 credits
Bible & Theology Requirements	15 credits
Ministry Leadership	<u>18 credits</u>
<i>TOTAL:</i>	<i>61 credits</i>

**\*NOTE:** The following course in this degree fulfills requirements for the Arts & Sciences Core for an Associate of Arts degree: (1) ANTH 1103 Encountering Cultures, and (2) CMML 2013 Foundations of Biblical Preaching as the “C” competency course.

**Required Courses for the online A.A. in Ministry Leadership.** The online Associate of Arts in Ministry Leadership consists of the following courses:

*ANTH 1103	Encountering Cultures	3
*CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3110	Pastoral Ministry	3
CMPR 3120	Spiritual Formation for Ministry	3
<i>Ministry Electives (6)—choose two:</i>		<u>6</u>
CMCM 3100	Introduction to Counseling Ministry (3)	
CMML 1010	Introduction to Ministry Leadership (3)	
CMML 3013	Theories and Practices of Biblical Teaching (3)	
CMPR 3410	Advanced Biblical Teaching & Preaching (3)	
COMM 3105	Fundamentals of Web Design (3)	
ICST 3400	Strategies for Intercultural Engagement (3)	
ICST 2133	Intercultural Communication (3)	

*TOTAL MINISTRY LEADERSHIP CREDITS:* 18

**Requirements for the online A.A. in Ministry Leadership.** To earn the online Associate of Arts in Ministry Leadership, students must complete the following degree components:

Arts & Sciences Core	(*34) 28 credits
Bible & Theology Requirements	15 credits
Ministry Leadership	<u>18 credits</u>
<i>TOTAL:</i>	<i>61 credits</i>

**\*NOTE:** The following courses in this degree fulfill requirements for the Arts & Sciences Core for an Associate of Arts degree: (1) ANTH 1103 Encountering Cultures; and (2) CMPR 2110 Biblical Teaching and Preaching as the “C” competency course.

### ***Ministry Leadership Minor***

**Program Director:** Rory Christensen, D.Min.

**Overview.** The Ministry Leadership Minor will allow students to prepare for church-related ministry in addition to another vocation. This option will be helpful for (1) students seeking careers in other vocations but who wish to serve effectively as volunteers in their churches; and (2) students seeking to be bi-vocational, working both in ministry and in another vocation.

**Modality.** Johnson University offers the Ministry Leadership Minor on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Ministry Leadership Minor prepares Christian students to lead Christian ministries with Christlikeness, biblical wisdom, and skillful leadership in order to advance the worldwide mission of Christ.

*SLO 1:* Graduates will be able to develop a strategy for personal spiritual formation.

*SLO 2:* Graduates will be able to create sermons that accurately communicate biblical truth.

*SLO 3:* Graduates will be able to apply healthy interpersonal skills in ministry leadership scenarios.

*SLO 4:* Graduates will be able to provide appropriate care to those with pastoral needs.

**Required Courses.** The Ministry Leadership Minor consists of the following courses:

*CMML 2013	Foundations of Biblical Preaching	3
CMML 3013	Theories and Practices of Biblical Teaching	3
CMML 3113	Spiritual Formation for Ministry	3
CMML 3313	Conflict and Communication	3
CMML 4013	Effective Ministry Leadership	3
CMML 4113	Pastoral Care in Ministry	<u>3</u>
<b><i>TOTAL CREDITS IN MINOR:</i></b>		<b><i>18</i></b>

\***NOTE:** The following course in this minor fulfills requirements for the Arts & Sciences Core: CMML 2013 Foundations of Biblical Preaching as the “C” competency course.

### ***Pastoral Care and Counseling Major***

**Program Director:** Brian Leslie, D.Min.

**Overview.** The Pastoral Care and Counseling Major equips students to provide pastoral care, godly counsel, and effective leadership in pastoral ministry settings.

**Modality.** Johnson University offers the Pastoral Care and Counseling Major online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Pastoral Care and Counseling Major prepares Christian students to lead Christian ministries with Christlikeness, biblical wisdom, and pastoral care and counsel in order to advance the worldwide mission of Christ.

*SLO 1:* Graduates will be able to develop a strategy for personal spiritual formation.

*SLO 2:* Graduates will be able to create sermons that accurately communicate biblical truths.

*SLO 3:* Graduates will be able to apply healthy interpersonal skills in ministry leadership scenarios.

*SLO 4:* Graduates will be able to provide appropriate care to those with pastoral needs.

*SLO 5:* Graduates will be able to utilize basic counseling skills in a pastoral ministry context.

**Required Courses.** The Pastoral Care and Counseling Major consists of the following courses:

*ANTH 1103	Encountering Cultures	3
CMCM 3100	Introduction to Counseling Ministry	3
CMCM 4110	Counseling Ministry Practicum	3
*CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3120	Spiritual Formation for Ministry	3
CMPR 4303	Conflict and Communication	3
CMPR 4320	Pastoral Counseling	3
FAMS 4210	Family Life Education Methodology	3
*PSYC 1100	Interpersonal and Family Relationships	3
*THEO 2303	Biblical Interpretation	<u>3</u>

*TOTAL CREDITS IN PASTORAL CARE AND COUNSELING MAJOR: 30*

**Requirements for the B.S. in Pastoral Care and Counseling (online).** To earn the Bachelor of Science degree with a double major in Bible & Theology and Pastoral Care and Counseling online, students must complete the following degree components:

Arts & Sciences Core	(*46) 37 credits
Bible & Theology Major	(*33) 30 credits
General Electives	27 credits
Pastoral Care and Counseling Major	<u>30 credits</u>
<i>TOTAL:</i>	<i>124 credits</i>

\***NOTE:** The following courses in this degree fulfill requirements for the Arts & Sciences Core: (1) ANTH 1103 Encountering Cultures; (2) PSYC 1100 Interpersonal and Family Relationships; and (3) CMPR 2110 Biblical Teaching and Preaching as the “C” competency course. (4) The following course in this degree fulfills requirements for the Bible and Theology Major: THEO 2303 Biblical Interpretation.

### ***Bachelor of Music in Worship Leadership***

**Program Director:** William F. Wolf, D.W.S.

**Overview.** The Bachelor of Music in Worship Leadership is designed for students who wish to pursue a full-time professional career in worship leadership with an emphasis on worship theology, congregational ministry, music, and worship-related technology and arts. It is also designed for those students who wish to pursue graduate education in worship studies at institutions of similar purpose and focus as Johnson University.

**Modality.** Johnson University offers the Bachelor of Music in Worship Leadership on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Bachelor of Music in Worship Leadership prepares students in worship leadership for professional careers in congregational worship ministry and other related vocations.

- SLO 1:* Graduates will be able to apply Worship Leadership principles to organize, administrate, and lead a structured worship ministry in a local church setting.
- SLO 2:* Graduates will be able to explain a biblical, theological, and historical understanding of Christian worship.
- SLO 3:* Graduates will be able to model proficiencies in music core and performance skills.
- SLO 4:* Graduates will be able to model a contextually-informed philosophy towards worship ministry.

**Required Courses.** The Bachelor of Music in Worship Leadership consists of the following courses:

#### *Arts & Sciences Core for the Bachelor of Music in Worship Leadership (33)*

ANTH 1103	Encountering Cultures	3
ENGL 1013	English Composition I	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity	3
HUMN 1603	Service Learning and Change	3
HUMN 4200	Senior Capstone Seminar	3
PHIL 2013	Philosophical Ethics	3
PSYC 1100	Interpersonal & Family Relationships	3
“A” Competency Course		3
“H” Competency Course		3
“M” Competency Course		<u>3</u>
<b>TOTAL CREDITS IN MODIFIED ARTS &amp; SCIENCE CORE:</b>		<b>33</b>

#### *Worship Leadership Core (43 Credits)*

*BIBL 3102	Message of the Psalms	3
*BIBL 3314	Book of Revelation <i>OR</i>	3
BIBL 3311	Letter to the Hebrews	
*THEO 3120	Theological & Biblical Foundations of Christian Worship	3
*THEO 3121	History of Christian Worship	3
WORS 1001	Worship Leadership Orientation	1
WORS 2010	Worship and Culture	3
WORS 3140	Worship Design and Leadership	3
WORS 3150	Worship Ministry & Administration	3
WORS 3230	Worship & Live Production Technology	3
**WORS 4110	The Arts in Christian Worship	3
WORS 4403	Worship Leadership Internship	3
Professional Elective		6

Choose a combination of one- and three-credit courses for a total of six credits that enhance professional studies. In consultation with their advisor, students select additional courses with the following prefixes:

CMML, COMM, MART, MUAP, MUSC, MUTC, or WORS. Students may earn up to 3 credits in WORS 2000, Chapel Worship Leadership Team, per instructor approval.

Ministry Leadership/Spiritual Formation Electives 6

Choose two of the following courses:

CMML 2013 Foundations of Biblical Preaching (3)

CMML 3113 Spiritual Formation for Ministry (3) *OR*

COMM 4998 Spiritual Formation & Creativity (3)

CMML 3313 Conflict and Communication (3)

CMML 4113 Pastoral Care in Ministry (3)

*TOTAL CREDITS IN WORSHIP LEADERSHIP CORE:* 43

*Music Core (22)*

MUSC 1111 Music Theory I 3

MUSC 1131 Music Theory Lab I 1

MUSC 1221 Music Theory II 3

MUSC 1241 Music Theory Lab II 1

\*\*MUSC 2000 Survey of Western Music History 3

MUSC 2043 History of Commercial Music 3

MUSC 2310 Commercial Music Lab 1

MUTC 2000 Digital Musicianship 3

MUAP 4000 Senior Recital *OR* 1

WORS 4999 Integrative Project

MUAP 3xxx Contemporary Instrument Methods 3

Choose three of the following options:

MUAP 3110 Contemporary Guitar Methods (1)

MUAP 3120 Contemporary Keyboard Methods (1)

MUAP 3130 Contemporary Percussion Methods (1)

MUAP 3140 Contemporary Vocal Team Methods (1)

*TOTAL CREDITS IN MUSIC CORE:* 22

*Ensemble (6)—choose 6 credits: [may be repeated for credit] †* 6

MUAP 2100 Pop/Rock/Jazz Ensemble (1)

MUAP 2000 University Choir (1)

MUAP 2600 Vox Royale (1)

† *NOTE:* Students complete the first 2 ensemble credits with University Choir and may complete the next 4 credits with University Choir, Vox Royale (by audition), or Pop/Rock/Jazz Ensemble (by audition).

*Primary Instrument: Applied Music (6)—choose 6 credits in one instrument (voice, guitar, or piano):* 6

*Voice:*

MUAP 1310 Voice I (1)

MUAP 1320 Voice II (1)

MUAP 1330 Advanced Voice I (2)

MUAP 1340 Advanced Voice II (2)

MUAP 2310 Voice III (1)

MUAP 2320	Voice IV (1)
MUAP 2330	Advanced Voice III (2)
MUAP 2340	Advanced Voice IV (2)
MUAP 3310	Voice V (1 credit)
MUAP 3320	Voice VI (1 credit)
MUAP 3330	Advanced Voice V (2)
MUAP 3340	Advanced Voice VI (2)
MUAP 4310	Voice VII (1)
MUAP 4320	Voice VIII (1)
MUAP 4330	Advanced Voice VII (2)
MUAP 4340	Advanced Voice VIII (2)

*Piano:*

MUAP 1410	Piano I (1)
MUAP 1420	Piano II (1)
MUAP 1430	Advanced Piano I (2)
MUAP 1440	Advanced Piano II (2)
MUAP 2410	Piano III (1)
MUAP 2420	Piano IV (1)
MUAP 2430	Advanced Piano III (2)
MUAP 2440	Advanced Piano IV (2)
MUAP 3410	Piano V (1)
MUAP 3420	Piano VI (1)
MUAP 3430	Advanced Piano V (2)
MUAP 3440	Advanced Piano VI (2)
MUAP 4410	Piano VII (1)
MUAP 4420	Piano VIII (1)
MUAP 4430	Advanced Piano VII (2)
MUAP 4440	Advanced Piano VIII (2)

*Guitar:*

MUAP 1510	Guitar I (1)
MUAP 1520	Guitar II (1)
MUAP 1530	Advanced Guitar I (2)
MUAP 1540	Advanced Guitar II (2)
MUAP 2510	Guitar III (1)
MUAP 2520	Guitar IV (1)
MUAP 2530	Advanced Guitar III (2)
MUAP 2540	Advanced Guitar IV (2)
MUAP 3510	Guitar V (1)
MUAP 3520	Guitar VI (1)
MUAP 3530	Advanced Guitar V (2)
MUAP 3540	Advanced Guitar VI (2)
MUAP 4510	Guitar VII (1)
MUAP 4520	Guitar VIII (1)
MUAP 4530	Advanced Guitar VII (2)
MUAP 4540	Advanced Guitar VIII (2)

*Secondary Instrument: Applied Music (2)—choose 2 credits in a second instrument. Options include voice, piano, guitar.* 2

**TOTAL CREDITS IN MAJOR:** 79

**Requirements for the Bachelor of Music in Worship Leadership:** To earn the Bachelor of Music in Worship Leadership degree with a double major in Bible & Theology and Music in Worship Leadership, students must complete the following degree components:

Arts & Sciences Core	(**33) 27 credits
Bible & Theology Major	(*33) 21 credits
General Electives	0 credits
Bachelor of Music in Worship Leadership	<u>79 credits</u>
<b>TOTAL:</b>	127 credits

**\*NOTE:** The following courses may fulfill requirements for *both* the Bible & Theology Major and the Worship Leadership Major: (1) BIBL 3102 Message of the Psalms as the Old Testament Exegesis requirement; (2) BIBL 3314 Book of Revelation or BIBL 3311 Letter to the Hebrews as the New Testament Exegesis requirement; (3) THEO 3120 Theological & Biblical Foundations of Christian Worship as the Theological Study 1; and (4) THEO 3121 History of Christian Worship as the Theological Study 2.

**\*\*NOTE:** The following courses fulfill requirements for *both* the Arts & Sciences Core and the Bachelor of Music in Worship Leadership: (1) MUSC 2000 Survey of Western Music History as the “H” competency course; (2) WORS 4110 The Arts in Christian Worship as the “A” competency course.

**Transfer Students.** Transfer students with credits in music theory, music theory lab (sight singing, ear training, keyboard skills), and/or music history from a college or university must take a placement examination corresponding to the level of music theory and music history they have completed.

**Achievement Standards.** In lieu of performing an audition, students must earn a minimum grade of “B-” in their primary instrument, secondary instrument, and music jury performances by the conclusion of their second semester of study.

**Applied Music Lessons and Jury Performances.** All students must choose a primary instrument they wish to study. Students then choose a secondary instrument of study from the remaining options. Private lessons are not available for audit. All students present a jury performance at the end of each semester.

**Mid-Point Evaluation:** At the end of the sophomore year, students undergo a mid-point evaluation.

**Ensemble Participation.** All students pursuing music-related degrees must earn credits through participation in one or more ensembles.

**Rehearsal/Practice Work:** Rehearsal and practice outside of class and public performances are required.

**Academic Standards.** Students must earn a minimum grade of “C-” in Music Core (MUAP and MUSC) courses. Students who do not achieve at least a grade of “C-” cannot enroll in the next course of the sequence.

**Recitals.** Bachelor of Music in Worship Leadership majors may choose to present a recital during their senior year. With selections for the recital approved by the faculty, the student will rehearse the music under the guidance of the private instructor and present a “hearing” of the recital before the faculty at least two weeks prior to the scheduled performance.

### ***Worship Theology Minor***

**Program Director:** William F. Wolf, D.W.S.

**Overview.** The Worship Theology Minor is designed for students who wish to pursue education in worship with an emphasis on worship theology. It also allows students in other professional programs to develop complementary knowledge in worship theology. Such skills can enhance ministry, youth ministry, teaching, missions, and other fields.

**Modality.** Johnson University offers the Worship Theology Minor on campus.

#### **Purpose and (SLO)**

*Purpose.* The Worship Theology Minor prepares students with a biblical, theological, and historical understanding of Christian worship.

*SLO 1: KNOWLEDGE*—Graduates demonstrate a biblical, theological, and historical understanding of Christian worship.

**Required Courses.** The Worship Theology Minor consists of the following courses:

*BIBL 3102	The Message of the Psalms	3
*BIBL 3314	Book of Revelation OR BIBL 3311 Letter to the Hebrews	3
THEO 3120	Theological & Biblical Foundations of Christian Worship	3
THEO 3121	History of Christian Worship	3
WORS 3140	Worship Design and Leadership	3
**WORS 4110	The Arts in Christian Worship	<u>3</u>

***TOTAL CREDITS IN MINOR:*** 18

**\*NOTE:** The following courses may fulfill requirements for *both* the Bible & Theology Major and the Worship Theology Minor: (1) BIBL 3102 Message of the Psalms as the Old Testament Exegesis Elective; and (2) BIBL 3314 Book of Revelation or BIBL 3311 Letter to the Hebrews as New Testament Exegesis Elective.

**\*\*NOTE:** The following course fulfills requirements for *both* the Arts & Sciences Core and the Worship Theology Minor: (1) WORS 4110 The Arts in Christian Worship as the “A” competency course.



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## SCHOOL OF SCIENCE, TECHNOLOGY, & MATHEMATICS

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### *Personnel*

#### **Dean of the School of Science, Technology, & Mathematics**

Sarah E. Cathey, Ph.D. in Agronomy—Dean of the School of Science, Technology, & Mathematics; Director of Life Sciences Major, Professor of Natural Science

#### **Full-Time Faculty, School of Science, Technology, & Mathematics**

Jason L. Bintz, Ph.D. in Mathematics—Director of Mathematics Program, Professor of Mathematics

Emily Christensen, Ph.D. in Chemistry—Associate Professor of Chemistry

Trevor J. Egli, Ph.D. in Kinesiology and Sport Studies—Director of Sport and Fitness Leadership Programs (TN), Professor of Sport and Fitness Leadership

Amie Hadley, M.S. in Exercise Science—Director of Sport and Fitness Leadership Programs (OL), Assistant Professor of Sport & Fitness Leadership

George Haynes, Ph.D. in Information Technology—Director of Computer Science Major, Professor of Computer Science

Kylie Martinez, M.S. in Exercise Science—Assistant Professor of Sport & Fitness Leadership

Keri L. Merritt, Ph.D. in Molecular Biology—Lab Coordinator, Associate Professor of Life Sciences

Monica Marie Nelson, Ph.D. in Nursing—Director of Health Sciences Program, Professor of Health Science

Cynthia Parton Norton, Ed.D. in Health Education—Professor of Health Education

#### **Half-Time Faculty, School of Science, Technology, & Mathematics**

Andrew McNeill, MBChB, Instructor in Biology

### *Academic Programs*

The School of Science, Technology, & Mathematics oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Programmatic Accreditation & Additional Information
<b>School of Science, Technology, &amp; Mathematics</b>		
• B.S. in Computer Science	TN	
• A.S. in Health Science	TN	

• B.S. in Life Sciences	TN	
—Biology Concentration	TN	
—Pre-Professional Concentration	TN	
• B.S. in Mathematics	TN	
• Mathematics Minor	TN	
• B.S. in Sport & Fitness Leadership	TN OL	
• A.S. in Sport & Fitness Leadership	TN OL	
• Sport & Fitness Leadership Certificate	TN	

### ***Computer Science Major***

**Program Director:** George Haynes, Ph.D.

**Overview.** The Bachelor of Science in Computer Science equips students with a strong foundation in computer science principles, blending theoretical knowledge and practical application. Students develop critical problem-solving skills and gain hands-on experience.

**Modality.** Johnson University offers the Computer Science Major on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Computer Science Major prepares students for a diverse range of careers in the rapidly evolving field of technology. Some common career paths include software developer, computer systems analyst, computer programmer, web developer and digital designer, data analyst, information security analyst, computer network architect, and network and computer systems administrator.

*Graduates will be able to:*

- SLO 1:* Apply principles of computing, computer science theory, software development, and other relevant disciplines to identify solutions to complex computer problems.
- SLO 2:* Create and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- SLO 3:* Communicate effectively in a variety of professional contexts.
- SLO 4:* Recognize professional responsibilities and make informed judgments in computing practice based on legal, ethical, and biblical principles.
- SLO 5:* Model effective membership or leadership of a team engaged in activities appropriate to the program's discipline.

**Required Courses.** The Computer Science Major consists of the following courses:

#### *Computer Science Core (36 credits)*

*COSC 1100	Introduction to Computer Science	3
COSC 1200	Introduction to Programming	3
COSC 2100	Data Structures and Algorithms	3

COSC 2200	Computer Organization and Architecture	3
COSC 3100	Database Management	3
COSC 3200	Introduction to Cybersecurity	3
COSC 3300	Operating Systems	3
COSC 3400	Software Engineering	3
COSC 3500	Systems Programming	3
COSC 4100	Networking	3
Electives (6)—choose 6 credits:		6
COSC 4200	Computer Science Internship (3)	
COSC 4900	Special Topics in Computer Science (3)	
SCIN 3199	Student Research (1-6)	

*Mathematics Core (15 credits)*

*MATH 1104	Calculus I	4
MATH 1114	Calculus II	4
MATH 2010	Discrete Mathematics	3
MATH 2034	Linear Algebra <i>OR</i> MATH 3034 Numerical Analysis <i>OR</i> MATH 3044 Probability & Statistics	4

***TOTAL CREDITS IN COMPUTER SCIENCE MAJOR:*** 51

**Requirements for the B.S. in Computer Science.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Computer Science, students must complete the following degree components:

Arts & Sciences Core	(*46) 40 credits
Bible & Theology Major	33 credits
Computer Science Major	<u>51 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: MATH 1104 Calculus I as the “M” competency course; COSC 1100 Introduction to Computer Science as the “A” competency course. Students in the major are encouraged to take PHYS 2010 General Physics I for the “L” competency course.

### ***Associate of Science in Health Science***

**Program Director:** Monica Marie Nelson, Ph.D., M.Ed., R.N., C.L.S.

**Overview.** The Associate of Science in Health Science provides the prerequisite education for students to apply to a nursing school, resulting in the student becoming a registered nurse. These first two years of Pre-Nursing have a program emphasis of: (1) Scientific Excellence; (2) Spiritual Formation; and (3) Other-Centered Service reflecting Johnson’s unique commitment to spiritual formation and service learning. These emphases will distinguish the “Heart of Nursing” approach to education, which is also recognized as a needed but often missing element in many nursing programs. Program admission requirements must be kept high to build a culture of scientific excellence.

**Modality.** Johnson University offers the Associate of Science in Health Science program on campus.

**Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Associate of Science in Health Science cultivates critical thinking in the sciences, respect for all cultures and faiths and formation of spiritual practices and service. Graduates will be prepared to further their education in a BSN-accredited university in order to become a registered nurse.

Graduates of the A.S. in Health Science (Pre-Nursing) program will be able to demonstrate:

*SLO 1:* Recall scientific principles in human anatomy and physiology.

*SLO 2:* Explain the importance of service to others in varying cultures and beliefs in the healthcare setting.

*SLO 3:* Apply professional procedures within the context of evidence-based practices.

**Required Courses.** The Associate of Science in Health Science consists of the following courses:

*Arts & Sciences Core (\*28 credits)*

ENGL 1013	English Composition I	3
ENGL 1014	English Composition II	3
FYSC 1013	Success, Calling, & Purpose	3
HIST 2123	History of Christianity <i>OR</i>	3
PHIL 2013	Philosophical Ethics (3)	
HUMN 1603	Service Learning and Change	3
"C"	Communication competency course	3
"L"	Laboratory Science competency course	4
"M"	Math competency course	3
"A"	Arts/Humanities/Science competency course	3

*Bible & Theology Requirements (15 credits)*

BIBL 1103	Orientation to the Old Testament	3
BIBL 1203	Orientation to the New Testament	3
HUMN 3133	Christian Thought and Film	3
THEO 1303	Orientation to Theology	3
THEO 2203	Biblical Interpretation	3

*Health Science Requirements (35 credits)*

*BIOL 2024	Fundamentals of Microbiology with Lab	4
BIOL 2034	Anatomy and Physiology I with Lab	4
BIOL 2044	Anatomy and Physiology II with Lab	4
CHEM 2014	Chemistry for Health Sciences with Lab	4
HLSC 2011	Dosage Calculation for Nursing	1
HLSC 2203	Human Development for Health Sciences	3
HLSC 2213	Nutrition	3
*HUMN 1023	Cultural and Spiritual Considerations in Nursing	3
*MATH 1043	College Algebra	3
*PSYC 2100	Introduction to Psychology	3
SCIN 1013	Certified Nursing Assistant course (optional)	<u>3</u>

*TOTAL:* 65

**Requirements for the A.S. in Health Science.** To earn the Associate of Science degree in Health Science, students must complete the following degree components:

Arts & Sciences Core	*(34) 15 credits
Bible & Theology Requirements	15 credits
Health Science Courses	<u>35 credits</u>
<i>TOTAL:</i>	<i>65 credits</i>

**\*NOTE:** This program completes an Arts & Sciences Core for the Associate of Science degree (34 credits) with the following 6-credit reduction: ANTH 1103 Encountering Cultures is omitted, and students may choose between HIST 2123 and PHIL 2013 rather than taking both.

The following courses in this degree fulfill requirements for both the Arts & Sciences Core and the Health Science major: (1) BIOL Fundamentals of Microbiology with Lab (4) for the “L” competency course; (2) HUMN 1023 Cultural and Spiritual Considerations in Nursing (3) for HUMN 1603 Service Learning and Change; (3) MATH 1043 College Algebra as the “M” competency course; and (4) PSYC 2100 Introduction to Psychology as the “A” competency course.

**Associate of Science in Health Science Admission Standards.** Students entering the Associate of Science in Health Science program must have a minimum score of 21 ACT (1080 SAT) and a 3.25 high school or college GPA (whichever is most recent) upon admission to Johnson University. Students who lack the required test scores or GPA may petition the Program Director of the Associate of Science in Health Science program for acceptance.

**Academic Standards for Continuation.** Once admitted, all Pre-Nursing students must maintain (1) an overall GPA of 3.0 or higher and (2) earn at least a B (3.0) in the following Pre-Nursing major courses: Microbiology, Chemistry, Anatomy & Physiology I and II, Cultural/Spiritual, Dosage Calculations, Human Development, Nutrition, CNA Course. Any major course completed with a grade of B- or less must be retaken until the student can earn a B or better. (Please see the grade scale in Johnson University’s Academic Catalog for further details).

**Program Progression.** Students should expect academic rigor to grow each semester, especially in the sciences. Students are expected to communicate with professors and seek help when content is not understood. Students will meet with the Program Director each semester to review their progress, GPA and commitment. This progress will be documented on the Progression Through the Stages for Pre-Nursing form.

### ***Life Sciences Major***

**Program Director:** Sarah E. Cathey, Ph.D.

**Overview.** The Life Sciences Major cultivates a foundational knowledge of the living world from sub-cellular to ecological and global scales. Critical thinking skills necessary to design, collect, and interpret datasets will be a central part of the major coursework, preparing students to teach critical thinking to their own students or to apply those skills to health or allied health professions where analytical skills will be applied in the workplace. Students will acquire the foundational knowledge and mathematical skills to interpret published research in their ultimate

professional areas. Graduates may pursue a variety of career paths as educators, researchers, laboratory technicians, and other professionals. Students will also be prepared for graduate school in a variety of health professional, life, or environmental science fields. Students choose a concentration in one of two areas: Biology or Pre-Professional study.

- The Biology Concentration focuses on building a broader and deeper range of knowledge and skills in biology and further strengthens the student's foundational knowledge of chemistry and mathematics to support scientific analytical skills.
- The Pre-Professional Concentration allows room for further study in biology, health science, math or physical science to support student professional goals.

**Modality.** Johnson University offers the Life Sciences Major on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Life Sciences Major cultivates a broad, functional, yet critical understanding of the living world from molecules to ecosystems. Students will be equipped with critical thinking, data analytical, hands-on laboratory and communication skills to engage their next professional steps as both scientifically competent and theologically grounded individuals.

- SLO 1:* Graduates will be able to critically evaluate biological systems
- SLO 2:* Graduates will be able to construct evidence-based explanations from analysis of experimentally-derived scientific data.
- SLO 3:* Graduates will be able to evaluate interactions between living organisms and their physical environment.
- SLO 4:* Graduates will be able to construct a moral and ethical framework for the practice (or application) of science from a Christian perspective.

#### *Biology Concentration*

- SLO 5:* Graduates will be able to analyze functional roles of multicellular organisms based on cellular, anatomical and quantitative knowledge.

#### *Pre-Professional Concentration*

- SLO 5:* Graduates will be able to accurately apply the essential skills necessary for their chosen post-baccalaureate program.

**Required Courses.** The Life Sciences Major consists of the following courses:

#### *Life Sciences Core (36 credits)*

*BIOL 1114	Principles of Biology I	4
BIOL 1124	Principles of Biology II	4
BIOL 2054	Cellular and Molecular Biology	4
BIOL 3003	Genetics	3
BIOL 3013	Ecology	3
*BIOL 4013	Special Topics in Life Sciences/Biology Ethics	3
*CHEM 1114	General Chemistry I	4
CHEM 1124	General Chemistry II	4
MATH 1050	Math for Life Sciences (4) OR	

MATH 1104 Calculus I	4
*MATH 1103 Elementary Statistics	3
<i>Concentration (12+ credits) (choose one):</i>	<u>12-28</u>

*Biology Concentration (12)*

*Electives (12 credits) – choose at least three:*

BIOL 2034	Anatomy and Physiology I with Lab (4)
BIOL 2044	Anatomy and Physiology II with Lab (4)
BIOL 2024	Fundamentals of Microbiology w/Lab (4)
BIOL 2204	Anatomy & Human Body Systems with Lab (4)
BIOL 3304	Animal Biology (4)
BIOL 3404	Plant Biology (4)
BIOL 3604	Biodiversity: Concepts and Methods (4)
ENSC 2100	Water Science (4)
HLSC 2203	Human Development for Health Sciences (3)
SCIN 1013	Certified Nursing Assistant (3)
SCIN 2100	Medical Terminology (3)
SCIN 3199	Student Research (0.5 – 6)

*Pre-Professional Concentration (28)*

*Electives (12 credits) – choose from the list above*

*Supporting Sciences or Mathematics (16)*

Students may choose between courses in biology (BIOL 2000-level or higher), health sciences, chemistry, physics or mathematics to support their studies and to complete coursework prerequisite for professional programs as approved by their advisor, such as (but not limited to):

CHEM 2110	Organic Chemistry I (3)
CHEM 3100	Biochemistry (3)
PHYS 2010	General Physics I (4)
PHYS 2020	General Physics II (4)

**TOTAL CREDITS IN MAJOR: 48–64**

**Requirements for the B. S. in Life Sciences.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Life Sciences, students must complete the following degree components:

Arts & Sciences Core	(*46) 36 credits
Bible & Theology Major	(*33) 30 credits
General Electives	0–10 credits
Life Sciences Core	36 credits
Concentration	<u>12–28 credits</u>
<b>TOTAL:</b>	<b>124-130 credits</b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) MATH 1103 Elementary Statistics as the “M” competency course; (2) BIOL 1114 Principles of Biology I as the “L” competency course; (3) CHEM 1114 as the “A” competency course. The following course in this major fulfills requirements for the Bible and Theology Major: BIOL

4013 Special Topics in Life Sciences/Biology Ethics fulfills the Theological Study 2 requirement.

### **Program Continuation and Graduation Requirements.**

- Students must earn a grade of B- or better in BIOL 1114 and BIOL 1124 in order to continue coursework in the Life Sciences program.
- To receive a B.S. in Life Sciences, students must (1) earn at least a C in all Life Sciences Core courses and (2) maintain a Life Sciences Core GPA of 3.0 or higher. Any Life Sciences Core course completed with a grade of C- or lower must be retaken to remain in the Life Science major.

## ***Mathematics Major***

**Program Director:** Jason Bintz, Ph.D.

**Overview.** The Mathematics Major provides students with a strong foundation in the mathematical sciences, key skills in computation and analysis, and grounding in mathematical theory. It cultivates in students the ability and inclination to use precise language, reason carefully, solve problems effectively, and use mathematics to advance arguments and increase understanding. Students will be equipped with critical thinking, technological skills, and communication skills to engage their next professional steps as both mathematically competent and theologically grounded individuals. Students will be prepared for graduate school in a variety of fields, and they will be qualified to teach secondary education with the addition of post-baccalaureate licensure.

**Modality.** Johnson University offers the Mathematics Major on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Mathematics Major cultivates in students the ability and inclination to use precise language, reason carefully, solve problems effectively, and use mathematics to advance arguments and increase understanding. Graduates will be equipped with critical thinking, technological skills, and communication skills to engage their next professional steps as both mathematically competent and theologically grounded individuals.

*SLO 1:* Graduates will demonstrate effective quantitative thinking and communication skills.

*SLO 2:* Graduates will demonstrate how mathematics is applied in various contexts.

*SLO 3:* Graduates will carry out open-ended inquiry demonstrating mathematical independence.

**Required Courses.** The Mathematics Major consists of the following required courses:

*MATH 1103	Elementary Statistics	3
MATH 1104	Calculus I	4
MATH 1114	Calculus II	4
MATH 2012	Introduction to Proofs	2
MATH 2022	Introduction to Scientific Computing	2
MATH 2034	Linear Algebra	4
MATH 3014	Modern Geometries	4
MATH 4014	Advanced Calculus	4



*Electives (8)—choose two:* 8

at least 4 credits must be at the 3000 level:

- MATH 2044 Calculus III (4)
- MATH 2054 Ordinary Differential Equations (4)
- MATH 3034 Numerical Analysis (4)
- MATH 3044 Probability and Statistics (4)
- SCIN 3199 Student Research (0.5 – 6)

*TOTAL CREDITS IN MAJOR:* 35

**Requirements for the B. S. in Mathematics.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Mathematics, students must complete the following degree components:

Arts & Sciences Core	(*46) 43 credits
Bible & Theology Major	33 credits
General Electives	13 credits
Mathematics	<u>35 credits</u>
<i>TOTAL:</i>	<i>124 credits</i>

**\*NOTE:** The following course in this major fulfills requirements for the Arts & Sciences Core: (1) MATH 1103 Elementary Statistics as the “M” competency course.

**Program Admission Standards.** Students may be admitted to the mathematics program with a math SAT score of 610 (ACT 26) or better or equivalent or by permission.

**Academic Standards.** Students must maintain a “B” (3.0) average or better in Calculus I and II to remain in the Mathematics Major. If a student drops below this threshold, they must retake a course.

### ***Mathematics Minor***

**Program Director:** Jason Bintz, Ph.D.

**Overview.** The Mathematics Minor provides students with a basic foundation in the mathematical sciences, key skills in computation and analysis, and grounding in mathematical theory. It cultivates in students the ability and inclination to use precise language, reason carefully, solve problems effectively, and use mathematics to advance arguments and increase understanding. Students will also be prepared to qualify for licensure to teach Mathematics in Grades 6-12. Students in other majors will benefit from strengthening their quantitative skills by taking the minor.

**Modality.** Johnson University offers the Mathematics Minor on campus.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Mathematics Minor cultivates in students the foundational skills and knowledge to use precise language, reason carefully, solve problems effectively, and use mathematics to advance arguments and increase understanding.

*SLO 1:* Graduates will demonstrate effective quantitative thinking and communication skills.

*SLO 2:* Graduates will demonstrate how mathematics is applied in various contexts.

**Required Courses.** The Mathematics Minor consists of a minimum of 15 credits drawn from the following courses in consultation with the Program Director to ensure that the student's future professional needs are met.

*Minor Core (8 credits)*

*MATH 1104	Calculus I	4
MATH 1114	Calculus II	4

*Electives (Choose 7+ credits. At least one course must be 3000 or higher)* 7+

MATH 2010	Discrete Mathematics (3)
MATH 2012	Introduction to Proofs (2)
MATH 2034	Linear Algebra (4)
MATH 2044	Calculus III (4)
MATH 2054	Ordinary Differential Equations (4)
MATH 3014	Modern Geometries (4)
MATH 3034	Numerical Analysis (4)
MATH 3044	Probability and Statistics (4)
MATH 4014	Advanced Calculus (4)
SCIN 3199	Student Research (4)

**TOTAL CREDITS IN MINOR:** 15+

\***NOTE:** MATH 1104 Calculus I can fulfill the requirements for the "M" competency course in the Arts & Sciences Core.

**Program Admission Standards.** The prerequisite for the Mathematics Minor is placement in Math Readiness Tier 3 or by permission of the program director. Students with lower ACT/SAT math scores will need to take additional prerequisite courses to complete the minor.

**Academic Standards.** Students must maintain a "B" (3.0) average or better in Calculus I and II to remain in the Mathematics Minor. If a student drops below this threshold, they must retake a course.

### ***Sport & Fitness Leadership Major***

**Program Director:** Trevor J. Egli, Ph.D. (TN), Amie Hadley, M.S. (OL)

**Overview.** Athletes and sportspeople (coaches, spectators, support staff) represent one of the largest "mission fields" in the world. Additionally, individuals working in the allied health field (physical therapy, occupational therapy, medical) include numerous opportunities for mentoring relationships through which believers can influence others for Christ. The program includes coursework designed to qualify students for multiple professional certifications from organizations including the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the Association of Church Sports and Recreation Ministries (CSRMS). Graduates may pursue a variety of career paths in various community, church, and parachurch settings, including sport coaches, strength and conditioning coaches, physical therapists, athletic trainers, occupational therapists, and athletic administrators. Graduates will also be prepared to pursue graduate work in a kinesiology and/or allied health related field. Due to the wide variation of jobs and graduate school preparations, it is essential for students to plan their course of study with their advisors to align with his/her career aspirations.

**Modality.** Johnson University offers the Sport & Fitness Leadership Major on campus utilizing a mix of face-to-face, online, and hybrid courses, in addition to a fully-online program.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* Sports and physical fitness play an influential role in contemporary society, bringing people together, creating numerous opportunities for friendship, and mentoring. The Sport & Fitness Leadership Major prepares students for entry-level positions in fitness, coaching, sport administration, sports ministry, and related professions, as well as advanced training in allied health or kinesiology. It also equips them to use sports as an effective tool for evangelism and Christian discipleship by addressing socio-cultural, legal, ethical, economic, political, and educational issues.

#### *Sport & Fitness Leadership Core*

*SLO 1:* Graduates will be able to demonstrate principles of lifetime health and fitness.

*SLO 2:* Graduates will be able to demonstrate practical knowledge and skills for teaching and mentoring in sport and/or fitness-related settings.

*SLO 3:* Graduates will be able to demonstrate foundational knowledge, skills, and attitudes essential for effective leadership in sport and/or fitness professions.

*SLO 4:* Graduates will be qualified for professional certifications.

*SLO 5:* Graduates will be able to use sport and/or fitness effectively as a tool for evangelism and Christian discipleship.

**Required Courses.** The Sport & Fitness Leadership Major consists of the following courses (Courses offered both as a face-to-face and online course designated by a (+)):

#### *Sport & Fitness Leadership – Required courses (29 credits):*

*BIOL 2034	Anatomy & Physiology I with Lab	OR	
+*BIOL 2204	Anatomy & Human Body Systems with Lab		4
HLSC 2203	Human Development for Health Sciences	OR	
FAMS 2203	Human Development		3
+SFFS 3013	Motor Learning		3
+SFFS 3023	Essentials of Strength & Conditioning		3
+SFFS 3040	Anatomical Kinesiology		4
+SFIT 2013	Introduction to Sport & Fitness Leadership		3
+SFIT 2023	Sport & Exercise Psychology		3
+SFIT 2030	Care & Prevention of Injuries		3
+SFIT 4013	Legal, Ethical, and Professional Standards for Sports Professionals (Capstone)		3

*Sport & Fitness Leadership – Program Electives – Students need to work closely with academic advisors to select appropriate program elective courses for preferred career pathway (15 credits)*

15

BIOL 1114	Principles of Biology I (4)
BIOL 1124	Principles of Biology II (4)
BIOL 2044	Anatomy & Physiology II (4)
CHEM 1114	General Chemistry I (4)
CHEM 1124	General Chemistry II (4)

+HLSC 2213	Nutrition (3)
PHYS 2010	General Physics I (4)
PHYS 2020	General Physics II (4)
PSYC 2100	Introduction to Psychology (3)
PSYC 3100	Abnormal Psychology (3)
+SCIN 2100	Medical Terminology (3)
+SFFS 3033	Health & Fitness Testing, Evaluation, & Prescription (3)
SFIT 1xxx	Health & Fitness Electives (see below) <i>and/or</i> SFIT 1150 Royals Athletics (1) (can take up to 3 credits)
SFIT 2040	Sociology of Sport (3)
+SFIT 3013	Sports Ministry Models (3)
SFIT 3031	Internship Orientation (1)
+SFIT 3100	Exercise Physiology (3)
†SFIT 4033	Sport & Fitness Internship (3)
†SFIT 4040	Sport & Fitness Leadership Extended Internship (12)
+SFPE 3013	Introduction to Coaching (3)
SFSA 3013	Organization & Administration of Athletic Programs (3)
SFSA 4013	Principles of Sport Marketing (3)

*Health & Fitness Electives:*

SFIT 1011	Aerobics (1)
SFIT 1021	Basketball (1)
SFIT 1031	Royals Wellness Program (1)
SFIT 1041	Golf (1)
SFIT 1051	Lifesaving (1)
SFIT 1061	Racquetball (1)
SFIT 1071	Running (1)
SFIT 1081	Self Defense (1)
SFIT 1091	Soccer (1)
SFIT 1101	Softball (1)
SFIT 1111	Swimming (1)
SFIT 1121	Tennis & Badminton (1)
SFIT 1131	Volleyball (1)
SFIT 1141	Weight Training (1)
SFIT 1150	Royals Athletics (1)
SFIT 1261	Practicum (1)
SFIT 1291	Functional Fitness (1)
SFIT 1301	Triathlon Skills (1)
SFIT 1321	Indoor Sports & Games (1)
SFIT 1331	Lifetime Sports & Games (1)
SFIT 1341	Outdoor Sports & Games (1)

*TOTAL CREDITS IN MAJOR:*

44

**Requirements for the B.S. in Sport & Fitness Leadership.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Sport & Fitness Leadership, students must complete the following degree components:

Arts & Sciences Core	(*46) 42 credits
Bible & Theology Major	33 credits
General Electives	5 credits
Sport & Fitness Leadership Major	<u>44 credits</u>
<i>TOTAL:</i>	<i>124 credits</i>

\***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core as the “L” competency course: BIOL 2034 Anatomy & Physiology I with Lab, or BIOL 2204 Anatomy & Human Body Systems with Lab,.

†**Internship.** Students in the Sport & Fitness Leadership major have two internship options:

- The first option is to complete 3 internship credits through SFIT 4033 Sport & Fitness Internship. The internship should be tailored to fit their professional goals. Students must complete SFIT 3031 Internship Orientation prior to their internship.
- The second option is to complete 12 internship credits through SFIT 4040 Sport and Fitness Leadership Extended Internship. Students who choose this option will not attend chapel on campus as they would otherwise. Students must complete SFIT 2013 Introduction to Sport & Fitness Leadership and SFIT 3031 Internship Orientation.

### ***Associate of Science in Sport & Fitness Leadership***

**Program Director:** Trevor J. Egli, Ph.D. (TN), Amie Hadley, M.S. (OL)

**Overview.** The two-year Associate of Science in Sport & Fitness Leadership provides students with foundational preparation for work in a kinesiology-related field. Career possibilities include entry-level employment in strategic vocations or pursuit of a bachelor’s degree. Graduates with this degree may pursue a variety of career paths for entry-level positions in fitness, coaching, sport administration, sports ministry, and related professions, as well as advanced training in allied health or kinesiology.

**Modality.** Johnson University offers the Associate of Science in Sport & Fitness Leadership on campus utilizing a mix of face-to-face, online, and hybrid courses, in addition to a fully-online program.

#### **Purpose and Student Learning Outcomes (SLO)**

**Purpose.** The Associate of Science in Sport and Fitness Leadership cultivates a critical understanding of how sport and fitness may be integrated into the context in which one lives and serves. It provides students with foundational preparation for work in a kinesiology-related field.

**SLO 1:** Graduates will be able to demonstrate principles of lifetime health and fitness.

**SLO 2:** Graduates will be able to demonstrate practical knowledge and skills for teaching and mentoring in sport and/or fitness-related settings.

**SLO 3:** Graduates will be able to demonstrate foundational knowledge, skills, and attitudes essential for effective leadership in sport and/or fitness professions.

**SLO 4:** Graduates will be able to use sport and/or fitness effectively as a tool for evangelism and Christian discipleship.

**Required Courses.** The A.S. in Sport & Fitness Leadership consists of the following courses:

<i>Interdisciplinary Courses (13 credits)</i>	
SFIT 2030 Care & Prevention of Injuries	3
SFFS 3040 Anatomical Kinesiology	4
<i>SFIT Electives (6)—choose 6 credits:</i>	<u>6</u>
<i>(Any SFFS, SFIT, SFPE, or SFSA course—see Sport &amp; Fitness Leadership Major)</i>	
<b>TOTAL INTERDISCIPLINARY COURSE CREDITS:</b>	<b>13</b>

**Requirements for the A.S. in Sport & Fitness Leadership.** To earn the Associate of Science degree in Sport & Fitness Leadership, students must complete the following degree components:

Arts & Sciences Core	(*34) 31 credits
Bible & Theology Requirements	15 credits
General Electives	3 credits
Sport & Fitness Leadership	<u>13 credits</u>
<b>TOTAL:</b>	<b>62 credits</b>

### ***Sport & Fitness Leadership Certificate***

**Program Director:** Trevor J. Egli, Ph.D.

**Overview.** The Sport & Fitness Leadership Certificate is designed for students outside of the Sport & Fitness Leadership Major who would like to develop the necessary knowledge and skills to be effective within a sport, recreation, and/or fitness context. The certificate will also help students begin the coursework designed to meet standards for professional certification by the Association of Church Sports and Recreation Ministries (CSRSM).

**Modality.** Johnson University offers the Sport & Fitness Leadership Certificate on campus utilizing a mix of face-to-face, online, and hybrid courses.

**Required Courses.** The Sport & Fitness Leadership Certificate consists of the following courses:

SFIT 3013 Sports Ministry Models	3
SFIT 4013 Legal, Ethical, and Professional Standards for Sports Professionals	3
<i>Sport &amp; Fitness Leadership Electives (6)—choose 6 credits:</i>	<u>6</u>
<i>(Any SFFS, SFIT, SFPE, or SFSA course—see Sport &amp; Fitness Leadership Major)</i>	
<b>TOTAL CREDITS IN CERTIFICATE:</b>	<b>12</b>

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## SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

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### *Personnel*

#### **Dean of the School of Social & Behavioral Sciences**

Nealy Brown, Ph.D. in Psychology—Director of Psychology Programs (OL), Professor of Social & Behavioral Sciences

#### **Full-Time Faculty, School of Social & Behavioral Sciences**

Joshua Fish, Ph.D. in Family Therapy—Assistant Dean, Director of Family Studies and Psychology Programs (TN), Professor of Social & Behavioral Sciences

Anita John, Ph.D. in Counselor Education and Supervision – Associate Professor of Psychology

### *Academic Programs*

The School of Social & Behavioral Sciences oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Programmatic Accreditation & Additional Information
<b>School of Social &amp; Behavioral Sciences</b>		
• B.S. in Family Studies	TN	NCFR
• Family Studies Minor	TN	NCFR
• B.S. in Psychology	TN OL	
• A.S. in Psychology	TN OL	
• Psychology Minor	TN	

### *Family Studies Major*

**Program Director:** Josh Fish, Ph.D., CFLE

**Overview.** The Family Studies major offers a foundational training and equipping for service to children, families, and individuals. Students will study the theories, contexts, and conceptual frameworks used to understand the dynamics of family interaction and involvement that maintains and strengthens home and family as the fundamental unit of society. Particular emphasis is given to the dynamics of power, decision-making, and communication as family

service professionals directly serve individuals and families, as well as advocate on behalf of families and serve communities who have opportunity to support and empower families. Upon completion of a degree in Family Studies, students can apply for Certified Family Life Educator status from the National Council on Family Relations. Graduates often pursue careers in both public and private arenas, community and government agencies, school systems, or nonprofit organizations. This major also prepares students for graduate training in mental health and social service fields, including the Graduate Counseling Program at Johnson University. With appropriate graduate education, potential career options include: Marriage and Family Therapy, Sex Therapy, social work, family research and/or college instruction.

**Modality.** Johnson University offers the Family Studies Major on campus utilizing a mix of face-to-face, online, and hybrid courses.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Family Studies Major prepares students for work or advanced training in a variety of family science and social service fields, with emphasis on the practice of family life education, consultation, and utilization of community resources.

- SLO 1:* Graduates will understand the diverse nature of individual, family, community and societal systems and their influence on optimal functioning.
- SLO 2:* Graduates will critically evaluate research and its application to professional practice.
- SLO 3:* Graduates will provide services consistent with professional and ethical practice.
- SLO 4:* Graduates will plan, implement, and evaluate services to families in individual, societal and public contexts.

**Required Courses.** The Family Studies Major consists of the following courses:

+FAMS 2013	Internal Family Dynamics	3
+FAMS 2203	Human Development	3
+*FAMS 3102	Holistic Sexuality	3
+FAMS 3310	Family & Community Resource Management	3
+FAMS 3410	Parent Education & Guidance	3
+FAMS 3520	Family Law & Public Policy	3
+FAMS 4210	Family Life Education Methodology	3
+*PSYC 1100	Interpersonal & Family Relationships	3
*PSYC 2013	Statistics	3
*PSYC 2100	Introduction to Psychology	3
PSYC 2303	Interviewing & Counseling Skills	3
+PSYC 4101	Ethics & Professional Practice <i>OR</i>	3
	COUN 5210 Ethics & Professional Issues in Counseling (with approval)	
PSYC 4913	Internship Orientation	0
+PSYC 4914	Internship	3
<i>Program Electives (6)—choose two:</i>		<u>6</u>
Any PSYC/FAMS (with approval) course not included in major (3–6)		
CMPR 4303	Conflict and Communication (3)	
EDUC 3212	Survey of Persons with Disabilities (3)	
HIST 3241	Race & Religion in American History (3)	



HUMN 3500	Literature and Theology of Race (3)
MGMT 4043	Negotiation and Conflict Resolution (3)
SFIT 2023	Sport & Exercise Psychology (3)
SPED 3113	Techniques for Inclusion of Diverse Learners (3)
SPED 3313	Characteristics & Needs of the Mildly & Moderately Disabled (3)
SPED 3323	Managing Challenging Behaviors & Special Education Law (3)

***TOTAL CREDITS IN MAJOR:*** 45

+Required for CFLE certification

**Requirements for the B.S. in Family Studies.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Family Studies, students must complete the following degree components:

Arts & Sciences Core	(*46) 37 credits
Bible & Theology Major	(*33) 30 credits
General Electives	12 credits
Family Studies Major	<u>45 credits</u>
<b><i>TOTAL:</i></b>	<b><i>124 credits</i></b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core and Bible & Theology Major: (1) PSYC 1100 Interpersonal & Family Relationships; (2) PSYC 2013 Statistics as the “M” competency course; (3) PSYC 2100 Introduction to Psychology for the “A” competency course. The following course fulfills requirements for the Bible and Theology Major: (4) FAMS 3102 Holistic Sexuality for the Theological Study 2 requirement.

**Fingerprinting and Background Checks.** The Johnson University faculty requires background checks for all senior level Family Studies majors. Students are required to pay a fee (\$25) to cover the cost of this requirement. Students may not enroll in PSYC 4951 Counseling Lab, PSYC 4914 Internship, or PSYC 4915 Advanced Internship until the background check is completed. Students convicted of a felony may not be eligible to be licensed to work in the mental health field, and they should discuss this with their advisor before continuing in the Family Studies Major or applying to the Graduate Counseling Program.

**Graduation Requirements.** To receive the B.S. in Family Studies, students must:

- Meet all Johnson University general graduation requirements.
- Achieve a minimum cumulative grade point average (GPA) of 2.0 (on a 4.0 scale).
- Achieve a cumulative GPA of 2.5 in all professional study coursework.
- Be recommended by the SSBS program faculty for graduation.

### ***Family Studies Minor***

**Program Director:** Josh Fish, Ph.D., CFLE

**Overview.** The Family Studies Minor offers a foundational training and equipping for service to children, families, and individuals. Particular emphasis is given to the dynamics of power, decision-making, and communication as family service professionals directly serve individuals

and families, as well as advocate on behalf of families and serve communities who have opportunity to support and empower families.

**Modality.** Johnson University offers the Family Studies Minor on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Family Studies Minor prepares students for work or advanced training in a variety of family science and social service fields, with emphasis on the practice of family life education, consultation, and utilization of community resources.

*SLO 1:* Graduates will understand the diverse nature of individual, family, community and societal systems and their influence on optimal functioning.

*SLO 2:* Graduates will critically evaluate research and its application to professional practice.

*SLO 3:* Graduates will provide services consistent with professional and ethical practice.

*SLO 4:* Graduates will plan, implement, and evaluate services to families in individual, societal and public contexts.

**Required Courses.** The Family Studies Minor consists of 15 credit hours or five (5) classes beyond those already required for the major degree sought.

#### *Minor Core (12 credits)*

FAMS 2013	Internal Family Dynamics	3
FAMS 2203	Human Development	3
*FAMS 3102	Holistic Sexuality	3
FAMS 3410	Parent Education & Guidance	3

*Electives (3 credits – course must have PSYC or FAMS prefix or be approved by Program Director)* 3

*3/4000-level Psychology/Family Studies Elective (3)—choose one*

**TOTAL CREDITS IN MINOR:** 15

**\*NOTE:** The following course in this minor fulfills a requirement for the Bible & Theology Major: (1) FAMS 3102 Holistic Sexuality for the Theological Study 2 requirement.

## ***Psychology Major***

**Program Directors:** Nealy Brown, Ph.D., NCC, ACS (OL), Josh Fish, Ph.D., CFLE (TN)

**Overview.** The Psychology major opens doors to a diverse group of social service fields focused on improving the quality of life for individuals, families, and communities. Psychology helps individuals understand the science of human behavior and enhances interpersonal, communication, and problem-solving skills. Johnson's program integrates social and behavioral science with the Christian faith. Graduates from this program are equipped with the knowledge and skills necessary for entry-level jobs in social services.

Individuals in this field often work as counselors, case managers, and other professionals in a variety of settings, such as federal and state agencies, counseling centers, school systems, private nonprofit organizations, hospitals, churches, ministries, and other institutions. This major also prepares students for graduate training in mental health and social service fields, including the Graduate Counseling Program at Johnson University.

**Modality.** Johnson University offers the Psychology Major on campus utilizing a mix of face-to-face, online, and hybrid courses, in addition to a fully-online program.

**Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Psychology Major prepares students for work or advanced training in a variety of social service fields, with particular attention given to the provision of direct services in a counseling setting.

- SLO 1:* Graduates will understand the diverse nature of individual, family, community and societal systems and their influence on optimal functioning.
- SLO 2:* Graduates will critically evaluate research and its application to professional practice.
- SLO 3:* Graduates will provide services consistent with professional and ethical practice.
- SLO 4:* Graduates will have a functional knowledge of concepts, techniques, and interventions of counseling.

**Required Courses.** The Psychology Major consists of the following courses:

FAMS 2203	Human Development	3
*FAMS 3102	Holistic Sexuality	3
*PSYC 1100	Interpersonal & Family Relationships	3
*PSYC 2013	Statistics	3
*PSYC 2100	Introduction to Psychology	3
PSYC 2303	Interviewing & Counseling Skills	3
PSYC 3100	Abnormal Psychology	3
PSYC 3210	Theories of Counseling & Psychotherapy	3
*PSYC 3510	Understanding Diversity in Human Services <i>OR</i>	3
*/**COUN 5220 Social & Cultural Diversity in Counseling (3) (with approval)		
PSYC 4101	Ethics & Professional Practice <i>OR</i>	3
**COUN 5210 Ethics & Professional Issues in Counseling (3) (with approval)		
PSYC 4913	Internship Orientation	0
PSYC 4914	Internship (or Program Director-approved substitute)	3
PSYC 4951	Counseling Lab (or Program Director-approved substitute)	3
<i>Program Electives (6)—choose two:</i>		<u>6</u>
CMPR 4303	Conflict and Communication (3)	
EDUC 3212	Survey of Persons with Disabilities (3)	
HIST 3241	Race & Religion in American History (3)	
HUMN 3500	Literature and Theology of Race (3)	
MGMT 4043	Negotiation and Conflict Resolution (3)	
SFIT 2023	Sport & Exercise Psychology (3)	
SPED 3113	Techniques for Inclusion of Diverse Learners (3)	
SPED 3313	Characteristics & Needs of the Mildly & Moderately Disabled (3)	
SPED 3323	Managing Challenging Behaviors & Special Education Law (3)	
Any FAMS/PSYC course not included in major (3–6)		

**TOTAL CREDITS IN MAJOR:**

42

**Requirements for the B.S. in Psychology.** To earn the Bachelor of Science degree with a double major in Bible & Theology and Psychology, students must complete the following degree components:

Arts & Sciences Core	(*46) 34 credits
Bible & Theology Major	(*33) 30 credits
General Electives	18 credits
Psychology Major	<u>42 credits</u>
<b>TOTAL:</b>	<b>124 credits</b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) PSYC 1100 Interpersonal & Family Relationships; (2) PSYC 2013 Statistics as the “M” competency course; (3) PSYC 3510 Understanding Diversity in Human Services or COUN 5220 Social & Cultural Diversity in Counseling as the “I” competency course; (4) PSYC 2100 Introduction to Psychology as the “A” competency course. The following course in this major fulfills a requirement for the Bible and Theology Major: (5) FAMS 3102 Holistic Sexuality for the Theological Study 2 requirement.

**\*\*** This course requires residential class time (two weekends) at the Tennessee campus.

**Fingerprinting and Background Checks.** The Johnson University faculty requires background checks for all senior level Psychology majors. Students are required to pay a fee (\$25) to cover the cost of this requirement. Students may not enroll in PSYC 4951 Counseling Lab, PSYC 4914 Internship, or PSYC 4915 Advanced Internship until the background check is completed. Students convicted of a felony may not be eligible to be licensed to work in the mental health field, and they should discuss this with their advisor before continuing in the Psychology Major or applying to the Graduate Counseling Program.

**Graduation Requirements.** To receive the BS in Psychology, students must:

- Meet all Johnson University general graduation requirements.
- Achieve a minimum cumulative grade point average (GPA) of 2.0 (on a 4.0 scale).
- Achieve a cumulative GPA of 2.5 in all professional study coursework.
- Be recommended by the SSBS program faculty for graduation.

### ***Associate of Science in Psychology***

**Program Directors:** Nealy Brown, Ph.D., NBCC, ACS (*OL*), Josh Fish, Ph.D., CFLE (*TN*)

**Overview:** The two-year Associate of Science in Psychology provides students with a foundational preparation for work within psychology and other social service fields. Career possibilities include entry-level employment in strategic vocations or pursuit of a bachelor’s degree.

**Modality:** Johnson University offers the A.S. in Psychology on campus utilizing a mix of face-to-face, online, and hybrid courses, in addition to a fully online program.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The A.S. in Psychology provides foundational knowledge, skills, and competencies relevant to fulfilling entry-level employment in social services or pursuit of a bachelor's degree in psychology and other social service fields.

*SLO 1:* Graduates will understand the diverse nature of individual, family, community and societal systems and their influence on optimal functioning.

*SLO 2:* Graduates will critically evaluate research and its application to professional practice.

*SLO 3:* Graduates will provide services consistent with professional and ethical practice.

**Required Courses for the face-to-face and online A.S. in Psychology.** The Associate of Science in Psychology consists of the following courses:

#### *Professional Studies (21 credits)*

FAMS 2203	Human Development	3
PSYC 1100	Interpersonal & Family Relationships	3
*PSYC 2013	Statistics	3
*PSYC 2100	Introduction to Psychology	3
PSYC 2303	Interviewing & Counseling Skills	3
PSYC 3210	Theories of Counseling & Psychotherapy (3) <i>OR</i>	3
PSYC 3100	Abnormal Psychology (3)	
PSYC XXXX	Psychology Elective	<u>3</u>

*TOTAL PROFESSIONAL STUDIES CREDITS:* 21

**Requirements for the face-to-face and online A.S. in Psychology.** Students earning an Associate of Science in Psychology must complete the following degree components:

Arts & Sciences Core	(*34) 28 credits
Bible & Theology Requirements	15 credits
Professional Studies	<u>21 credits</u>
<i>TOTAL:</i>	<i>64 credits</i>

**\*NOTE:** The following courses in this program fulfill requirements for the Arts & Sciences Core: (1) PSYC 2013 Statistics as the “M” competency course; (2) PSYC 2100 Introduction to Psychology as the “A” competency course.

### ***Psychology Minor***

**Program Director:** Josh Fish, Ph.D., CFLE

**Overview.** The Psychology Minor helps sharpen students' skills as they encounter various people across their ministry. Psychology helps individuals understand human behavior and enhances interpersonal, communication, and problem-solving skills.

**Modality.** Johnson University offers the Psychology Minor on campus.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Psychology Minor prepares students for work or advanced training in a variety of social service fields and people-oriented vocations.

- SLO 1:* Graduates will understand the diverse nature of individual, family, community and societal systems and their influence on optimal functioning.
- SLO 2:* Graduates will critically evaluate research and its application to professional practice.
- SLO 3:* Graduates will provide services consistent with professional and ethical practice.
- SLO 4:* Graduates will have a functional knowledge of concepts, techniques, and interventions of counseling.

**Required Courses.** The Psychology Minor consists of 15 credit hours or five (5) classes beyond those already required for the major degree sought.

*Minor Core (9 credits)*

*PSYC 2100	Introduction to Psychology	3
PSYC 3100	Abnormal Psychology	3
PSYC 3510	Understanding Diversity in Human Services	3

*Electives (6 credits – all courses must have PSYC or FAMS prefix) or be approved by program director* 6

*2000-level Psychology/Family Studies Elective (3)—choose one or two*

*3/4000-level Psychology/Family Studies Elective (3)—choose one or two*

***TOTAL CREDITS IN MINOR:*** 15

**\*NOTE:** The following course in this minor fulfills a requirement for the Arts & Sciences Core:  
(1) PSYC 2100 Introduction to Psychology as the “A” competency course.

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# TEMPLAR SCHOOL OF EDUCATION

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## *Personnel*

### **Dean of the Templar School of Education**

Roy V. Miller, Ed.D. in Executive Leadership—Professor of Education

### **Full-Time Faculty, Templar School of Education**

Melissa Drinnon, M.S. in Administration & Supervision—Director of Undergraduate Education Programs and Special Education, Associate Professor of Education

Hua Duan, Ph.D. in Leadership Studies—Director of International Relations and International Education, Assistant Professor of Education and Chinese History & Culture

Karen Eastep, Ed.S. in Early Childhood Education—Director of Early Childhood Learning Center and Director of Clinical Experience and Instructor of Early Childhood Program Development

Nikki L. Votaw, Ph.D. in Curriculum and Instruction—Director of Graduate Studies, Professor of Education

## *Academic Programs*

The Templar School of Education oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Programmatic Accreditation & Additional Information
<b>Templar School of Education</b>		
• B.S. in Interdisciplinary Studies (Elementary Education Grades K–5)*	TN	*Only with approval of the Dean
• B.S. in Interdisciplinary Studies (Elementary Education Grades K–5 & English as a Second Language Education Grades PreK–12)	TN	
• B.A. in Interdisciplinary Studies (English as a Second Language Education Grades PreK–12)	TN	
• B.S. in Interdisciplinary Studies (Integrated Early Childhood Education PreK–3 <sup>rd</sup> )	TN	

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Programmatic Accreditation & Additional Information
• B.S. in Special Education Interventionist (Grades K–8)	TN	
• Endorsement in Gifted Education	OL	
• Student Teaching for Teacher Certification	TN	

**Licensure and Certification.** Johnson University’s Teacher Education program is approved by the Tennessee State Board of Education and by the Association of Christian Schools International (ACSI). Bachelor’s Degrees are offered in several licensure areas and partially meet the requirements for licensure in the State of Tennessee. State clinical practice requirements are met through student teaching or an internship. Integrated Early Childhood Education PreK–3, Elementary Education K–5 & English as a Second Language PreK–12 dual program, and Special Education Interventionist K–8 candidates must pursue MA in Holistic Education with one year internship. English as a Second Language PreK–12 can choose either internship or one semester student teaching.

**Undergraduate Teacher Education Program Admission, Continuation, and Licensure.** For undergraduate students, earning a bachelor’s degree and teaching license is a four-stage process:

- **Initial Admission:** Admission requirements for Johnson University Tennessee’s Teacher Education programs are listed below:
  - Minimum score of 21 ACT or 1080 SAT: These scores are minimum for students applying for Teacher Education under Johnson University Tennessee’s agreement with the State of Tennessee.
  - Students not meeting these requirements may apply to the Templar School of Education through a state-approved, non-traditional route. When they register, these students will be accepted to the Templar School of Education. However, to remain in the school, students must achieve a 2.75 GPA after the first year at Johnson University. Also, students must take the Praxis Core Academic Skills for Educators before the start of their sophomore year and have passing scores by the spring semester of their sophomore year.
  - To be recognized as a transfer student, a student will have completed at least 20 credit hours of college coursework. If the transfer student’s ACT score is less than 21, the student must pass the Praxis Core Academic Skills for Educators before the spring semester of their sophomore year.
  - All students with a 21 or greater on the math section of the ACT (or 530 or higher on the math SAT) are exempt from MATH 1013 Introduction to Mathematics.
  - If a student with transfer/dual enrollment credits wishes to receive credit for an approved math class in place of MATH 1033 Mathematics Concepts and has the



above-noted math score on the ACT or SAT, they may request the opportunity to test out of MATH 1033. If the student passes that test with a score of 80% or better, the transfer credit will be granted.

- **Mid-Point Evaluation:** About halfway through the baccalaureate program, students undergo a mid-point evaluation to be accepted into the Teacher Education program.
- **Graduation:** Students must successfully complete all requirements for a bachelor's degree in Teacher Education, earning a minimum cumulative GPA of 2.75 on a 4-point scale (see "Graduation Requirements" in the section of this *Catalog* devoted to "Academic Policies & Procedures").
- **Clinical Practice Stage:** The fourth stage is when the students will apply for and successfully complete the internship or student teaching for teacher certification experience. More details are found in the graduate catalog.

### ***Interdisciplinary Studies (Elementary Education Grades K–5) Major***

*(Please note: This program is only available with the prior approval of the Dean of the Templar School of Education).*

**Program Director:** Melissa Drinnon, M.S.

**Overview.** This program introduces students to the fundamentals of teaching in the elementary school classrooms. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Interdisciplinary Studies (Elementary Education Grades K–5) Major, this program includes general education courses and professional studies in early childhood development, child psychology, educational philosophy, and specialized teaching methodologies.

**Modality.** Johnson University offers the Interdisciplinary Studies (Elementary Education Grades K–5) Major on campus, with field placements and practicums in local schools.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Interdisciplinary Studies (Elementary Education Grades K–5) program prepares students for entry-level positions teaching in Elementary classrooms in public and Christian schools.

#### *Interdisciplinary Studies Core*

*SLO 1:* Graduates will be able to develop multi-cultural and diversity competencies.

*SLO 2:* Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian philosophical foundation.

*SLO 3:* Graduates will be able to demonstrate understanding and apply principles of human development with holistic view of the child to the classroom.

*SLO 4:* Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

#### *Elementary Ed. K–5 Major*

*SLO 5:* Graduates will be able to integrate Elementary Ed. K–5 methodologies and content into teaching.

**Required Courses.** In addition to the Arts & Sciences Core, this program includes the Bible & Theology Major, General Education, Professional Studies in the field of Education, and the Interdisciplinary Studies (Elementary Education Grades K–5) Major.

*Interdisciplinary Studies Major (29 credits)*

BIOL 2014	Fundamentals of Biology & Sustainability	4
*ENGL 1013	English Composition I	3
*ENGL 2100	Literature for Children & Adolescents	3
*HIST 3613	World History	3
**MATH 1013	Introduction to Mathematics	3
*MATH 1033	Mathematics Concepts	3
*SCIN 3204	Science Concepts & Methods with Lab	4

*American History Elective (3)—choose one:* 3

- \*HIST 2100 American History I (3)
- \*HIST 2200 American History II (3)

*Fine Arts Elective (3)—choose one:* 3

- MUSC 2100 Music Appreciation (3)
- HUMN 3133 Christian Thought and Film (3)
- Any other similar course approved by the faculty of the  
Templar School of Education*

*Professional Studies (36.5 credits)*

EDUC 2013	Introduction to Teaching: Elementary Education	3
*EDUC 3212	Survey of Persons with Disabilities	3
EDUC 3311	Language Arts Methods	3
EDUC 3323	Bible & Social Studies Methods	3
EDUC 3324	Science, Health & Physical Education Methods	3
EDUC 4014	Classroom Management with Regular & Special Populations	3
EDUC 4111	Reading Methods	3
EDUC 4112	Research, Learning and Integration	3
EDUC 4113	History & Philosophy of Christian Education	3
EDUC 4115	Mathematics Methods	3
ESED 2100	Foundations in Linguistics	3
FLED 1031	Field Experience: School Observations	0.5
FLED 2022	Field Experience: Tutoring	0.5
FLED 3310	Field Experience: Team Teaching	0.5
FLED 3312	Field Experience: General	0.5
FLED 3314	Practicum: Day in School <i>OR</i>	
FLED 3513	Practicum: Christian School	0.5
FLED 4124	Senior Practicum	0.5
FLED 4130	Senior Practicum: Reading	0.5

*General Education (3 credits)*

EPSY 2112	Educational Psychology	<u>3</u>
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**TOTAL CREDITS IN MAJOR PROGRAM:** 68.5

**Requirements for the B.S. in Interdisciplinary Studies (Elementary Education Grades K–5).** To earn the Bachelor of Science degree with a double major in Bible & Theology and Interdisciplinary Studies (Elementary Education Grades K–5), students must complete the following degree components:

Arts & Sciences Core	(*46) 24 credits
Bible & Theology Major	+30 credits
General Electives	#3 credits
Interdisciplinary Studies (K–5) Prog.	<u>68.5 credits</u>
<b><i>TOTAL:</i></b>	<b><i>125.5 credits</i></b>

\***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) MATH 1033 Mathematics Concepts as the “M” competency course; (3) SCIN 3204 Science Concepts & Methods with Lab as the “L” competency course; (4) HIST 3613 World History as the “H” competency course; (5) ENGL 2100 Literature for Children & Adolescents as the “A” competency course; (6) EDUC 3212 Survey of Persons with Disabilities as the “I” competency course; (7) HIST 2100 American History I or HIST 2200 II in place of HIST 2123 History of Christianity. Note also that Teacher Education students must fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

\*\* MATH 1013 Introduction to Mathematics is waived for students scoring a 21 or more on the math section of the ACT or the equivalent 530 SAT math score.

+Students in this program take two courses of Old Testament Exegesis or New Testament Exegesis or a Theological Study 2 course, which reduces the Bible & Theology Major by 3 credits.

# If a student is not required to take MATH 1013, the General Electives will increase to 6 credits.

***Interdisciplinary Studies (Elementary Education Grades K–5 &  
English as a Second Language Education Grades PreK–12) Major***

**Program Director:** Melissa Drinnon, M.S.

**Overview.** This program introduces students to the fundamentals of teaching in the elementary school and in English as a Second Language (ESL) classrooms. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Interdisciplinary Studies (Elementary Education Grades K–5 & ESL Grades PreK–12) Major, this program includes general education courses and professional studies in early childhood development, child psychology, educational philosophy, and specialized teaching methodologies.

**Modality.** Johnson University offers the Interdisciplinary Studies (Elementary Education Grades K–5 & ESL grades PreK–12) Major on campus, with field placements and practicums in local schools.

### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Interdisciplinary Studies (Elementary Education Grades K–5 & English as a Second Language Grades P/K–12) program prepares students for entry-level positions teaching in Elementary and ESL classrooms in public and Christian schools.

#### *Interdisciplinary Studies Core*

- SLO 1:* Graduates will be able to develop multi-cultural and diversity competencies.
- SLO 2:* Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian philosophical foundation.
- SLO 3:* Graduates will be able to demonstrate understanding and apply principles of human development with holistic view of the child to the classroom.
- SLO 4:* Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

#### *Elementary Ed. K–5 & ESL PreK–12 Major*

- SLO 5:* Graduates will be able to integrate Elementary Ed. K–5 & ESL PreK–12 methodologies and content into teaching.

**Required Courses.** In addition to the Arts & Sciences Core, this program includes the Bible & Theology Major, General Education, Professional Studies in the field of Education, and the Interdisciplinary Studies (Elementary Education Grades K–5 & English as a Second Language Education Grades PreK–12) Major:

#### *Interdisciplinary Studies Major (29 credits)*

BIOL 2014	Fundamentals of Biology & Sustainability	4
*ENGL 1013	English Composition I	3
*ENGL 2100	Literature for Children & Adolescents	3
*HIST 3613	World History	3
**MATH 1013	Introduction to Mathematics	3
*MATH 1033	Mathematics Concepts	3
*SCIN 3204	Science Concepts & Methods with Lab	4

*American History Elective (3)—choose one:* 3

\*HIST 2100 American History I (3)

\*HIST 2200 American History II (3)

*Fine Arts Elective (3)—choose one:* 3

MUSC 2100 Music Appreciation (3)

HUMN 3133 Christian Thought and Film (3)

*Any other similar course approved by the faculty of the  
Templar School of Education*

#### *Professional Studies (39.5 credits)*

EDUC 2013	Introduction to Teaching: Elementary Education	3
*EDUC 3212	Survey of Persons with Disabilities	3

EDUC 3311	Language Arts Methods	3
EDUC 3323	Bible & Social Studies Methods	3
EDUC 3324	Science, Health & Physical Education Methods	3
EDUC 4014	Classroom Management with Regular & Special Populations	3
EDUC 4111	Reading Methods	3
EDUC 4113	History & Philosophy of Christian Education	3
EDUC 4115	Mathematics Methods	3
ESED 2100	Foundations in Linguistics	3
ESED 3133	ESL Methods & Materials for Teacher Education	3
ESED 4133	Special Topics in K–12 ESL Education	3
FLED 1031	Field Experience: School Observations	0.5
FLED 2022	Field Experience: Tutoring	0.5
FLED 3310	Field Experience: Team Teaching	0.5
FLED 4004	Practicum: English as a Second Language I	0.5
FLED 4034	Practicum: English as a Second Language II	0.5
FLED 4124	Senior Practicum	0.5
FLED 4130	Senior Practicum: Reading	0.5

*General Education (9 credits)*

EPSY 2112	Educational Psychology	3
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*World Languages Elective (6)*—choose any two of the  
living verbal language, such as:

SPAN 1100	Spanish I (3)	
SPAN 1200	Spanish II (3)	

*TOTAL CREDITS IN MAJOR PROGRAM:* 77.5

**Requirements for the B.A. in Interdisciplinary Studies (Elementary Education Grades K–5 & English as a Second Language Education Grades PreK–12).** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Interdisciplinary Studies (Elementary Education Grades K–5 & English as a Second Language Education Grades PreK–12), students must complete the following degree components:

Arts & Sciences Core	(*46) 24 credits
Bible & Theology Major	#30 credits
General Electives	0 credits
Interdisc. Studies (K–5 & ESL PreK–12) Prog.	<u>77.5 credits</u>
<i>TOTAL:</i>	<i>131.5 credits</i>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) MATH 1033 Mathematics Concepts as the “M” competency course; (3) SCIN 3204 Science Concepts & Methods with Lab as the “L” competency course; (4) HIST 3613 World History as the “H” competency course; (5) ENGL 2100 Literature for Children & Adolescents as the “A” competency course; (6) EDUC 3212 Survey of Persons with Disabilities as the “I” competency course; (7) HIST 2100 American History I or HIST 2200 American History II in place of HIST 2123 History of Christianity. Note

also that Teacher Education students must fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

\*\* MATH 1013 Introduction to Mathematics is waived for students scoring a 21 or more on the math section of the ACT or the equivalent 530 SAT math score.

# Students in this program take two courses of Old Testament Exegesis New Testament Exegesis or Theological Study 2, which reduces the Bible & Theology Major by 3 credits.

### ***Interdisciplinary Studies (English as a Second Language Education Grades PreK–12) Major***

**Program Director:** Melissa Drinnon, M.S.

**Overview.** This program introduces students to the fundamentals of teaching in English as a Second Language (ESL) classrooms at all levels in public and Christian schools. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Interdisciplinary Studies (ESL Education Grades PreK–12) Major, this program includes general education courses and professional studies in early childhood development, child psychology, educational philosophy, and specialized teaching methodologies.

**Modality.** Johnson University offers the Interdisciplinary (ESL PreK–12) Major on campus, with field placements and practicums in local schools.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Interdisciplinary Studies (English as a Second Language Grades P/K–12) program prepares students for entry-level positions teaching in ESL classrooms in public and Christian schools.

#### ***Interdisciplinary Studies Core***

- SLO 1:* Graduates will be able to develop multi-cultural and diversity competencies.
- SLO 2:* Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian philosophical foundation.
- SLO 3:* Graduates will be able to demonstrate understanding and apply principles of human development with holistic view of the child to the classroom.
- SLO 4:* Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

#### ***Elementary Ed. ESL PreK–12 Major***

- SLO 5:* Graduates will be able to integrate Elementary Ed. ESL PreK–12 methodologies and content into teaching.

**Required Courses.** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Interdisciplinary Studies (English as a Second Language Education Grades PreK–12) Major, students must complete the following degree components.

#### ***Interdisciplinary Studies Major (29 credits)***

BIOL 2014	Fundamentals of Biology & Sustainability	4
*ENGL 1013	English Composition I	3



*ENGL 2100	Literature for Children & Adolescents	3
*HIST 3613	World History	3
**MATH 1013	Introduction to Mathematics	3
*MATH 1033	Mathematics Concepts	3
*SCIN 3204	Science Concepts & Methods with Lab	4
<i>American History Elective (3)—choose one:</i>		3
*HIST 2100	American History I (3)	
*HIST 2200	American History II (3)	
<i>Fine Arts Elective (3)—choose one:</i>		3
MUSC 2100	Music Appreciation (3)	
HUMN 3133	Christian Thought and Film (3)	
<i>Any other similar course approved by the faculty of the Templar School of Education</i>		
<i>Professional Studies (33.5 credits)</i>		
EDUC 2013	Introduction to Teaching: Elementary Education	3
^EDUC 3013	Introduction to Teaching II	3
*EDUC 3212	Survey of Persons with Disabilities	3
EDUC 3311	Language Arts Methods	3
EDUC 4014	Classroom Management with Regular & Special Populations	3
EDUC 4111	Reading Methods	3
EDUC 4113	History & Philosophy of Christian Education	3
ESED 2100	Foundations in Linguistics	3
ESED 3133	ESL Methods & Materials for Teacher Education	3
ESED 4133	Special Topics in K–12 ESL Education	3
FLED 1031	Field Experience: School Observations	0.5
FLED 2022	Field Experience: Tutoring	0.5
FLED 2522	Field Experience: ESL Grades 6–12	0.5
FLED 3314	Practicum: Day in School <i>OR</i>	0.5
FLED 3513	Practicum: Christian School (0.5)	
FLED 4004	Practicum: English as a Second Language I	0.5
FLED 4034	Practicum: English as a Second Language II	0.5
FLED 4130	Senior Practicum: Reading	0.5
<i>General Education (9 credits)</i>		
EPSY 2112	Educational Psychology (3)	3
<i>*World Languages Elective (6 credits)—choose any living verbal language, such as:</i>		<u>6</u>
SPAN 1100	Spanish I (3)	
SPAN 1200	Spanish II (3)	

***TOTAL CREDITS IN MAJOR PROGRAM:*** 71.5

**Requirements for the B.A. in Interdisciplinary Studies (English as a Second Language Education Grades PreK–12).** To earn the Bachelor of Arts degree with a double major in Bible & Theology and Interdisciplinary Studies (ESL Education Grades PreK–12), students must complete the following degree components.

Arts & Sciences Core	(*46) 24 credits
Bible & Theology Major	#30 credits
General Electives	0 credits
Interdisciplinary Studies (ESL PreK–12) Prog.	<u>71.5 credits</u>
<b>TOTAL:</b>	<b>125.5 credits</b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) MATH 1033 Mathematics Concepts as the “M” competency course; (3) SCIN 3204 Science Concepts & Methods with Lab as the “L” competency course; (4) HIST 3613 World History as the “H” competency course; (5) ENGL 2100 Literature for Children & Adolescents as the “A” competency course; (6) EDUC 3212 Survey of Persons with Disabilities as the “I” competency course; (7) HIST 2100 American History I or HIST 2200 American History II in place of HIST 2123 History of Christianity. Note also that Teacher Education students must fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

**\*\*** MATH 1013 Introduction to Mathematics is waived for students scoring a 21 or more on the math section of the ACT or the equivalent 530 SAT math score.

# Students in this program take two courses of Old Testament Exegesis or New Testament Exegesis or Theological Study 2, which reduces the Bible & Theology Major by 3 credits.

# If a student is not required to take MATH 1013, the General Electives will increase to 3 credits by taking an Intercultural Literacy elective.

^ If a student plans to complete the M.A. in Holistic Education following graduation, this class should be replaced with a general elective.

### ***Interdisciplinary Studies*** ***(Integrated Early Childhood Education PreK–3rd) Major***

**Program Director:** Melissa Drinnon, M.S.

**Overview.** This program introduces students to the fundamentals of teaching in the preschool and elementary school classrooms. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Interdisciplinary Studies (Integrated Early Childhood Education PreK–3rd) Major, this program includes general education courses and professional studies in early childhood development, child psychology, educational philosophy, special education, and specialized teaching methodologies.

**Modality.** Johnson University offers the Interdisciplinary Studies (Integrated Early Childhood Education PreK–3rd) Major on campus, with field placements and practicums in local schools.

#### **Purpose and Student Learning Outcomes (SLO)**

**Purpose.** The Interdisciplinary Studies (Integrated Early Childhood Education PreK–3rd) program prepares students for entry-level positions teaching in preschool and elementary classrooms in public and Christian schools.

#### ***Interdisciplinary Studies Core***

**SLO 1:** Graduates will be able to develop multi-cultural and diversity competencies.



*SLO 2:* Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian philosophical foundation.

*SLO 3:* Graduates will be able to demonstrate understanding and apply principles of human development with holistic view of the child to the classroom.

*SLO 4:* Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction. (Integrated Early Childhood Education)

*Integrated Early Childhood Major PreK–3rd*

*SLO 5:* Graduates will be able to integrate Integrated Early Childhood Education methodologies and content into teaching.

**Required Courses.** In addition to the Arts & Sciences Core, this program includes the Bible & Theology Major, General Education, Professional Studies in the field of Education, and the Interdisciplinary Studies (Integrated Early Childhood Education PreK–3rd) Major.

*Interdisciplinary Studies Major (29 credits)*

BIOL 2014 Fundamentals of Biology & Sustainability	4
*ENGL 1013 English Composition I	3
*ENGL 2100 Literature for Children & Adolescents	3
*HIST 3613 World History	3
**MATH 1013 Introduction to Mathematics	3
*MATH 1033 Mathematics Concepts	3
*SCIN 3204 Science Concepts & Methods with Lab	4

*American History Elective (3)—choose one:* 3

\*HIST 2100 American History I (3)

\*HIST 2200 American History II (3)

*Fine Arts Elective (3)—choose one:* 3

MUSC 2100 Music Appreciation

HUMN 3133 Christian Thought and Film

*Any other similar course approved by the faculty of the Templar School of Education*

*Professional Studies (51.5 credits)*

EDUC 2013 Introduction to Teaching: Elementary Education	3
EDUC 3311 Language Arts Methods	3
EDUC 3323 Bible & Social Studies Methods	3
EDUC 3324 Science, Health & Physical Education Methods	3
EDUC 4111 Reading Methods	3
EDUC 4113 History & Philosophy of Christian Education	3
EDUC 4115 Mathematics Methods	3
FAMS 3410 Parent Education and Guidance	3
FAMS 4210 Family Life Education and Methodology	3
FLED 1031 Field Experience: School Observations	0.5
FLED 2022 Field Experience: Tutoring	0.5
FLED 3310 Field Experience: Team Teaching	0.5
FLED 3314 Practicum: Day in School OR	

FLED 3513 Practicum: Christian School	0.5
FLED 4124 Senior Practicum	0.5
FLED 4130 Senior Practicum: Reading	0.5
FLED 4208 Field Experience: Public Preschool	0.5
IECE 3325 Integrated Early Childhood Methods	3
IECE 3400 Administration of Early Childhood Programs	3
IECE 4310 Play Based Learning	3
*SPED 3313 Characteristics and Needs of the Mildly and Moderately Disabled	3
SPED 3323 Managing Challenging Behaviors and SPED Law	3
SPED 3333 Assessment and Diagnosis of persons with disabilities	3
SPED 4213 Diagnosis and remediation of Reading problems	3
<i>General Education (3 credits)</i>	
EPSY 2112 Educational Psychology	<u>3</u>
<b>TOTAL CREDITS IN MAJOR PROGRAM:</b>	<b>83.5</b>

**Requirements for the B.S. in Interdisciplinary Studies (Integrated Early Childhood Education PreK–3rd).** To earn the Bachelor of Science degree with a double major in Bible & Theology and Interdisciplinary Studies (Integrated Early Childhood Education) students must complete the following degree components:

Arts & Sciences Core	(*46) 24 credits
Bible & Theology Major	+30 credits
General Electives	0 credits
Interdisciplinary Studies (IECE) Program	<u>83.5 credits</u>
<b>TOTAL:</b>	<b>137.5 credits</b>

\*NOTE: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) MATH 1033 Mathematics Concepts as the “M” competency course; (3) SCIN 3204 Science Concepts & Methods with Lab as the “L” competency course; (4) HIST 3613 World History as the “H” competency course; (5) ENGL 2100 Literature for Children & Adolescents as the “A” competency course; (6) SPED 3313 Characteristics and Needs of the Mildly and Moderately disabled as the “I” competency course; (7) HIST 2100 American History I or HIST 2200 II in place of HIST 2123 History of Christianity. Note also that Teacher Education students must fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

\*\*MATH 1013 Introduction to Mathematics is waived for students scoring a 21 or more on the math section of the ACT or the equivalent 530 SAT math score.

+Students in this program take two courses of Old Testament Exegesis or New Testament Exegesis or a Theological Study 2 course, which reduces the Bible & Theology Major by 3 credits.

### ***Special Education Interventionist (Grades K–8) Major***

**Program Director:** Melissa Drinnon, M.S.

**Overview.** This program introduces students to the fundamentals of teaching children with special education needs. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Special Education Interventionist (Grades K–8) Major, this program includes general education courses and professional studies in early childhood development, child psychology, educational philosophy, and specialized teaching methodologies.

**Modality.** Johnson University offers the Special Education Interventionist (Grades K–8) Major on campus with field placements and practicums in local schools.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Special Education Interventionist (Grades K–8) program prepares students for entry-level positions teaching in public and Christian K–8 schools.

#### *Interdisciplinary Studies Core*

- SLO 1:* Graduates will be able to develop multi-cultural and diversity competencies.
- SLO 2:* Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian philosophical foundation.
- SLO 3:* Graduates will be able to demonstrate understanding and apply principles of human development with holistic view of the child to the classroom.
- SLO 4:* Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

#### *Special Education Interventionist (Grades K–8) Major*

- SLO 5:* Graduates will be able to integrate Special Education Interventionist K–8 methodologies and content into teaching.

**Required Courses.** To earn the Bachelor of Science with a double major in Bible & Theology and the Special Education Interventionist (Grades K–8) Major, students must complete the following requirements:

#### *Social and Behavioral Sciences Electives (3 credits) – choose 1*

- FAMS 3310 Family and Community Resource Management (3)  
FAMS 3410 Parent Education and Guidance (3)  
PSYC 3100 Abnormal Psychology (3)

***TOTAL ELECTIVE CREDITS (SBS):*** 3

#### *Special Education Major (33 credits)*

- |            |  |   |
|------------|--|---|
| EDUC 3311  | Language Arts Methods                                      | 3 |
| EDUC 4014  | Classroom Management with Regular & Special Populations    | 3 |
| EDUC 4111  | Reading Methods  | 3 |
| ESED 2100  | Foundations in Linguistics                                 | 3 |
| SPED 3113  | Techniques for Inclusion of Diverse Learners               | 3 |
| SPED 3223  | Instructional Methods for Special Education                | 3 |
| *SPED 3313 | Characteristic & Needs of the Mildly & Moderately Disabled | 3 |
| SPED 3323  | Managing Challenging Behaviors & Special Education Law     | 3 |

SPED 4213	Diagnosis & Remediation of Reading Problems	3
SPED 4313	Nature & Needs of the Gifted	3
SPED 4323	Methods for Teaching the Gifted	3
<i>Professional Studies (30.5 credits)</i>		
EDUC 2013	Introduction to Teaching: Elementary Education	3
EDUC 4113	History & Philosophy of Christian Education	3
*ENGL 2100	Literature for Children & Adolescents	3
EPSY 2112	Educational Psychology	3
FLED 1031	Field Experience: School Observations	0.5
FLED 2022	Field Experience: Tutoring	0.5
FLED 2121	Field Experience: Special Education I	0.5
FLED 4061	Practicum: Exceptional Students	0.5
FLED 4101	Practicum: Inclusion	0.5
FLED 4124	Senior Practicum	0.5
FLED 4130	Senior Practicum: Reading	0.5
*HIST 2100/2200	American History I or American History II	3
*HIST 3613	World History	3
**MATH 1013	Introduction to Mathematics	3
*MATH 1033	Mathematics Concepts	3
SPED 3333	Assessment & Diagnosis of Persons with Disabilities	<u>3</u>
<b>TOTAL CREDITS IN MAJOR:</b>		<b>63.5</b>

**Requirements for the B.S. in Special Education Interventionist (Grades K–8).** To earn the Bachelor of Science degree with a double major in Bible & Theology and Special Education Interventionist (Grades K–8), students must complete the following degree components:

Arts & Sciences Core	(*46) 31 credits
Bible & Theology Major	#30 credits
SBS Electives	3 credits
Special Education Interventionist (Grades K–8) Prog.	<u>63.5 credits</u>
<b>TOTAL:</b>	<b>127.5 credits</b>

**\*NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) SPED 3313 Characteristics & Needs of the Mildly & Moderately Disabled as the “I” competency course; (2) ENGL 2100 Literature for Children & Adolescents as the “A” competency course; (3) MATH 1033 Mathematics Concepts as the “M” competency course; (4) HIST 2100 American History I or HIST 2200 American History II in place of HIST 2123 History of Christianity; (5) HIST 3613 World History as the “H” competency course. Note also that Teacher Education students must fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

\*\* MATH 1013 Introduction to Mathematics is waived for students scoring a 21 or more on the math section of the ACT or the equivalent 530 SAT math score.

# Students in this program take two courses of Old Testament Exegesis or New Testament Exegesis or Theological Study 2, which reduces the Bible & Theology Major by 3 credits.

### ***Endorsement in Gifted Education***

**Overview.** Johnson University offers the Gifted Education Endorsement as an add-on for Teacher Education students already enrolled in bachelor's or master's degree programs at the University. The program provides them with an opportunity to obtain an additional endorsement in teaching gifted children.

**Modality.** Johnson University offers the undergraduate courses for the Endorsement in Gifted Education online.

#### **Purpose and Student Learning Outcomes (SLO)**

*Purpose.* The Endorsement in Gifted Education program prepares teachers to understand and meet the needs of gifted and talented students, to help them broaden their experiences and find areas of personal interest and growth.

*SLO 1:* Graduates will be able to demonstrate the teaching profession as servants of Christ.

*SLO 2:* Graduates will be able to demonstrate professional skills for teaching in Gifted classrooms.

**Required Courses.** The Endorsement in Gifted Education program consists of the following courses:

EDUC 4064 Nature & Needs of the Gifted Child	3
EDUC 4074 Methods of Teaching the Gifted Child	<u>3</u>
<b><i>TOTAL CREDITS IN ENDORSEMENT:</i></b>	<b>6</b>

\*To be recommended for this endorsement, a student must first complete all requirements for initial teaching licensure and pass the required Praxis test for Gifted Education.

### ***Student Teaching for Teacher Certification***

**Program Director:** Nikki L. Votaw, Ph.D.

**Overview.** After completing a baccalaureate degree in Interdisciplinary Studies, a graduate may choose to seek licensure without continuing into the Master of Arts in Holistic Education. To receive Tennessee and Association of Christian Schools International (ASCI) licensure apart from the Master's Degree, the student will complete a semester of student teaching in (1) Music Education, (2) Fitness Leadership (Physical Education grades K–12) licensure, (3) English as a Second Language, or (4) Elementary Education. The student will complete 9 weeks in a public school placement and 9 weeks in a Christian school placement.

**Required Course.** Choose one of the following concentrations (12 credits):

#### ***Music Education***

MUED 4500 Student Teaching: Music

#### ***Fitness Leadership (Physical Education grades K–12)***

PHED 4400 Student Teaching: Physical Education

#### ***ESL (English as a Second Language)***

ESED 4527 Student Teaching: English as a Second Language

#### ***Elementary Education (with Dean's permission)***

ELED 4400 Student Teaching: Elementary Education

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# ACADEMIC POLICIES & PROCEDURES

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## *Behavioral Standards*

**Student Conduct.** Students, by their voluntary membership in Johnson University's Christian community, assume responsibility to abide by all the regulations of the University. They should also use personal discretion regarding any activities that may be morally or spiritually destructive or may reflect poorly on the University. For specific guidelines, see the *Student Handbook* posted on the Johnson University website.

**Academic Integrity.** Because Johnson University seeks to develop mature Christian leaders and scholars, the University strictly upholds the principle of academic integrity. The primary rule of academic integrity is that all members of the University community must do their own work, executed to the best of their ability, exclusively for the assignment for which it is presented. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the University's educational objectives and the students' best interest. The different forms that cheating can take are described below.

- **Plagiarism.** Students commit plagiarism when they deliberately submit the writing of someone else as their own work. This offense may involve either submission of a paper written by someone else or directly copying from a printed source without using quotation marks or appropriate documentation. For demonstrable plagiarism in a paper, students will receive a minimum penalty of "F" on that paper. The penalty may include a failing grade for the course. The matter will also be reported to the Student Life Office. Disciplinary action may lead to suspension or dismissal from Johnson University.
- **Excessive Collaboration.** To write more effectively, students (like most writers) may discuss their ideas and plans for papers with others or may read a paper (or a section of a paper) to friends, making revisions based on their responses. Normally such collaboration improves writing. Students may also seek help from a volunteer or hired typist. For instructors to gain an accurate representation of a student's work, the student must present the rough draft of any theme or research paper typed by someone other than the student. The final copy must mention the typist's name. Either of the above practices carried to the extreme constitutes excessive collaboration and prevents instructors from recognizing the real ability and progress of their students, thus inhibiting effective teaching and learning. Students may receive the grade of "F" on a paper which shows unmistakable evidence of excessive collaboration. Since students often practice excessive collaboration without a deliberate intention to deceive, a professor, after conferring with the student, may allow a rewrite of the paper.
- **Insufficient Documentation.** Honesty and courtesy require that writers acknowledge their debt for information and opinions they draw from other sources. Documentation provides both an acknowledgment of this debt and a kind of support for the ideas expressed in a paper. Appropriate documentation may range from the mere mention of a name or title to the extensive footnotes and bibliography required in a fully documented paper. Insufficient or

inaccurate documentation constitutes a serious weakness in a paper and normally results in a lowered grade. Students may receive the grade of “F” on a paper where insufficient documentation overwhelms the communication.

- ***Inadequate Paraphrase.*** In paraphrasing, students should carefully change the words and sentence structure of the original source while retaining the original sense of the source’s meaning. Students must learn the ability to paraphrase. Usually, inadequate paraphrase represents a lack of knowledge and skill on the part of the student rather than a deliberate attempt to deceive. Professors treat inadequate paraphrase like any other writing deficiency, provided it does not also involve insufficient documentation. Students may receive the grade of “F” on a paper where inadequate paraphrase makes up most of the communication. In such instances, professors may require the student to rewrite the paper. Inadequate paraphrase without documentation usually constitutes plagiarism.
- ***Prohibited Usage of Generative AI.*** Instructors will state in their course syllabi whether AI is allowed to be used in the class. Courses may adopt one of three approaches to the use of AI: (1) AI use is allowed in the course with proper referencing; (2) AI use is allowed for specific assignments with proper referencing; and (3) AI use is not allowed. Because each course’s policy on AI may vary, students need to pay close attention to the course requirements and adhere to them. Usage of AI not permitted by the course policy will be considered an act of academic dishonesty.
- ***Other Forms of Cheating.*** Examples of other forms of cheating include (1) padding a bibliography by adding resources not actually used in the paper, (2) getting exam questions ahead of time from someone who has already taken the same exam, (3) copying another student’s work on an exam, (4) giving answers to another student during an exam, (5) using unauthorized notes during an exam, (6) working on the same homework with other students when the professor does not allow it, and (7) using artificial intelligence tools such as ChatGPT for assignments or papers without the explicit permission of the instructor.

The Academic Integrity Council consists of three faculty members and two student representatives. This council promotes academic integrity among students and adjudicates accusations of academic dishonesty.

All cases of cheating are reported to the Office of Student Life, which maintains records of offenders. When a student is reported for the first time, it is the professor’s discretion to decide the penalty or remedy, including re-doing an assignment, failing an assignment, or failing the class. If the student denies the accusation, the student can appeal to the Academic Integrity Council, who will investigate the violation, make a judgment, and administer an appropriate punishment.

In cases of cheating after an initial violation has been reported, faculty members are required to report the case to the council. The council will interview the parties involved, examine the evidence, and declare a judgment by the majority of the student members of whether a violation has occurred. When an accusation is upheld, the council will determine the appropriate remedy or penalty, which may include mandated consultation with the Academic Support Center, mentoring from a faculty member, redoing the assignment, receiving a grade penalty on the assignment, failure for the assignment, failure for the class, and suspension or expulsion (in cases



of egregious or habitual cheating). This will ensure consistency of responses to situations of cheating. If the Academic Integrity Council recommends suspension or expulsion, the case should be referred to the Vice President for Student Life for final determination according to disciplinary policies prescribed in the *Student Life Handbook*.

### ***Communication***

All electronic communications from the University are sent to students' Johnson University email addresses. Students are responsible for checking their University Email regularly. Please consult the official email policy contained in the *Student Handbook* for more information.

### ***Credit Hour Definition***

Studies required for a degree program are measured in "credit hours." In accordance with traditional U.S. higher education standards (the "Carnegie Unit") and regulations issued by the U.S. Department of Education, Johnson University defines an undergraduate "credit hour" as representing a minimum of 37.5 clock hours of active engagement in learning activities inside and/or outside the classroom.

The amount of time that is required to earn one credit hour in a laboratory-, fieldwork-, practicum-, studio- or seminar-based course, including a music performance ensemble or private music lessons, varies with the nature of the subject and the stated learning outcomes. Classroom and student involvement time can vary from 30 minutes to four hours of work in one of these aforementioned courses and is considered the equivalent of 50 minutes of classroom-based direct instruction. Semester credit hours earned in courses such as internships, research, theses, dissertation, etc., are based on outcome expectations established by the academic program.

For purposes of state and federal financial aid, traditional undergraduate students operate on a "standard term semester system." Graduate students and undergraduates studying online operate on a "standard term trimester system." For more information, see the discussion of the "Academic Calendar."

### ***Academic Advising***

**Academic Advisors.** Johnson University assigns each student an academic advisor. Advisors assist students in planning their educational programs by explaining requirements and procedures, suggesting coursework appropriate to students' career goals, aiding with course registration (described below), and recommending ways to improve academic performance.

- ***On-Campus Undergraduate Students.*** A staff member of the Office of the Registrar advises new on-campus undergraduates as they prepare for initial enrollment. Initial contact is made through students' Johnson University email addresses. Following the initial contact, students are welcome to work with their advisors in person, by email, or by phone. School deans assign each student a permanent faculty or staff advisor based on their chosen program of study.
- ***Online Undergraduate Students.*** School deans assign online undergraduate students an advisor according to their chosen program of study. Initial contact is made through students' Johnson University email addresses or by phone.

**Student Responsibilities.** Prior to registration for each term, students contact their advisors to discuss their status and upcoming courses. However, *students are ultimately responsible for their own academic progress*. The following list outlines students' responsibilities in the advising process:

- Read the *Catalog* and other academic information Johnson University provides.
- Know and comply with all current policies, procedures, and requirements for earning a degree—including internship and practicum requirements.
- Review the Course Schedule and discuss course options with the advisor.
- Contact advisors in a timely fashion for registration, advising, and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, course changes (audit, add, drop), graduation, and related matters, according to the deadlines set by the Office of the Registrar.
- Contact advisors immediately with concerns about academic progress in particular courses or progress toward a degree.

### ***Course Registration***

**Registration Dates and Process.** Students are required to register for courses prior to the beginning of each session or term. They register through the online student portal for Jenzabar One, the data management system used by Johnson University. The Office of the Registrar notifies students of the registration dates and process through their Johnson University email accounts. Registration dates also appear on the academic calendar. Registration for the next term typically begins shortly after the midpoint of the current term.

Through Jenzabar, students may track their degree progress, view courses scheduled for upcoming terms, and plan their course of study. Prior to registration, students should consult with their academic advisors in person or through the telephone or email. Advisors approve student course selections through Jenzabar. If students deviate too far from their degree plan, advisors may reject student course selections and require additional advising with the student. Students are then responsible for registering for courses needed for their academic program.

Registration may also include other preparations, such as making financial arrangements, providing insurance and directory information, and taking yearbook and I.D. photos. Students must clear all academic, financial, and student life holds on their account in order to register for courses. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop deadline.

**Course Schedule Changes.** Students may change their course schedules during the registration period, which opens during registration week and remains open until the add/drop deadline.

**Registration Reinstatement Fee.** Continuing residential students who are not enrolled in courses before students arrive on campus are subject to a Registration Reinstatement Fee of \$100.

### ***Directed Study***

Under exceptional circumstances, individual students or groups of students may request to engage in a Directed Study under the supervision of a Johnson University professor. A Directed Study is a current course in the catalog using the section code -75. Such studies provide an opportunity to augment or enrich a student's learning experience by pursuing learning in a closely-supervised program or to remedy unavoidable course scheduling conflicts. They are not intended to remedy poor academic planning on the part of the student or merely as a personal convenience (e.g., enrolling in a Directed Study to avoid an early morning class). Students are responsible for arranging their schedules so as to complete required courses when they become available.

Students initiate a Directed Study by completing the *Request for a Directed Study* form available from the Office of the Registrar.

The Directed Study must be approved by the instructor, the student's academic advisor, the appropriate school dean, and the Director of Program Administration. Johnson University can approve only a very limited number of Directed Study courses due to the already heavy demands on faculty members' time.

Students are assessed a \$100 per credit Directed Study fee—above and beyond normal tuition—which compensates the faculty supervisor. The appropriate school dean may waive the fee if Johnson University created the need for the Directed Study through, for example, an unavoidable course scheduling conflict.

The following conditions apply: only two courses (6 credit hours) completed by Directed Study may apply toward a Johnson University degree; no more than 4 credit hours of Directed Study may be applied toward one project; a maximum of 4 credit hours of Directed Study may be taken during one academic term; and a Directed Study may not be employed to repeat a course in which a student has already received a grade of "D" or "F" (at Johnson University or at any other college). A student must have a GPA of 2.0 or higher to be approved for a Directed Study.

### ***Independent Study***

An Independent Study is designated within a discipline by the course code of the discipline, the number 3999 or 4999, the section code -75, and a title that designates it is an independent study with the subject of the course. It involves a student-proposed project requiring supervised research and writing within a major or minor to provide an opportunity to explore an area of interest not covered by Johnson University's standard curricula or a current course in the Academic Catalog. An Independent Study fee of \$100 per credit hour will be charged to the student over and above regular tuition, both on and off campus, which compensates the faculty supervisor. Consideration of requests for such independent study originates with the student and must be approved by the faculty member involved, the Dean(s) of the School(s), and the Provost of the University. Successful petitions must include a copy of the syllabus and/or learning contract, which detail a significant research and writing component. The Independent Study form is available in the Office of the Registrar.

### ***Auditing Courses***

**Audit Policy.** Students may audit (“listen in on”) Johnson University courses for personal enrichment without seeking academic credit. To audit a course, students must secure written permission from the course instructor, register for the course, and pay the audit fee. The number of audit students in a given course may be limited at the discretion of the University.

Audit students may attend class sessions, complete required readings, and participate fully in face-to-face and online learning activities and group discussions. Written and/or graded assignments are optional. Students who audit a course do not receive a final letter grade. Instead, their transcripts indicate “Audit” in place of a grade. Audited courses may not be used to meet graduation requirements for any degree program. Students may not audit private music lessons or other specialized courses as designated by the Office of the Registrar.

*Financial aid is not offered for course audits.*

**Applying to Audit a Course.** Students who are not already enrolled at Johnson University and who wish to audit a course must submit the following:

- ❖ **Acceptable Undergraduate Application Form** available on the University website.
- ❖ **Commitment to the Johnson University Lifestyle.** Students must read and adhere to the Johnson University lifestyle by signing the commitment form.

### ***Online Courses***

#### **Online Course Prerequisites**

##### *FYSC 1013 Success, Calling, & Purpose*

Students enrolled in an online program must complete the FYSC 1013 Success, Calling, & Purpose requirement. This course is offered online in the first session of each term. New online degree-seeking students must complete the FYSC 1013 Success, Calling, & Purpose course prior to/alongside their first courses. A transfer student who is 25 years of age or older may receive a waiver with a 2.5 GPA or higher on transfer work. Transfer students who have completed 15 credits of generally transferrable (i.e., not remedial or below a grade of C) college-level coursework after high school graduation (i.e., no dual enrollment courses or AP credit) may also receive a waiver for this course. If a waiver of FYSC 1013 is granted, the student must complete the ORCC prerequisite.

##### *Online Readiness Certification Course (ORCC)*

All undergraduate students taking online courses must complete the Online Readiness Certification Course (ORCC) offered through the Department of Online Education. All elements of the ORCC must be completed before students can register for their first online course at Johnson University.

**Online Course Enrollment.** Students enrolling in 7-week online courses may enroll in up to 6.0 credits of online coursework per 7-week session. Students may not enroll in more than 6.0 credits without permission from the Office of the Registrar and their academic advisor. Students that are enrolled in face-to-face programs and have a cumulative GPA of at least 2.0 may enroll in a maximum of two online courses per term (fall or spring) if the desired course has open seats. This limit applies to students who are required to take online courses as part of their face-to-face program, unless the student’s advisor grants an exception due to sequencing of courses or

meeting graduation requirements. These students are limited to no more than one course in a 7-week session unless granted permission by an academic advisor.

### ***Final Examinations***

For traditional face-to-face undergraduate programs, the University schedules a week of final examinations at the end of Fall and Spring Terms. Johnson University publishes dates for the final exam week at least one year in advance, and the final exam schedule is available at the beginning of each term. Administering final examinations early tends to compromise the integrity of the tests. For this reason, students should not schedule air travel, weddings, vacations, and any other events at times when they might conflict with finals. A student who has three or more exams scheduled on one day may request other arrangements. Students who ask to have their exam rescheduled for any reason should submit the “Final Exam Change Appeal Form.”

### ***Grading System***

**Grades and Quality Points.** The standard 4-point grade scale for Johnson University appears on the table below. For each class, Johnson University instructors determine the criteria for students to earn each grade, and the criteria are clearly stated in the syllabi. Instructors may use percentage cutoffs or accumulation of points to calculate the grades. To determine the GPA of students, letter grades are converted to the points listed below.

<b>Letter Grade</b>	<b>Grade Point</b>	<b>Description</b>
A	4.00	<b>Above Average</b>
A-	3.67	
B+	3.33	<b>Average</b>
B	3.00	
B-	2.67	
C+	2.33	<b>Below Average</b>
C	2.00	
C-	1.67	
D+	1.33	<b>Barely Passing</b>
D	1.00	
D-	0.67	
F	0.00	<b>Failure</b>
WF	0.00	<b>Withdrawal</b> after deadline. Treated as “F” for GPA.

NC	--	<b>No Credit.</b> Used only for grades below C in ENGL 1013 or ENGL 1014. Grades will be assigned as NC-, ND+, ND, ND-, or NF. May apply to a course only twice. Does not affect GPA.
P	N/A	<b>Passing.</b> Denotes adequate completion of a pass/fail credit course, equivalent to a C or higher. Does not affect GPA.
PT	N/A	<b>Passing Transfer Course.</b> Denotes a grade of C or higher on a course accepted for transfer. Does not affect GPA.
S	NA	<b>Satisfactory.</b> Used only for RSCH 8110 Proposal Seminar Continuation and RSCH 8310 Dissertation Continuation. Does not affect GPA.
U	NA	<b>Unsatisfactory.</b> Used only for RSCH 8110 Proposal Seminar Continuation and RSCH 8310 Dissertation Continuation. Does not affect GPA.
I	N/A	<b>Incomplete.</b> Does not affect GPA (see below).
E	N/A	<b>Emergency.</b> Does not affect GPA (see below).
W	N/A	<b>Withdrawal</b> before deadline. Does not affect GPA.

**Special Grades.** All assignments not completed by the end of the term automatically receive the grade of “F” unless students successfully petition the instructor for the privilege of taking an Incomplete (“I”) or Emergency (“E”) grade. This arrangement must be made *before* the end of the course.

- **Incomplete (“I”) Grade.** The “I” grade is a temporary grade indicating that work for the course is not yet complete but is expected to be complete within a short period of time. The instructor must submit to the Office of the Registrar an *Incomplete Grade Request Form* with a course completion plan.

Instructors *should* award an “I” when students are confronted with unavoidable life situations, such as a well-documented serious illness or a death in the family near the end of the term. Instructors *should not* award an “I” merely to allow students to improve on a bad grade due to poor performance to that point. Nor should Incompletes serve as a remedy to laziness or poor planning on the part of the student. The instructor decides if the student’s *Petition* falls within these guidelines. Normally, the instructor will not approve an Incomplete unless the student has finished at least 75% of the coursework prior to the end date for the course.

The *Request Form* must acknowledge a plan and timeline for completing the remaining course requirements. The instructor must submit a letter grade (A, B, C, D, F, or P) based on *all* work assigned for the course, including 0 points for missing assignments. If the student does not submit those missing assignments by the deadline on the *Request*, this grade stands. If the student does submit the missing assignments, the instructor adjusts the final grade accordingly. *The Incomplete may extend no more than 3 weeks beyond the last day of the term or session in which the course is offered.*

“I” grades are awarded within the framework of the Johnson University Attendance Policy (see below). This means that students who exceed the total allowed absences for a course

may not file an *Incomplete Grade Request Form* but must withdraw from the course and retake it at a later time.

- **Emergency (“E”) Grade.** A grade of “E” is given when an emergency situation interrupts otherwise satisfactory coursework for an extended period of time.

Instructors, advisors, or students may request an Emergency grade when students are confronted with serious and unavoidable life situations, such as a well-documented major medical issue, the death of a close relative, a sudden job change or relocation, or a catastrophic personal circumstance. Instructors *should not* request Emergency grades merely to allow students to improve on a bad grade due to poor performance to that point. Nor should an “E” serve as a remedy to negligence or poor planning on the part of the student. Normally, an Emergency grade will not be awarded unless the student has finished at least 50% of the coursework prior to the end date for the course. If an emergency situation arises early in the term, it is usually best for the student to withdraw and retake the course at a later time.

To request an Emergency grade, instructors, advisors, or students contact the Registrar’s office on their campus. Online courses fall under the Registrar’s office in Tennessee. The Registrar’s office will complete a *Request Form* that includes a plan and timeline for completing the remaining course requirements. The Emergency grade may not extend beyond 180 days from the date of approval. Instructors may recommend a timeline less than the 180-day maximum, but this is subject to final determination by the Vice Provost for Academic Services. The instructor must submit a letter grade (A, B, C, D, F, or P) based on *all* work assigned for the course, including 0 points for missing assignments. If the student does not submit those missing assignments by the deadline on the *Request*, this grade stands. If the student does submit the missing assignments, the instructor adjusts the final grade accordingly and reports the final grade to the Registrar’s office. Requests for Emergency grades are subject to approval by the Vice President for Academic Affairs/Provost. The Academic Support Office on each campus will be notified of approved Emergency grades in case the student needs assistance.

***Difference Between an “E” Grade and an LOA.*** An Emergency (“E”) grade is intended for students who must leave Johnson University while courses are in progress. A Leave of Absence (LOA, described below) is for students who must leave Johnson University between terms with courses not in progress. *If students take an “E” grade followed by an LOA, the total combined “E”/LOA may not extend beyond 180 days from the date of approval of the Emergency grade.*

**How to Compute a Grade Point Average (GPA).** The student’s grade point average (GPA) is an important index to academic achievement. Students must maintain a minimum GPA to remain enrolled in the University or a given academic program (see below under “Academic Standing”). This average also determines the student’s eligibility for academic honors and financial aid. In the example given below,

- The quality point value of the letter grade for each course (see above under “Grades and Quality Points”) is multiplied by the number of credit hours in the course to determine the grade points for each course.

- The total grade points for all courses divided by the total credit hours yields the grade point average or “GPA” ( $41.9 \div 15 = 2.79$ ).
- Johnson University does not transfer in grades or the total GPA for a student’s prior coursework. Rather, the grade of PT (pass-transfer) is applied and only coursework from Johnson University is factored into the cumulative GPA. Note: students in the Templar School of Education are exempt from this policy and all transfer work will be entered with the corresponding grade and GPA on the transcript due to Tennessee Department of Education teacher licensure regulations.

Course	Grade	Quality Points		Credit Hours	Grade Points for Course
ABCD 1001	A	4.00	x	3.0	12.0
ABCD 1002	B	3.00	x	3.0	9.0
ABCD 1003	C+	2.33	x	3.0	6.9
ABCD 1004	C	2.00	x	3.0	6.0
ABCD 1005	B-	2.67	x	<u>3.0</u>	<u>8.0</u>
Totals:				15.0	41.9
				GPA:	2.79

**Grade Information.** Students may view their grades in Jenzabar at mid-term and following each term. Students may view their transcripts at any time on Jenzabar.

### ***Attendance Policy***

Johnson University has deemed all programs as “Non-Attendance Tracking Programs” as defined by the U.S. Department of Education. As such, professors record attendance only at the beginning of the course to determine that students have started and on the Add/Drop date to ensure they have maintained their enrollment (Enrollment Verification). Faculty members may choose to require attendance in their own classes or encourage attendance by including it in participation scores, administering quizzes during class, evaluating classroom discussions and group work, etc. However, schools and programs may not require their faculty to take attendance in classes.

### ***Adding, Dropping, or Withdrawing from Courses***

**Adding a Course.** Students may add a course through the University’s online enrollment system or Office of the Registrar until the date in the table below. Students should seek the advice of their academic advisor to assure that the course meets credit hour requirements and academic goals. They should consult with a financial aid counselor regarding financial implications. Students receiving VA benefits must contact Johnson University’s School Certifying Official (SCO) before adding the course. Any absences accumulated before enrollment are chargeable to the student according to the attendance policy. Furthermore, students are responsible for securing required textbooks and materials in a timely fashion.

	Full Term Course	Session Course
<b>Adding a Course</b>	Before 5:00 p.m. EST on the first Friday after courses begin	Before 5:00 p.m. EST on the first Wednesday after courses begin



**Dropping a Course.** Students may drop a course through the University’s online enrollment system or Office of the Registrar until the date in the table below. Students should be aware that dropping a course could affect full-time student status, financial aid, and VA benefits. Students should seek the advice of their academic advisor to evaluate how the dropped course affects requirements and academic goals. They should consult with a financial aid counselor regarding financial implications. Students receiving VA benefits must contact Johnson University’s SCO before dropping the course. Dropped courses do not appear on student transcripts.

	Full Term Course	Session Course
<b>Dropping a Course</b>	Before 5:00 p.m. EST on the second Wednesday after courses begin	Before 5:00 p.m. EST on the first Friday after courses begin

**Administrative Removal from a Course.** It is the responsibility of the student to drop a course in which they decide not to participate. Further, online students enrolled in a 7-week session course must log into the course and participate in an academically related activity in the course within the first 3 days. However, if a student does not attend or fails to participate in an academically related activity in their session courses, the professor reports via enrollment verification to the Office of the Registrar and the staff removes the student from the course. The student is financially responsible.

	Full Term Course	Session Course
<b>Administrative Drop from a Course</b>	If reported before 5:00 p.m. EST on the first Friday after courses begin	If reported before 5:00 p.m. EST on the Wednesday after courses begin

**Withdrawing from a Course.** Students may withdraw from a course with a grade of “W” (Withdrawal) prior to the deadlines in the table below. If the deadlines have passed, they receive a grade of “WF” (Withdrawal after deadline). Withdrawals are processed when the Registrar’s Office receives the completed *Withdrawal Form*. The date the student completes the form is the effective date of the withdrawal. Forms are available in the Office of the Registrar or online.

Students are responsible for tuition and fees for the course. Possible consequences of withdrawing include (1) loss of work-study hours, (2) loss of on-campus housing, (3) loss of some VA benefits, (4) and/or loss of current or future financial aid. Students should consult with their academic advisors, financial aid counselor, and veterans SCO prior to withdrawing.

	Full Term Course	Session Course
<b>Withdrawing from a Course</b>	After the drop deadline, but before 5:00 p.m. EST on the thirteenth Friday of the term	After the drop deadline, but before 5:00 p.m. EST on the fifth Friday of the session

### ***Withdrawing from Johnson University***

It is the responsibility of students who have registered for courses to attend them or, if that is impossible, to withdraw from the University and complete the official withdrawal form with signatures. Official withdrawals from the University for face-to-face students are initiated through the Student Life Office and include an exit interview. *Failure to complete the entire withdrawal process causes the student to forfeit any potential refunds.*

Students who officially withdraw from the University receive a grade of “W” (Withdrawal) for all courses if they complete the process prior to the deadline for withdrawing from courses (see above). If the deadline has passed, they receive a grade of “WF” (Withdrawal after deadline) for all courses.

Failure to initiate and complete withdrawal procedures results in a grade of “F” (Failure) for each course. Such students must complete a *Returning Student Application* before enrolling in subsequent terms.

*Students should confer with a financial aid counselor prior to withdrawal to ensure that they fully understand the financial implications of their decisions.* Withdrawal may, for example, cause Johnson University to remove financial aid funds from student accounts and return them to the government, or it may trigger student repayment of loans.

### ***Leave of Absence (LOA)***

**Academic Leave of Absence.** In cases of severe physical or mental illness, a call to active military duty, the death of a spouse or other catastrophic personal circumstances, students may file a *Request for Official Leave of Absence* at the Office of the Registrar. In most cases, an official LOA also allows students to defer repayment of educational loans. However, students considering an LOA should consult with a financial aid advisor to ensure they have full information regarding their own circumstances. The official LOA must be approved by the Registrar and the Provost.

*The LOA may not extend beyond 180 days from the date of approval.*

**Difference Between an LOA and an “E” Grade.** An Emergency (“E”) grade is intended for students who must leave Johnson University while courses are in progress. A Leave of Absence (LOA) is for students who must leave Johnson University between terms with courses not in progress. *If students take an “E” grade followed by an LOA, the total combined “E”/LOA may not extend beyond 180 days from the date of approval of the Emergency grade.*

### ***Retaking Courses***

**Retaking Courses** (Grade Forgiveness). Students may repeat courses for personal enrichment or in an attempt to earn a higher grade. Repeated courses and the new grades will appear on student transcripts. The grade earned the last time the student completed a given course will be used for grade point average (GPA) computations—even if it is a lower grade—because it represents the most recent measure of student competency.

Students seeking grade replacement for an elective course not offered again before their projected graduation date may, after talking with their advisor, petition their dean for approval to take an alternative course.

Certain types of courses are not processed as repeats and cannot be used to better a grade. They include courses transferred from other colleges or universities and courses applied toward a degree that has already been conferred.

**Financial Aid Implications.** According to federal regulation 34 CFR 668.2(b), financial aid eligibility depends on the grade for a given course. All courses for which a student received a grade of “F” (Failure—see above under “Grading System” for additional information) may be repeated and count toward total enrollment for financial aid eligibility. In addition, all courses

completed with a satisfactory grade may be repeated *once* and count toward total enrollment for financial aid eligibility. If the student fails the course after earning a satisfactory grade on the previous attempt, that course may not be included in total enrollment during future attempts for financial aid eligibility.

All students are subject to policies regarding “Satisfactory Academic Progress for Financial Aid Eligibility” (found in the section of this *Catalog* devoted to “Student Finances & Housing”), which requires students to complete successfully 67% of all courses attempted and maintain a cumulative grade point average of 2.0 or 3.0 for undergraduate or graduate programs, respectively.

Veterans should consult with the School Certifying Official (SCO) regarding the latest regulations for retaking courses. As a general rule, the VA does not pay for courses previously completed with a passing grade (“D” or above).

### ***Classification of Undergraduate Students***

Johnson University classifies undergraduate students according to the number of credits they have earned:

Freshman:	0 – 29.99 credits	Junior:	60 – 89.99 credits
Sophomore:	30 – 59.99 credits	Senior:	90+ credits

Academic classification is also important for determining the level of financial aid for which a student may qualify.

Johnson University *recommends* that students not enroll in a course more than one level above their academic classification (e.g., freshmen should generally take 1000- or 2000-level courses, rather than 3000- or 4000-level courses). Johnson University students may enroll in a 5000-level graduate course only when they reach Senior classification and only with written permission from the school dean who oversees their major.

### ***Course Loads and Full-Time Student Status***

The number of credits in which students are enrolled in a given term (“course load”)—and whether or not they carry “full-time” enrollment status—determine the length of time to graduation, as well as the level of financial aid for which students may qualify.

**Traditional Undergraduate Students.** For traditional undergraduate students, 12 credits per term constitute “full-time” status. Students may not enroll in more than 19 credits without permission from their academic advisor. Students on academic probation must enroll in a limited class load of no more than 12 credits.

An excess load fee is charged for credits that exceed 16 credits per term. Students enrolled in the Honors Program are exempt from the excess load fee.

**Adult Studies and Online Undergraduate Students.** For non-traditional adult studies and online undergraduates, 12 credits per term constitute “full-time” status. A normal course load is 12 credit hours per term (i.e., 6 credit hours per session). Students may not enroll in more than 13 credits without permission from their academic advisor.

### ***Academic Standing for Undergraduate and Dual Enrollment Students***

**Good Academic Standing.** To earn an associate or bachelor's degree, students must have a minimum cumulative grade point average (GPA) of 2.0 ("C") on a 4-point scale for the entire degree. Students are therefore in "good standing" when their cumulative GPA is 2.0 or higher. Johnson University computes GPAs and academic standing at the end of the fall term, spring term, and summer term. Academic Standing is not reviewed at the end of sub-terms. The following policies concerning academic warning, probation, and suspension do not apply to undergraduate Certificate in Christian Ministries students. Instead, the Dean of the School of Christian Ministries will deal with academic issues on a case-by-case basis in consultation with the University Registrar.

**Academic Warning.** Students who fail to meet the required GPA of 2.00 for all course work in the fall term or spring term will be placed on Academic Warning. The student placed on Academic Warning will be required to meet with the Director of Academic Support to develop an Academic Success Plan that may include academic coaching, counseling, or referral to other support services as needed. The Academic Support Center will monitor the student's progress throughout the term that the student is on Warning. Students on Academic Warning may participate in campus activities and take a full course load. Students will be removed from Academic Warning after they have earned a 2.0 or higher for the term during which they were on Warning.

**Academic Probation.** Students will be placed on Academic Probation if their cumulative GPA is lower than 1.5 after the first and second semesters or lower than 2.0 after the third and following semesters. Students on Academic Probation are limited to enrolling in a maximum of 12 credits per term. Online students are advised to take no more than 3.0 credits per seven-week session or a total of 6.0 credits per full-term. They should repeat courses for which they received a low grade in order to raise their cumulative grade point average. The student placed on Academic Probation will be required to meet with or contact the Director of Academic Support to develop an Academic Success Plan that may include academic coaching, counseling, or referral to other support services as needed. For students on the work-study program, the plan must explain how the student will prevent work responsibilities from interfering with his or her academic progress. The Academic Success Plan must also be approved by the student's academic advisor. Failure to fulfill the conditions of the Academic Success Plan during a term on Probation will result in Suspension if the student's cumulative GPA is still below 2.0. The Academic Support Center will monitor the student's progress throughout the term that the student is on Probation.

Face-to-Face students on academic probation may not enroll in online courses while on probation. In situations for which timely matriculation warrants taking an online course, a student on academic probation may appeal for permission to take the online course from the dean of the school overseeing their program.

Students on academic probation may not participate in intercollegiate sports or university club teams, hold an office in a recognized student group, or participate in university-sponsored travel (e.g., travel choir, summer camp teams, and serving as Johnson University representatives at college fairs or youth conventions).

Students may remain on academic probation no longer than two consecutive terms (fall-spring or spring-fall). The student will be suspended at the end of the second term if the GPA/CGPA does not meet the stated standards.

Veterans (receiving educational benefits) who have been placed on academic probation must raise their cumulative GPA to the minimum requirement for the hours attempted within two terms or lose their educational benefits.

**Academic Suspension.** Students who do not meet the required academic standards will be suspended from the University. Suspension occurs automatically when a student:

- Has received an F grade in every 3-credit course taken during a term.
- Receives an F grade in 12 consecutive or simultaneous credits taken if they are a part-time or online student.
- Does not earn a term GPA of 2.0 or higher in the subsequent term after being placed on Probation, even if the cumulative GPA is 2.0 or higher.
- Does not achieve a cumulative GPA of 2.0 or higher after two consecutive terms on probation.
- Does not fulfill the conditions of the Academic Success Plan during any term on Probation unless the student has raised the cumulative GPA to 2.0 or higher.

After the first suspension, students may not return to Johnson University for two 16-week terms. If they wish to be readmitted, it is recommended that, if possible, they successfully complete courses at another institution to provide evidence of their ability to fulfill academic expectations.

After the second suspension, students may not return for three terms (one full academic year). To qualify for readmission, they must enroll full-time at another accredited institution and complete a minimum of 12 credit hours with a cumulative GPA of 2.5 or higher. These hours only transfer to Johnson University if they meet transfer guidelines.

After the third suspension, students may not return for six terms (two academic years).

**Academic Forgiveness Policy.** Anyone who previously attended Johnson University for a baccalaureate program and stopped attending while on academic probation or suspension may submit a written petition to the Academic Standing Committee for academic forgiveness if the following conditions are met:

- The student must not have attended Johnson University for six consecutive terms (equivalent to two calendar years).
- The student must earn a minimum GPA of 2.5 for the first 12 credit hours completed after reenrollment to continue as an enrolled student.

No more than two terms (maximum of 30 credits) may be granted academic forgiveness, and the petition must clearly state which two terms are being requested. Grades below a C earned in those terms will be excluded from the calculation for the cumulative GPA, but they will remain on the transcript with a notation that they received Academic Forgiveness. Only grades of C or above will count toward degree requirements; in essence, these courses are treated as transfer credits. Courses with grades below a C must be retaken if they are needed to meet graduation requirements. Students may be granted only one application of Academic Forgiveness.

**Disciplinary Probation or Suspension.** Students may also be placed on probation or suspended as a result of disciplinary sanctions. No student may graduate while continuing on disciplinary probation or suspension.

**Notification of Probation or Suspension.** The University makes every effort to notify students of probation. Suspension letters are mailed as certified mail and emailed to a student's Johnson University email address. However, failure of the student to receive notification does not nullify the probation or suspension. Calculation of the student's GPA to determine probation or suspension will occur within 14 days after the due date for final grades at the end of the term so that notification letters can be sent in a timely fashion. Probation or suspension will be based on this calculation and will not consider grade changes after this date.

**Readmission After Suspension.** Readmission after fulfilling the terms of the suspension should not be considered automatic. Students who have been suspended may apply for readmission to the University through a two-stage process:

1. They must send a letter to the Academic Standing Committee in care of the Office of the Registrar. The letter should include (1) a request to return to Johnson University; (2) confirmation that they have met the requirements of their suspension as described above; (3) official transcripts sent directly from other institutions if additional coursework was completed; (4) an explanation of the circumstances that led to their suspension; and (5) a case for why they should be allowed to return, including concrete strategies for improved academic performance.

The Academic Standing Committee is comprised of the Provost or a representative appointed by the Provost, Registrar, Vice President for Student Services, Chief Admissions Officer, Director of Academic Support, and two faculty members. The Academic Standing Committee makes recommendations to the Admissions Office regarding readmission, but the Admissions Office makes the final decision.

2. Students must reapply for admission to the University. For requirements, see the Application & Admission section of the *Catalog* under "Undergraduate Readmitted Student Admissions Documents," "Reapplying Applicants." The Admissions Office decides whether or not to admit an applicant.

### ***Changing Degree Programs, Majors, or Concentrations***

Students who wish to change their degree program, major, or concentration must complete the *Change of Program or Concentration* form and submit it to the Office of the Registrar. New faculty advisors are assigned prior to the next scheduled registration.

### ***Applying Graduate Courses to Undergraduate Degrees ("Swing Courses")***

Select programs at Johnson University allow students to participate in accelerated matriculation options. These programs clearly articulate academic requirements, including but not limited to minimum GPA and completed credit hours prior to enrollment. Participation in dual-enrollment courses must be approved by the instructor, the student's academic advisor, and the appropriate school dean. Students enrolled in a bachelor's program complete these courses at the undergraduate tuition rate. The University allows a maximum of 18 graduate units to apply to a bachelor's degree and a maximum of 18 graduate units to apply to both a master's degree and a

bachelor's degree. (*NOTE:* Completing “swing courses” does not exempt students from graduate admissions requirements if they later decide to enroll in a master's degree program.)

### ***Residency Requirements***

**Undergraduate Residency Requirements.** In order to receive an undergraduate degree, certificate, or other credential from Johnson University, at least 25% of the required coursework must be awarded by Johnson University. All types of Johnson University courses—face-to-face, online, or hybrid—count toward meeting this “residency requirement.” In many cases, students must complete more than 25% of the coursework at Johnson University because transfer equivalents are not easily available from other colleges or universities. Examples include courses that are central to the University's distinct ethos and educational aims, such as HUMN 4200 Senior Capstone Seminar.

**Professional Programs Undergraduate Residency Requirements.** In order to earn a bachelor's degree in a professional program, at least one-third of the credits for a major or minor must be earned at Johnson University.

### ***Transcripts***

Unofficial transcripts are available on the my.JohnsonU.edu Portal to current and recent students. The Office of the Registrar furnishes students with official, transcripts upon a signed request. Students and alumni may order official transcripts (electronic or paper) through Parchment for a fee ([www.Parchment.com](http://www.Parchment.com)). No transcripts will be furnished until all financial accounts have been settled satisfactorily with the University. If a student has used Title IV or HEA funds for the payment period corresponding to the previous term, official transcripts for that term can be released if all charges have been paid or an agreement to pay has been signed.

### ***Credit for Prior Learning***

Students may fulfill degree requirements by successfully completing courses offered at Johnson University. Students may also secure credit for prior learning. Johnson University accepts an unlimited number of credits for prior learning within the bounds of the University's residency requirements (see above) and the policies outlined below. Decisions regarding the awarding of credit for prior learning are made by the Office of the Registrar in consultation with the school deans and Provost. In order to receive a degree, certificate, or other credential from Johnson University, at least 25% (e.g., 31 hours for 124-hour bachelor's degree) of the required coursework must be awarded by Johnson University. This policy may be waived for extenuating circumstances, including study abroad programs, by the governing dean or program director. Each transfer student must take at least one-third of the required courses in the major(s) and/or minor(s) at Johnson University. The Office of the Registrar provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Students pursuing a bachelor's degree must complete 30 credits of degree requirements, including at least one-third of the requirements for their major or minor, during the five years immediately preceding the granting of the degree. Students pursuing an associate degree must complete the final 15 credits, including at least one-third of the requirements for professional area during the five years immediately preceding the granting of the degree. This policy ensures

that students' knowledge and professional skills are reasonably up to date at the time Johnson University awards the degree.

**Credit by Transfer.** Johnson University accepts transfer credits from the following types of institutions. Applicants must submit official transcripts from those institutions.

***Other Colleges and Universities.*** Johnson University accepts academic credits transferred from other colleges or universities according to the following criteria:

- The college or university must be an institution of higher education accredited by a regional accrediting body (e.g., SACSCOC, HLC, WASC), national accrediting body (e.g. ABHE), or professional accrediting body (e.g. NASM, NCATE) recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give Johnson University a high level of confidence in their programs.

***NOTE:*** *The Tennessee State Department of Education permits Teacher Education students to transfer only coursework from regionally accredited institutions.*

Other educational experiences will be evaluated on a case-by-case basis according to the following criteria: course/degree content, faculty credentials, and student performance. Applicants may be asked to provide course syllabi or other evidence needed to make those judgments. If experience shows that Johnson University can have confidence in a given institution, the Office of the Registrar may place it on a list of "approved" institutions, which will facilitate the transfer process. Johnson University reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet reasonable academic standards.

- Students must apply for Credit for Prior Learning prior to enrolling in the final 30 credit hours of their degree.
- Students must have completed the transferred courses, earning a minimum grade of "C" (or "P" if the courses were offered on a Pass/Fail basis). Johnson University does not transfer in grades or the total GPA for a student's prior coursework. Rather, the grade of PT (pass-transfer) is applied and only coursework from Johnson University is factored into the cumulative GPA. Note: students in the Templar School of Education are exempt from this policy and all transfer work will be entered with the corresponding grade and GPA on the transcript due to Tennessee Department of Education teacher licensure regulations.
- The transferred courses must apply to a Johnson University degree program as the equivalents of required courses (i.e. providing a similar knowledge base and/or competencies) or as appropriate electives.
- Students who transfer credits from non-U.S. educational institutions must provide Johnson University with course-by-course transcript evaluation. These evaluations serve as the applicant's official record of academic achievement and are used to determine eligibility. Johnson University accepts transcript evaluations from InCRED and agencies that hold membership in the National Association of Credential Evaluation Services (NACES, [www.naces.org](http://www.naces.org)). Applicants should use one of the



following agencies: InCRED ([www.incredevals.org](http://www.incredevals.org)), World Education Services, Inc. ([www.wes.org](http://www.wes.org)), or Educational Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org)). If transfer credit is desired, students must submit course descriptions or syllabi. A certified translation is required if the documents are not in English.

- Johnson University does not grant credit for remedial coursework, college orientation, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.
- Johnson University does not grant credit for duplicated courses (e.g. Beginning Composition completed at one college *and* Freshman English completed at another).
- If a course has been repeated for credit, the last grade earned will be used in the transfer evaluation—even if it is a lower grade—because it represents the most recent measure of student competency.

***Vocational Schools, Technical Colleges, or Institutes.*** Credits earned at vocational or technical institutions, which are equivalent in content to required Johnson University courses, may be transferred to Johnson University according to the policies stated above. A maximum of 12 such credits may be applied to degree requirements as General Electives. If students have completed vocational programs based on clock hours, rather than credit hours, transfer credit will be computed on the basis of 37.5 clock hours equaling 1 credit hour.

***Concurrent Enrollment.*** Students may take courses at other institutions concurrently with studies at Johnson University. To verify that credits are transferable to Johnson University, students should follow this procedure:

- Complete a *Petition to Take Coursework at Another University*, which includes the name of the proposed course, the place and dates it is offered, an official course description, and the Johnson University requirement the course will fulfill.
- Secure advance approval in the form of a signature from the Registrar and the school dean overseeing the course.
- The Registrar will then place the signed *Petition* in the student's file as a binding agreement. If the student completes the proposed course, earning the appropriate grade, the Johnson University requirement will be fulfilled.

**Transfer Guidelines for the Arts & Sciences Core.** The Johnson University faculty has specifically designed each Arts & Sciences Core course to serve the university mission and goals (see above under “Educational Approach”). Accordingly, the faculty prefers that students complete all their coursework at Johnson University. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Johnson University. Therefore, in an effort to be “transfer friendly” while remaining true to its mission, Johnson University has established the following transfer guidelines for the Arts & Sciences Core. The Registrar applies the guidelines in consultation with the Dean of the School of Arts & Sciences and the Provost.

<b>TRANSFER GUIDELINES FOR THE ARTS &amp; SCIENCES CORE</b>	
<b>Johnson University Requirement</b>	<b>Transfer Guidelines</b>
<i>College Readiness</i>	
FYSC 1013 Success, Calling, and Purpose (3)	Johnson University accepts general orientation courses that focus on preparation for academic success for first-time college freshmen. Examples include College Orientation and Study Skills and College Readiness.
<i>Written Communication</i>	
ENGL 1013 English Composition I (3) ENGL 1014 English Composition II (3)	Johnson University accepts courses designed to improve students' <i>writing skills</i> . The first course may be an <i>introductory</i> writing class. Examples include English Grammar (with writing emphasis), Freshman Composition, English Composition, College Writing, and Research Writing. The second course must be an <i>intermediate</i> or <i>advanced</i> writing class. Examples include English Composition II, Research Writing, and advanced courses for writing in an academic or professional field.
<i>Intercultural Studies</i>	
ANTH 1103 Encountering Cultures (3)	Johnson University accepts courses that focus on critical understanding and analysis of world cultures, intercultural communication, and missions. Examples include Cultural Anthropology, Sociology, Multicultural Perspectives, and Dynamics of World Missions.
<i>Service Learning</i>	
HUMN 1603 Service Learning and Change (3)	Johnson University accepts courses cultivating reflective service and spiritual formation through self-awareness, metacognition, and thoughtful service engagement in a variety of cultural settings. Examples include Service Learning, Community Engagement, and Nonprofit Internship.

<b><i>History of Christianity</i></b>	
HIST 2123 History of Christianity (3)	Johnson University accepts courses surveying the development of Christianity's theology, organization, spirituality, and social impact from the first century to global present with an emphasis upon the Stone-Campbell in the modern era. Few courses from other schools would meet this requirement.
<b><i>Ethics</i></b>	
PHIL 2013 Philosophical Ethics (3)	Johnson University accepts courses that promote critical thinking and focus on the nature of philosophical inquiry, logic, the history of philosophy, applied philosophy, or ethics. Examples include Ethics, Philosophy, Logic, Apologetics, Comparative Religion, or Philosophy of Education.
HUMN 4200 Senior Capstone Seminar (3)	Since Senior Capstone integrates the three divisions of the Johnson University curriculum, there are few courses that would transfer. The only courses that might be considered are a senior-level integrative course or an upper division course on Ethics. Examples include Senior Seminar or Final Project.
<b><i>Communication Elective</i></b>	
"C" Competency Course (3)	Johnson University accepts courses designed to improve students' <i>public speaking skills</i> . Examples include Speech, Debate, and Rhetoric.
<b><i>Mathematics Elective</i></b>	
"M" competency course (3)	Johnson University accepts courses designed to improve students' <i>quantitative reasoning skills</i> . Examples include college-level Mathematics, Algebra, Geometry, Trigonometry, and Calculus.

<b><i>History Elective</i></b>	
“H” competency course (3)	Johnson University accepts courses that include <i>critical and historical examination of world cultures or church history</i> . These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include American History, Comparative Religion, Historical Philosophy, Scientific History, or Church History.
<b><i>Social &amp; Behavioral Sciences</i></b>	
PSYC 1100 Interpersonal & Family Relationships (3)	Johnson University accepts social psychology courses designed to improve students’ <i>relational skills</i> . Examples include Family Systems Theory, Marriage and Family, Cross-Cultural Communication, General Psychology, and Human Development.
<b><u><i>Intercultural Literacy Elective</i></u></b>	
“I” Competency Course (3)	Johnson university accepts courses designed to improve students’ <i>intercultural competency skills</i> . Examples include Intercultural Communication, Urban Anthropology, Sociology, Cross-Cultural Experience, Interfaith Dialogue, Race & Ethnicity in the American Experience, Introduction to Diversity in Education, African American Literature and Cultures, and History and Cultures of Latin America.
<b><i>Laboratory Science Elective</i></b>	
”L” competency course (4)	Johnson University accepts 4-credits for courses focusing on the <i>natural and applied sciences</i> . Examples include Physics, Astronomy, Geology, Physical Geography, Oceanography, Ecology, Chemistry, Biology, Zoology, Botany, Anatomy, Kinesiology, Physiology, Human Development and Health Science. Qualifying courses must have a laboratory component.

<i>Art, Humanities, Literature, or Science Elective</i>	
"A" competency course (3)	Johnson University accepts courses in literature, history, philosophy, comparative religion, language, music, fine art, performing art, film, natural science, applied science, health science, or social science. Examples include World Literature, Film studies, Art Appreciation, Music Appreciation, Ecology, Chemistry, Health Science, or Psychology.

**Transfer of Associate Degrees.** Transfer students who have earned an accredited associate degree or completed 62+ credit hours at an accredited institution (including at least 30 credits in general education with at least one course from (1) humanities/fine arts, (2) social/behavioral sciences, and (3) natural sciences/mathematics) will not be required to complete any courses for the Arts and Sciences Core except HUMN 4200 Senior Capstone Seminar. Non-transfer associate degrees (e.g., Associate of Applied Science, Associate in General Studies), sometimes classified as career or occupational associate degrees, do not qualify for this waiver. Students who transfer to Johnson University holding accredited associate degrees or who have completed 62+ credits may complete bachelor's requirements with a condensed Bible and Theology core of 24 semester hours.

**Advanced Placement (AP).** Students who qualify through the Advanced Placement (AP) program may receive advanced standing and/or exemption from certain courses in the Johnson University curriculum.

The American Council on Education recommends that colleges and universities award credit for AP scores of "3" or higher on any AP Examination. Johnson University accepts this recommendation for all AP exams with the exception of the Music Theory and World Languages exams (see table below for details). Scores below "3" are not accepted. To apply AP credit to the professional major, students must earn a score of "4." For purposes of computing grade point averages (GPA), Johnson University assigns Advanced Placement credit a grade of "P" (Passing).

The following table lists available AP exams, the number of credits Johnson University awards for successful completion of each exam, and Johnson University course requirements those exams may fulfill:

	AP Examinations	Johnson University Course Equivalents	Credits
Arts	Art History	"A" competency course	3 + 3 elective
	Music Theory*	"A" competency course or MUSC 1111 Music Theory I + MUSC 1131 Music Theory Lab I	3
			4
	2-D Art and Design	"A" competency course or MART 2073 Graphic Design I	3 3

	<b>AP Examinations</b>	<b>Johnson University Course Equivalents</b>	<b>Credits</b>
	3-D Art and Design	“A” competency course or MART 2083 Graphic Design II	3 3
	Drawing	“A” competency course or MART 1023 Drawing and Ideation	3 3
<b>English</b>	English Language and Composition	ENGL 1013 English Composition I	3 + 3 elective
	English Literature and Composition	ENGL 1014 English Composition II	3 + 3 elective
<b>History &amp; Social Science</b>	African American Studies	“I” competency course	3
	Comparative Government and Politics	“H” competency course	3
	European History	“H” competency course	3
	Human Geography	ANTH 2300 Cultural Anthropology	3
	Macroeconomics	ECON 2103 Economics	3
	Microeconomics	ECON 2103 Economics	3
	Psychology	PSYC 2100 Introduction to Psychology	3
	United States Government and Politics	HIST 2100 American History I or HIST 2200 American History II or “H” competency course	3
	United States History	HIST 2100 American History I and HIST 2200 American History II or “H” competency course	6
	World History: Modern	“H” competency course or HIST 3613 World History	3 + 3 elective
<b>Mathematics &amp; Computer Science</b>	Calculus AB	“M” competency course or MATH 1104 Calculus I	4
	Calculus BC	“M” competency course or MATH 1104 Calculus I and MATH 1114 Calculus II	4 + 4 elective 8
	Precalculus	MATH 1043 College Algebra or “M” competency course	3
	Statistics	“M” competency course or MATH 1103 Elementary Statistics or PSYC 2013 Statistics	3
<b>Natural Sciences</b>	Biology	“L” competency course or BIOL 1114 Principles of Biology I	4
	Chemistry	“L” competency course or CHEM 1114 General Chemistry I; CHEM 1124 General Chemistry II (if score is 5)	4 or 8
	Environmental Science	“A” competency course	3
	Physics C: Electricity and Magnetism	“L” competency course or PHYS 2020 General Physics II or SCIN 3204 Science Concepts & Methods with Lab for Teacher Education students	4

	AP Examinations	Johnson University Course Equivalents	Credits
	Physics C: Mechanics	“L” competency course or PHYS 2010 General Physics I or SCIN 3204 Science Concepts & Methods with Lab for Teacher Education students	4
	Physics 1	“L” competency course or PHYS 2010 General Physics I SCIN 3204 Science Concepts & Methods with Lab for Teacher Education students	4
	Physics 2	“L” competency course or PHYS 2020 General Physics II or SCIN 3204 Science Concepts & Methods with Lab for Teacher Education students	4
<b>World Languages &amp; Cultures</b>	Chinese Language and Culture	“I” competency course	3
	French Language and Culture	“I” competency course	3
	German Language and Culture	“I” competency course	3
	Japanese Language and Culture	“I” competency course	3
	Spanish Language and Culture	<b>Score: 3</b> SPAN 1100 Spanish I SPAN 1200 Spanish II <b>Score: 4</b> SPAN 1100, 1200, and SPAN 2300 Spanish III <b>Score: 5</b> SPAN 1100, 1200, 2300, and SPAN 2400 Spanish IV	6-12
*Music Theory: <ul style="list-style-type: none"> <li>• A “4” for the aural skills sub score is equivalent to MUSC 1131 Music Theory Lab I (1 credit).</li> <li>• A “5” for the aural skills sub score is equivalent to both MUSC 1131 Music Theory Lab I (1 credit) and MUSC 1241 Music Theory Lab II (1 credit).</li> <li>• A “4” for the written skills sub score is equivalent to MUSC 1111 Music Theory I (3 credits).</li> <li>• A “5” for the written skills sub score is equivalent to MUSC 1111 Music Theory I (3 credits) and MUSC 1221 Music Theory II (3 credits).</li> </ul>			

**Statewide Dual Credit (SDC).** Statewide dual credit classes are college-level courses taught at the high-school level by trained high-school teachers. Course learning objectives are developed by Tennessee high school and college faculty in order to ensure alignment with post-secondary standards. All students enrolled in a statewide dual credit course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the exam “cut score” receive college credit that can be applied to any Tennessee public postsecondary institution. Johnson University also accepts these credits for the courses listed in the table below.

<b>Statewide Dual Credit Course (TN)</b>	<b>Minimum Scores</b>	<b>Johnson University Course Equivalents</b>	<b>Credits</b>
American History II	75%	HIST 2200 American History II	3
Criminal Justice	70%	Elective	3
Introduction to Agriculture Business	70%	Elective	3
Introduction to Business	70%	BUSN 2043 Business Essentials	3
Introduction to Education	80%	EDUC 2013 Introduction to Teaching: Elementary Education	3
Introduction to Plant Science	70%	BIOL 2014 Fundamentals of Biology and Sustainability or “L” competency course	4
Introductory Statistics	70%	MATH 1103 Elementary Statistics or “M” competency course	3
Precalculus	70%	MATH 1043 College Algebra or “M” competency course	3
Principles of Marketing	70%	MKTG 3013 Marketing	3
Psychology	70%	PSYC 2100 Introduction to Psychology	3
Speech and Communications	75%	COMM 2013 Introduction to Speech	3
World History	70%	HIST 3613 World History or “H” competency course	3

**International Baccalaureate (IB).** Students who qualify through the International Baccalaureate (IB) program may receive advanced standing and/or exemption from certain courses in the Johnson University curriculum.

The level of course and the minimum score needed to receive credit are indicated in the chart below. For purposes of computing grade point averages (GPA), Johnson University assigns IB credit a grade of “P” (Passing). A maximum of 32 credits may be earned through IB testing.

The following table lists selected IB examinations, the number of credits Johnson University awards for successful completion of each exam, and Johnson University course requirements those exams may fulfill. For an evaluation of other exams, consult with the Registrar or the appropriate school dean.

	<b>IB Course</b>	<b>Equivalent Johnson University Course(s)</b>	<b>Credits</b>
<b>The Arts</b>	Dance SL or HL (5+)	“A” Competency Course	3
	Film SL or HL (5+)	“A” Competency Course	3
	Music SL or HL (6+)	“A” Competency Course or MUSC 2100 Music Appreciation	3
	Theatre SL or HL (4+)	“A” Competency Course or THTR 1100 Introduction to Theatre	3
	Visual Arts SL or HL (5+)	“A” Competency Course	3



	<b>IB Course</b>	<b>Equivalent Johnson University Course(s)</b>	<b>Credits</b>
<b>Sciences</b>	Biology SL or HL (5+)	“L” competency course or BIOL 1114 Principles of Biology I	4
	Chemistry SL or HL (5+)	“L” competency course or CHEM 1114 General Chemistry	4
	Computer Science SL or HL (6+)	COSC 1100 Introduction to Computer Science	3
	Design Technology SL or HL (6+)	General Elective	3
	Environmental Systems and Societies SL or HL (4+)	”L” competency course or SCIN 3201/3203 Science Concepts & Methods with Lab for Teacher Education students or BIOL 2014 Fundamentals of Biology and Sustainability	4
	Physics SL or HL (4+)	“L” competency course	4
	Sports, Exercise and Health Science HL (5+)	“A” competency course or HLSC 1013 Health Science	3
<b>Individuals &amp; Societies</b>	Business Management SL or HL (5+)	BUSN 2043 Business Essentials	3
	Digital Society SL or HL (5+)	COMM 2900 Society & Media	3
	Economics SL or HL (5+)	“A” competency course or ECON 2103 Economics	3
	Geography SL or HL (4+)	“A” competency course or ANTH 2300 Cultural Anthropology	3
	Global Politics SL or HL (5+)	General Elective	3
	History SL or HL (4+)	HIST 2123 History of Christianity or “H” competency course	3
	Language and Culture SL or HL (5+)	ESED 2100 Foundations in Linguistics or ICEL 2100 Foundations in Linguistics	3
	Philosophy SL (5+) or HL (4+)	PHIL 2013 Philosophical Ethics	3
	Psychology SL or HL (4+)	PSYC 2100 Introduction to Psychology	3
	Social and Cultural Anthropology SL or HL (4+)	ANTH 2300 Cultural Anthropology	3
	World Religions SL (4+)	World Civilizations ICS Major Elective or ICST 3100 Dynamics of World Religions or “H” competency course	3
<b>Language Acquisition</b>	Classical Languages SL (5+) or HL (4+)	General Elective	6
	Language B: Spanish SL (5+) or HL (4+)	SPAN 1100 Spanish I, and SPAN 1200 Spanish II	6
<b>Mathematics</b>	Analysis and Approaches SL (5+) or HL (4+)	“M” competency course	3
	Applications and Interpretation SL (5+) or HL (4+)	“M” competency course	3

	<b>IB Course</b>	<b>Equivalent Johnson University Course(s)</b>	<b>Credits</b>
<b>Studies in Language &amp; Literature</b>	Language A: Literature SL or HL (5+)	ENGL 2120 Survey of World Literature II: Modern	3
	Literature and Performance SL or HL (5+)	THTR 1100 Introduction to Theatre	3

**College Level Examination Program (CLEP).** Students who qualify through the College Level Examination Program (CLEP) may receive advanced standing and/or exemption from certain courses in the Johnson University curriculum.

To allow time for processing before graduation, students should complete all CLEP examinations prior to reaching senior-level status (90 credit hours). Official notification from the organization to the Office of the Registrar is required for credit. If a student fails a Johnson University course and then passes a CLEP equivalent, the course grade remains on the transcript, but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The table on the following pages lists available CLEP exams, the minimum scores required to earn Johnson University credit, the number of credits Johnson University awards for successful completion of each exam, and Johnson University course requirements those exams may fulfill. In setting its requirements, Johnson University has taken into consideration guidelines published by the American Council on Education. For purposes of computing grade point averages (GPA), Johnson University assigns CLEP credit a grade of “P” (Passing).

**NOTE:** Under “Minimum Scores,” the numbers not in parentheses denote the minimum score students must earn to apply CLEP credit to Arts & Sciences Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply CLEP credit to their professional major at Johnson University.

	<b>CLEP Examinations</b>	<b>Minimum Scores (professional major)</b>	<b>Johnson University Course Equivalents</b>	<b>Credits</b>
<b>B U S I N E S S</b>	Financial Accounting	50 (65)	ACCT 2013 Principles of Financial Accounting	3
	Information Systems	50 (59)	COSC 1100 Introduction to Computer Science	3
	Introductory Business Law	50 (60)	BUSN 4043 Business Law	3
	Principles of Management	50 (63)	MGMT 3013 Principles of Management	3
	Principles of Marketing	50 (65)	MKTG 3013 Marketing	3
<b>L I T E</b>	American Literature	50 (58)	ENGL 2020 Survey of American Literature	3
	Analyze and Interpret Literature	50 (59)	ENGL 2010 Survey of British Literature or ENGL 2020 Survey of American Literature or “A” competency course	3

<b>R A T U R E</b>	English Literature	50 (62)	ENGL 2010 Survey of British Literature	3 + 3 Elective
	Humanities	50 (56)	“A” competency course	3
<b>H I S T O R Y &amp; S O C I A L S C I</b>	American Government	50 (63)	HIST 2100 American History I or HIST 2200 American History II	3
	History of the US I	50 (56)	HIST 2100 American History I	3
	History of the US II	50 (57)	HIST 2200 American History II	3
	Human Growth and Development	50 (63)	FAMS 2203 Human Development	3
	Introduction to Educational Psychology	50 (62)	EPSY 2112 Educational Psychology	3
	Introductory Psychology	50 (59)	PSYC 2100 Introduction to Psychology	3
	Introductory Sociology	50 (59)	ANTH 1103 Encountering Cultures	3
	Principles of Macroeconomics	50 (62)	ECON 2103 Economics	3
	Principles of Microeconomics	50 (64)	ECON 2103 Economics	3
	Social Sciences and History	50 (62)	“H” competency course	3 + 3 elective
	Western Civilization I	50 (57)	HIST 1100 World Civilizations I	3
	Western Civilization II	50 (56)	HIST 1200 World Civilizations II	3
<b>M A T H</b>	Calculus	50 (64)	MATH 1104 Calculus I	3
	College Algebra	50 (63)	MATH 1043 College Algebra	3
	College Mathematics	50 (62)	MATH 1013 Introduction to Mathematics	3
	Pre-Calculus	50 (61)	MATH 1043 College Algebra or “M” competency course	3
<b>N A T S C I</b>	Biology	50 (57)	“L” competency course Or BIOL 1114 Principles of Biology I	4
	Chemistry	50 (65)	“L” competency course Or CHEM 1114 General Chemistry	4
	Natural Sciences	50 (62)	“L” competency course	4
<b>L A N G</b>	French Language Level I	50 (64)	FREN 2100 French I FREN 2200 French II	6
	French Language Level II	59 (69)	FREN 2100, 2200, and FREN 3200 French III	9

U A G E S	Spanish Language Level I	50 (56)	SPAN 1100 Spanish I SPAN 1200 Spanish II	6
	Spanish Language Level II	63 (68)	SPAN 1100, 1200, and SPAN 2300 Spanish III	9
	Spanish with Writing Level I	50 (56)	SPAN 1100 Spanish I SPAN 1200 Spanish II	6
	Spanish with Writing Level II	65 (68)	SPAN 1100, 1200, and SPAN 2300 Spanish III SPAN 2400 Spanish IV	12
*Teacher Education students must pass Biology <i>and either</i> Chemistry or Natural Science CLEP examinations to fulfill program requirements.				

**DANTES Subject Standardized Tests (DSST).** Students who enroll at Johnson University may also secure credit through the U.S. military’s Defense Activity for Non-Traditional Educational Support tests (DANTES), which cover more than 50 disciplines. The American Council on Education recommends that universities award credit for the scores appearing on the table below. Johnson University follows these recommendations.

To allow time for processing before graduation, students should complete all DANTES exams prior to their final term at Johnson University. If a student fails a Johnson University course and then passes a DANTES equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The following table lists available DANTES exams, the minimum scores required to earn Johnson University credit, the number of credits Johnson University awards for successful completion of each exam, and Johnson University course requirements those exams may fulfill.

**NOTE:** Under “Minimum Scores,” the first set of numbers refers to older DANTES exams completed prior to 2008. The second set of numbers refers to Updated Exams completed since 2008. The numbers not in parentheses denote the minimum score students must earn to apply DANTES credit to Arts & Sciences Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply DANTES credit to their professional major at Johnson University.

DSST Exams	Minimum Scores (professional major)	Johnson University Course Equivalents	Credits
Art of the Western World	48 (53) 400 (434)	“A” competency course	3

Astronomy	48 (52) 400 (434)	“L” competency course or SCIN 3204 Science Concepts & Methods with Lab for Teacher Education students	4
Business Ethics and Society	400 (434)	BUSN 4043 Business Law	3 + 3 elective
Business Law II	44 (52) 400 (434)		
Business Mathematics	48 (49) 400 (434)	BUSN 3053 Business Finance	3
Civil War and Reconstruction	47 (52) 400 (434)	HIST 2100 American History I or HIST 2200 American History II or “H” competency course	3
Criminal Justice (3)	49 (54) 400 (434)	“A” competency course	3
Drug & Alcohol Abuse (now Substance Abuse)	49 (53) 400 (434)	General Elective	3
Environment and Humanity	46 (53) 400 (434)	General Elective	3
Ethics in America	46 (50) 400 (434)	General Elective	3
Foundations of Education	46 (50) 400 (434)	General Elective	3
Fundamentals of College Algebra	47 (50) 400 (434)	“M” competency course	3
Fundamentals of Counseling	45 (48) 400 (434)	PSYCH 2303 Interviewing & Counseling Skills	3
Fundamentals of Cybersecurity	400 (434)	General Elective	
General Anthropology	47 (53)	ANTH 2300 Cultural Anthropology	3
Here's to Your Health	48 (51) 400 (434)	HLSC 1013 Health Science	3
History of the Vietnam War	44 (49) 400 (434)	“H” competency course	3
Human Resource Management	46 (53) 400 (434)	MGMT 4033 Human Resource Management	3
Human/Cultural Geography	48 (54) 400 (434)	“H” competency course	3
Introduction to Business	46 (54) 400 (434)	BUSN 2043 Business Essentials	3
Introduction to Computing	45 (51) 400 (434)	General Elective	3

Introduction to Law Enforcement	45 (52) 400 (434)	General Elective	3
Introduction to the Modern Middle East	47 (51)	ICIS 3115 Modern Middle East, or “H” competency course	3
Introduction to World Religions	48 (52) 400 (434)	ICST 3100 Dynamics of World Religions	3
Lifespan Developmental Psychology	46 (51) 400 (434)	FAMS 2203 Human Development	3
Management Information Systems	46 (50) 400 (434)	General Elective	3
Money and Banking	48 (54)	ECON 2103 Economics	3
Personal Finance	46 (51) 400 (434)	ECON 3100 Personal & Family Economic Decision-Making	3
Physical Geology	46 (53)	“L” competency course or SCIN 3204 Science Concepts & Methods with Lab for Teacher Education students	4
Principles of Finance	46 (53) 400 (434)	BUSN 3053 Business Finance	3
Principles of Financial Accounting	47 (55)	ACCT 2013 Principles of Financial Accounting	3
Principles of Physical Science	47 (52) 400 (434)	“L” competency course or SCIN 3104 Science Concepts & Methods with Lab for Teacher Education students	4
Principles of Public Speaking	47 (52) 400 (434)	COMM 2010 Introduction to Speech	3
Principles of Statistics	48 (51) 400 (434)	“M” competency course or MATH 1103 Elementary Statistics	3
Principles of Supervision	46 (49) 400 (434)	General Elective	3
Rise and Fall of the Soviet Union	45 (51)	“H” competency course	3
Substance Abuse (formerly Drug & Alcohol Abuse)	400 (434)	General Elective	3
Technical Writing	46 (50) 400 (434)	“A” competency course	3
Western Europe Since 1945	45 (49)	“H” competency course	3

**Credit for Military Training.** Johnson University evaluates military training courses according to the *ACE Military Guide* (<https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx>). Students must submit all pertinent documentation to the Registrar for evaluation. Military transfer courses should be reported on an Army American Council on Education Registry Transcript (AART) or Sailor/Marine American Council on Education Registry

Transcript (SMART) or, if not available, on form DD295 for personnel still in service or form DD214 for those discharged.

**Credit by Demonstrated Competency (CDC).** The faculty recognizes that some students come to Johnson University with university-level competencies that have been developed experientially or attained outside of the traditional classroom. The University has developed the CDC program to recognize and evaluate such learning and to grant appropriate academic credit to students.

Students may obtain credit for such competencies by assembling appropriate evidence for each claimed competency in a portfolio and submitting it to the dean who oversees the appropriate subject matter. Evidence of competency may be illustrated, for example, through seminars, workshops, volunteer experiences, apprenticeships, formal on-the-job training, certificates, demonstrations, examinations, interviews, licenses, job descriptions, memoirs, papers, products, publications, publicity, references, and other appropriate materials. *Students must demonstrate knowledge, skills, and philosophical grounding in a subject area for which Johnson has professors with appropriate credentials to evaluate the student's proposal.*

Students will follow the guidelines provided in the CDC Handbook to construct a CDC portfolio that demonstrates the student has achieved collegiate-level competencies through life experience and/or professional training that has not already earned academic credit. Once the portfolio is evaluated, the appropriate dean may award academic credit according to the level of mastery displayed by the student or deny the student's petition for credit based on demonstrated competency. Students receive a grade of Pass/Fail for CDC work.

The student must submit the *CDC Registration Form* prior to the add/drop date of the semester in which they will complete the CDC. The University will charge the student \$50.00 per credit for which the student applies.

For more information, a student may request to see the *Credit by Demonstrated Competency Student Handbook* from the dean of their school.

**Foreign Language Achievement Testing Service (FLATS).** Students may receive advanced standing and/or exemption from world language courses in the Johnson University curriculum through the Foreign Language Achievement Testing Service (FLATS). FLATS tests are offered through Brigham Young University (BYU) and provide students with the opportunity to receive up to 12.0 credit hours of pass/fail university credit through tests for more than 50 world languages. BYU does not award credit to Johnson University students. Johnson University awards credit based on the results of each test after receiving official scores.

### ***Graduation Requirements***

To earn a degree, certificate, or other credential from Johnson University, students must complete all required coursework, within the specified time limit, while maintaining a sufficient grade point average and fulfilling Johnson University's residency requirements. Students who meet all graduation requirements and have not been dismissed from the University for disciplinary or other reasons are considered approved by faculty for graduation. Students must meet all financial obligations in order to receive their diplomas.

**Degree Requirements.** For lists of required courses for each Johnson University degree program, see the program descriptions included in the sections of this *Catalog* devoted to the University's seven Schools (above).

Johnson University academic programs must, by definition, include a minimum of 61 credits for an associate degree, 124 credits for a bachelor's degree, 30 credits for a master's degree, and 60 credits for a doctoral degree. In some cases, general electives may be required to meet these standards.

**Chapel and Service Learning Requirements.** To receive an undergraduate degree, students must complete the SALT requirements before Commencement: 40 hours for an associate degree, 80 hours for a baccalaureate degree, and pro-rated hours for transfer students. Students cannot graduate while they are on disciplinary probation or suspension for chapel attendance.

**Minimum Grade Point Average (GPA).** To earn a certificate, an associate degree, or a bachelor's degree, students must earn a minimum cumulative grade point average (GPA) of 2.0 on a 4-point scale for the entire degree.

**Undergraduate Residency Requirements.** In order to receive a degree, certificate, or other credential from Johnson University, at least 25% (e.g., 31 hours for 124-hour bachelor's degree) of the required coursework must be awarded by Johnson University. All types of Johnson University courses—face-to-face, online, or hybrid—count toward meeting this “residency requirement.” Each transfer student must take at least one-third of the required courses in the major(s) and/or minor(s) at Johnson University.

**Time Limits for Completing Degrees.** Candidates enrolling in a degree program enter under the *Catalog* requirements in effect at the time they enter the program. Students are responsible for arranging their schedules so as to complete those courses when they become available.

Johnson University recognizes that not all students will be able to complete their degree requirements within the normal timeframe (2 years for an A.A. degree, 4 years for a bachelor's degree.). Accordingly, the University permits students to complete their degrees *under the original catalog requirements* as long as they do so within 150% of the normal timeframe (e.g. 3 years for an A.A., 6 years for a bachelor's degree). If degrees are not completed within the allotted timeframe, students must fulfill the new degree requirements. Students who do not enroll in courses for more than 3 consecutive terms return under the catalog requirements in force at the time of re-enrollment. [*NOTE*: Requirements for Teacher Education programs are subject to changes without notice when imposed by the Tennessee State Board of Education.]

Students pursuing a bachelor's degree must complete 30 credits of degree requirements, including at least one-third of the requirements for their major or minor, during the five years immediately preceding the granting of the degree. Students pursuing an associate degree must complete the final 15 credits, including at least one-third of the requirements for professional area, during the five years immediately preceding the granting of the degree. This policy ensures that students' knowledge and professional skills are reasonably up to date at the time Johnson University awards the degree.

**Changes in Degree Requirements.** As part of its quality control systems, Johnson University constantly reviews, assesses, and revises its educational programs to meet changing world needs. Accordingly, this *Academic Catalog* is not to be considered a contract between Johnson University and its students. While the University fully intends to offer all the programs and



courses described therein, it retains the right to alter programs and course offerings for the sake of improvement. In such cases, the faculty offers students reasonable substitutions or other accommodations if courses required under a given degree program are significantly altered or removed from the curriculum. [*NOTE*: Requirements for Teacher Education programs are subject to changes without notice when imposed by the Tennessee State Board of Education.]

**Double Majors, Triple Majors, and Second Bachelor's Degrees.** If an undergraduate student completes 124+ credits that include all courses required for two Johnson University majors (i.e., the Bible & Theology Major along with a professional major), then Johnson University awards a single bachelor's degree with a "double major."

If an undergraduate student completes 124–153 credits that include all courses required for three Johnson University majors (i.e., the Bible & Theology Major along with two professional majors), then Johnson University awards a single bachelor's degree with a "triple major." Students will identify for the Registrar which professional major is the primary major and which is the secondary major. The student will receive the degree (B.A. or B.S.) associated with the primary major.

If an undergraduate student completes 154+ credits that include all courses required for three Johnson University majors, then Johnson University awards two bachelor's degrees—one with a double major in Bible & Theology and a professional area, and a second bachelor's degree with another professional major.

If an undergraduate student completes 154+ credits that include all courses required for two Johnson University majors plus a Johnson University minor, then Johnson University awards two bachelor's degrees under the following conditions: The first degree must include the major in Bible & Theology and the professional minor, and the second degree must include the professional major. Johnson University does not award a bachelor's degree that does not include a major.

If a Johnson University student desires to earn a second bachelor's degree, the student must complete an additional 30 credits beyond the 124 credits required for the initial bachelor's degree—that is, 154+ credits. The additional 30 credits correspond to the Johnson University residency requirement for the second bachelor's degree, so a student earning two degrees must complete a combined total of 60+ credits at Johnson University.

To earn more than one professional major, all the credits for the primary major must be completed and at least 15 additional credits that are unique to the second or third major must be completed (i.e., not double counted with another major or minor, the Bible and Theology Major, or the Arts & Sciences Core). To earn a minor, at least 9 credits must be unique to the minor.

Students who have completed a bachelor's degree from an accredited college or university, other than Johnson University, may earn a second bachelor's degree at Johnson University. Degrees that include a professional major will require 24 credit hours of Bible & Theology courses, 3 credit hours of Senior Capstone Seminar, and the required courses for the professional major (30+ credits). Degrees that include a professional minor will include the normal 33-credit Bible & Theology Major, 3 credit hours of Senior Capstone Seminar, and the required courses for the professional minor (18+ credits). The following courses are required for the second bachelor's degree that incorporates a professional major:

BIBL 1103 Orientation to Old Testament	3
BIBL 1203 Orientation to New Testament	3
THEO 1303 Orientation to Theology	3
THEO 2303 Biblical Interpretation	3
BIBL 2xxx, 3xxx <i>choose one Old Testament Study or Exegesis course</i>	3
BIBL 2xxx, 3xxx <i>choose one New Testament Study or Exegesis course</i>	3
THEO 2xxx, 3xxx <i>choose one Theological Study Course</i>	3
BIBL 4103 Acts and the Mission of God	3
HUMN 4200 Senior Capstone Seminar	3
Professional major	30+

**Senior Assessments.** In order to graduate, senior undergraduates must complete certain surveys and other assessment instruments Johnson University may administer in a given year. These assessments do not affect students' grade point averages but provide information that the University uses to improve educational effectiveness.

**Probation and Suspension.** Candidates for degrees offered by Johnson University must prove their ability to complete the prescribed coursework, must be faithful in the performance of all assignments in the University work-study program, and must demonstrate Christian character in word and deed. Accordingly, no student may graduate while on academic or disciplinary probation or suspension. Likewise, no student may graduate while on service learning suspension (see above under "Arts & Sciences Core").

### ***Graduation and Commencement***

Students *graduate* when Johnson University certifies they have completed all degree requirements and posts the degree on official student transcripts. *Commencement* is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. Johnson University holds commencement ceremonies twice a year, in May and December. The following policies govern graduation and commencement.

**Graduation.** Students nearing the end of their degree programs follow five steps to complete the graduation process:

- Step 1:* Students submit the ***Declaration of Intent to Graduate*** available on the my.JohnsonU.edu Portal. The *Declaration* includes a *Completion Plan* showing the courses remaining for students to fulfill all graduation requirements. Deadlines for submitting the *Declaration of Intent to Graduate* are October 15 for May Commencement, April 15 for August Graduation, and July 15 for December Commencement. The form includes information for ordering the student's diploma, cap, and gown. Failure to submit the form in a timely fashion may cause the student to wait until the next commencement ceremony.
- Step 2:* Students pay a non-refundable ***graduation fee***, which helps cover the cost of the diploma, cap, gown, and other graduation expenses.
- Step 3:* The Registrar conducts a ***preliminary degree audit*** to verify students' readiness for graduation. If students are not ready, the Registrar assists them in revising their *Completion Plan*. If students are ready, the Registrar approves the *Declaration of Intent*.

*Step 4:* Students fulfill their **completion plans**.

*Step 5:* After final grades are received, the Registrar completes a **final degree audit** to verify that students have met all degree requirements. If so, the Registrar posts the degree at the next posting date. Once the degree is posted, students' transcripts show that they have "graduated" from Johnson University.

Transcripts may be ordered immediately, and graduates should receive their diplomas at the commencement ceremony or via certified U.S. mail. However, *the University will not release diplomas or transcripts until students receive clearance from the Business Office, Library, and all University offices for obligations incurred up to the time of graduation.*

**Attendance at Commencement.** All students are expected to participate in the commencement ceremony. Those who cannot participate must request to graduate *in absentia* ("while absent") through the *Declaration of Intent to Graduate Form* available on the my.JohnsonU.edu Portal. The graduation fee will still be charged to those who graduate *in absentia*.

Students may not walk at a graduation ceremony until all program and degree requirements have been fulfilled.

**Early Commencement.** Students who, at the time of Commencement, have not completed all the required courses for their degree may participate in the ceremony under the following conditions:

- Students must submit (1) an *Intent to Graduate* form; (2) a *Petition to Walk*, which includes a *Completion Plan*; and (3) the Graduation Fee. Forms are available in the Registrar's Office.
- The Registrar and Dean of the student's professional school must approve the students' *Petition* and *Completion Plan*. To qualify for approval, the *Plan* must meet three criteria:
  - (1) It must list specific coursework students will take to complete degree requirements, including the institutions offering those courses and the scheduled dates.
  - (2) All remaining coursework must be completed by the end of the second term following Commencement (end of fall term for May Commencement; end of summer term for December Commencement).
  - (3) The *Plan* must show that students will be within 7 credit hours of completing all degree requirements at the time of Commencement.
- The Registrar must approve the *Intent to Graduate*, certifying that all other degree requirements have been satisfied.
- Students will not receive their diplomas until all degree requirements are met.

### ***Academic Honors***

**Provost's List.** All degree-seeking undergraduate students who complete at least 12 credits and have a Fall Term or Spring Term grade point average (GPA) of 3.67 to 4.00 appear on the Provost's List. Students on disciplinary probation or who do not fulfill Chapel or Service Learning requirements do not qualify for the Provost's List.

**Graduation Honors.** Johnson University awards several types of graduation honors to bachelor's degree recipients. The University recognizes students who have achieved these honors at its Awards Chapel and/or Commencement ceremony.

***Delta Epsilon Chi Honor Society.*** Delta Epsilon Chi is the Honor Society of the Association for Biblical Higher Education (ABHE), one of the accrediting bodies for Johnson University. The Greek letters that form its name are taken from the phrase translated "Approved in Christ" found in Romans 16:10. The purpose of Delta Epsilon Chi is to encourage and honor outstanding academic scholarship, approved Christian character, and Christian leadership ability among the schools accredited by ABHE. The Johnson University faculty may nominate up to 7% of the graduating class, choosing from among those who have earned a minimum 3.40 cumulative GPA and who embody the ideals of the society. Recipients receive a certificate and other gifts at the annual Awards Chapel.

***Latin Honors.*** Johnson University awards Latin Honors to students who demonstrate academic excellence throughout their undergraduate coursework at Johnson University:

- Students earning a cumulative grade point average (GPA) of 3.50 to 3.69 graduate *cum laude* ("with honors"). They receive a white cord to wear at Commencement.
- Students earning a GPA of 3.70 to 3.84 graduate *magna cum laude* ("with high honors"). They receive a silver cord to wear at Commencement.
- Students earning a GPA of 3.85 to 4.0 graduate *summa cum laude* ("with highest honors"). They receive a double gold cord to wear at Commencement.

Johnson University does not award such honors to graduate students. Since such students must perform at a high level simply to graduate (3.0 cumulative GPA), graduation itself is considered honor enough.

**Honors Program Graduates.** Students who complete the Honors Program receive recognition of that achievement on their official transcript.

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## APPLICATION & ADMISSION

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### *Application for Admission*

**Purpose and Mission Alignment.** Johnson University exists to carry out a specific mission:

*Johnson University educates and develops students  
who advance the worldwide mission of Christ  
through their lives, ministries, and careers.*

In accordance with its mission, Johnson University seeks to enroll students who are committed to specialized Christian service or who have a serious purpose to profit from a Christian education. Admission to the University is based on evidence that an applicant has Christian character and motivation, maturity, breadth of interests, seriousness of purpose and intellectual capacity to participate successfully in the program of the University.

In fulfillment of Johnson University's mission statement, students accepted into the university are those who plan to use their professional career to extend God's kingdom throughout the world.

Johnson University does not accept all students who apply for admission. Candidates should view the application process as an opportunity to make a case for being accepted. The application of an acceptable candidate will demonstrate timeliness, integrity, academic readiness, and spiritual maturity. The following criteria constitute the "whole file" evaluation of admissions standards:

**Spiritual Maturity.** Applicants demonstrate spiritual maturity by their reference forms, their answers to certain questions on the application form, and through their application essays in which they set forth their Christian commitment, their life experiences including a history of church involvement, their life goals, and a purpose in harmony with the institutional mission of Johnson University.

**Integrity.** Applicants demonstrate integrity by not providing false or misleading information. Unacceptable practices include not reporting all schools previously attended or having someone else write the application essay. The University will not consider for admission any applicant who knowingly submits false or misleading information.

**Academic Readiness.** The applicant demonstrates academic readiness by submitting appropriate documents that demonstrate a satisfactory level of performance. Academic readiness is determined by an evaluation of all application materials. The administration considers it unethical to admit, retain, and collect tuition from students who do not demonstrate "ability to benefit"—that is, the academic ability and/or willingness to complete their chosen program of study at Johnson University. A 17 on the ACT (or its SAT or CLT equivalent) is recommended as a minimum standard for predicting academic success at Johnson University.

Prospective students desiring to enroll or seeking further information about University programs may communicate with the Admissions Office as follows:

*Johnson University Tennessee and Online*  
Admissions Office  
Johnson University  
7900 Johnson Drive  
Knoxville, TN 37998  
Telephone: 1-800-827-2122  
Email: [Admissions@JohnsonU.edu](mailto:Admissions@JohnsonU.edu)

**International Students.** Following acceptance, a \$1,500 deposit is required for face-to-face students before enrollment. With the approval of the Student Accounts Manager, a maximum of \$125 of this deposit may be used for books or supplies each term beginning the third term. Any unused portion will be returned to the one who paid it when the student terminates enrollment and pays his/her account. Face-to-face international students must also submit an affidavit of financial support, financial arrangements, and an I-20 application.

International students should submit an international academic credential evaluation prior to any transfer of courses.

**Veterans and War Orphans.** Johnson University courses are approved for veterans' training. Credit will be given for previous college or university work and for schooling completed in the service through the College Level Examination Program (CLEP) sponsored by the Educational Testing Service (ETS). If veterans fail to complete a course, the amount charged for a portion of the course will not exceed the approximate pro rata portion of the total charges for tuition, fees, and other expenses. The Student Financial Services Office at Johnson University serves as the School Certifying Official (SCO) for the Department of Veterans Affairs.

Eligible VA students must complete formal University admission requirements and must be admitted into a degree program before they request certification for VA payment. Students should contact the Financial Aid Office for specific information about requesting VA payments for course enrollment. The Department of Veterans Affairs makes the final decision regarding approval of payments for students in special admissions categories. Students should inform the Financial Aid Office of the type and amount of any VA benefits.

To ensure receipt of benefits, eligible VA students must inform the Veterans Affairs Coordinator of their intention to register for classes and supply the necessary paperwork. After the appropriate paperwork has been submitted to the Veterans Affairs Coordinator, certification of enrollment in courses is submitted to the Department of Veterans Affairs Regional Office for processing and, generally, payment.

Procedures and forms for application and enrollment certification may be obtained online at [www.gibill.va.gov](http://www.gibill.va.gov). Each student's request will be handled individually according to the type of VA Education Assistance Program for which the student is eligible and the student's enrollment status at the University.

All students receiving VA Educational Assistance payments from the Department of Veterans Affairs are responsible for immediately notifying the Student Financial Services Office of any changes in their degree program and/or credit load during a term (e.g., changing degree programs or majors, dropping or adding a course, withdrawing from the University, or auditing a course).

The VA generally does not allow payment for courses not computed in a student's GPA or not counted toward graduation requirements for a student's degree program.

### ***Undergraduate Admissions Documents***

**Priority Deadline.** Applicants demonstrate timeliness by submitting all application materials by July 1 for Fall Term, November 1 for Spring Term, and March 15 for Summer Term.

**Admissions Documents.** The following admissions documents constitute the admissions file. Candidates must submit all documents before their applications may be considered. Special instructions for returning students, international students, and certain degree programs appear below. Other special considerations (e.g., background checks for counseling and elementary education students and the Music Reading Diagnostic Examination for music education/musical arts/worship ministry students) appear in the academic programs section of this *Catalog*.

❖ **Undergraduate Application Form** available on the University website  
([www.JohnsonU.edu/Apply](http://www.JohnsonU.edu/Apply))

- **Commitment to the Johnson University Lifestyle.** All who study at Johnson must commit to the Johnson lifestyle based on biblical standards regarding our beliefs, attitudes, and behaviors. The Statement of Faith describes the reason for applying to Johnson University, including Christian commitment, church involvement, life goals, and a purpose in harmony with that of Johnson.
- **Essay Question.** Students must answer a short-answer essay question. Responses should be edited for grammar, spelling and content.

❖ **High school transcript, home-school transcript, or General Educational Development certificate (GED)**

- For students who have not yet graduated, the transcript should show the student's grades and class rank at the time of application.
- GED scores:
  - GED scores before 2014: Applicants without high school diplomas must score 2,250 or above with no score lower than 410 on any of the five tests.
  - GED scores after 2014: Applicants without high school diplomas must score 600 or above with no score lower than 150 on any of the four tests.
  - Applicants from high schools or home schools not accredited who score less than 18 on the ACT (or its SAT equivalent) must earn a GED and score of 600 or above with no score lower than 150 on any of the five tests.

❖ **ACT or SAT or CLT scores**

- Not required of students over age 24 who have not already taken one of the tests (except for Tennessee Teacher Education students—see test score requirements below) or for students who have completed at least 24 credit hours of college coursework with a cumulative GPA of 2.5 or higher.
- Applicants with an ACT below 17 (or its SAT or CLT equivalent) may be accepted to Johnson University if there are compelling reasons, resulting from a whole file evaluation, that a student could be successful. Accepted students with an ACT below

this standard may be placed on Academic Caution (see section on Academic Caution below).

- Test-Optional Admissions – Students who choose not to submit scores may submit an additional academic reference and a 500-word writing sample in its place. Students with a high school or college GPA below 2.5 are not eligible for test-optional admissions and must submit ACT, SAT, or CLT test scores. Students with a GPA of 3.0 or higher who choose not to submit their test scores will be eligible for a limited amount of merit-based scholarships.
- For test requirements of certain programs, please refer to the Admissions requirements listed in each program description.

❖ **Official Transcripts** from *all* colleges and universities attended

❖ **Photo ID.** Applicants for *online* programs are asked to provide a recent government-issued photo ID of themselves in print or digital form.

**Enrollment Items.** Accepted *online* students must submit the following item before registering for classes:

- ❖ **Intent to Enroll Form.** Accepted students must submit the Intent to Enroll form committing to enrolling in the program they have applied for and been accepted into. By submitting this form, Johnson University will officially reserve their spot in the desired program for the start term that the student has been accepted into.

### ***Undergraduate Readmitted Student Admissions Documents***

Any time a student withdraws from the University during a term, s/he must complete the following requirements before enrolling in subsequent terms. The difference between ***reenrolling students*** and ***reapplying applicants*** will be determined according to the duration of the absence.

**Reenrolling Students:** absent for no more than three consecutive terms (includes full Fall, Spring, and Summer terms). Students may remain on the catalog under which they were previously enrolled if they remain in the same program. The reenrollment process is available to those who left the University in good standing. Suspended students need to follow the established appeal and approval process to reenter Johnson University as published in the Academic Catalog.

Reenrolling applicants, must submit the following:

- Reenroll Application available on the University website ([www.JohnsonU.edu/Apply](http://www.JohnsonU.edu/Apply))
- **Transcripts** from *all* colleges and universities attended since leaving Johnson University.

There is no fee for reenrollment.

**Reapplying Applicants:** absent for more than three consecutive terms (includes full Fall, Spring, and Summer terms). Students return under the current catalog requirements in effect during the term they resume coursework. Applicants must submit the following:



**Undergraduate Application Form** available on the University website ([www.JohnsonU.edu/Apply](http://www.JohnsonU.edu/Apply)). The online application contains a **commitment form** and a short-answer **essay questions**.

- **Commitment to the Johnson University Lifestyle.** All who study at Johnson must commit to the Johnson lifestyle based on biblical standards regarding our beliefs, attitudes, and behaviors. The Statement of Faith describes the reason for applying to Johnson University, including Christian commitment, church involvement, life goals, and a purpose in harmony with that of Johnson.
- **Essay Question.** Students must answer one short-answer essay question. Response should be edited for grammar, spelling and content.
- **Transcripts** from *all* colleges and universities attended since leaving Johnson University
- **Appeal letter** to the Academic Standing Committee if the student was not in good standing upon departure
- **Approval to Return** from the Student Life, Student Accounts, and Registrar's offices (*obtained by admissions counselor*)

### ***Undergraduate Dual Enrollment***

High school sophomore, junior, and senior students who are seeking to earn both high school and college credits by taking classes at Johnson University must have at least a 3.0 high school grade point average or ACT score of 20 or higher. Dual enrolled students may take 1000- or 2000-level courses for which they are qualified. They must meet the prerequisites or qualifications for the courses they take.

Common courses available for dual enrollment are listed on the website, but this is not a comprehensive list. Students can choose from several formats: (1) fully online courses (generally in a 7-week format; (2) face-to-face courses on campus if space is available; and (3) face-to-face courses offered at partner high schools.

The discounted tuition rate for dual enrollment is \$200.55 per credit hour. Books, course fees, and supplies are not included in this charge and are the responsibility of the student. Juniors and seniors who are Tennessee residents may be eligible for the Dual Enrollment Grant, which will pay the entire tuition for the first five courses taken. The grant will reimburse \$100 per credit hour for courses 6-10. Students are responsible for applying for the grant at the following website <https://www.collegefortn.org/dualenrollment/>. Dual-enrollment students will have access to library services, academic support, and computer labs on campus. They will be issued a Johnson University Student ID card and will have an email account with the University.

Application deadlines are May 1 for the summer term, July 31 for the fall term, and December 10 for the spring term. Applicants must submit the following:

- ❖ **Undergraduate Application Form** available on the University website ([www.JohnsonU.edu/Apply](http://www.JohnsonU.edu/Apply)). This includes one short-answer essay question.
- ❖ **High school transcript, home school transcript** (unofficial or current transcripts can be used for acceptance purposes).

### ***Undergraduate International Student Admissions Documents***

**Applicants whose citizenship lies with a country outside the United States and its territories are international students.** International students must submit the following:

- ❖ **Undergraduate Application Form** available on the University website ([www.JohnsonU.edu/Apply](http://www.JohnsonU.edu/Apply)). The online application contains a **commitment form** and one short answer **essay question**.
  - **Commitment to the Johnson University Lifestyle.** All who study at Johnson must commit to the Johnson lifestyle based on biblical standards regarding our beliefs, attitudes, and behaviors. The Statement of Faith describes the reason for applying to Johnson University, including Christian commitment, church involvement, life goals, and a purpose in harmony with that of Johnson.
  - **Essay Question.** Students must answer one short-answer essay question. Response should be edited for grammar, spelling and content.
- ❖ **High School Transcript** or equivalent with an international academic credential evaluation (students from select schools recognized by Johnson University may be exempted from a credential evaluation)
- ❖ **Affidavit of Financial Support.** Johnson University requires that you provide a detailed plan of how you will be funding your education
- ❖ **Evidence of Competency in English** (for those whose education was not primarily in English) by achieving the following minimum score on one of the following assessments. If an applicant wishes to use an English proficiency measure not included in the list below, please contact the Admissions Office for permission. Students who do not meet the required English language proficiency standard for full admission to Johnson University but who are otherwise academically eligible may be considered for conditional admission.
  - TOEFL iBT: 71
  - TOEFL Essentials: 7.5
  - IELTS: 6
  - Duolingo: 95
  - Pearson PTE: 50
  - CEFR: B1
  - SAT Evidence-Based Reading and Writing: 450
  - ACT English: 17
  - ACT Reading: 21
- ❖ **Official Transcripts** from *all* colleges and universities attended (if any). Applicants who have earned academic credits from non-U.S. educational institutions must submit official course-by-course transcript evaluations in digital format to the Johnson University Admissions Office ([Admissions@JohnsonU.edu](mailto:Admissions@JohnsonU.edu)). These evaluations serve as the applicant's official record of academic achievement and are used to determine eligibility. These evaluations serve as the applicant's official record of academic achievement and are used to determine eligibility. Johnson University accepts transcript evaluations from InCRED and agencies that hold membership in the National Association of Credential Evaluation Services (NACES, [www.naces.org](http://www.naces.org)). Applicants should use one of the following agencies: InCRED

([www.incredevals.org](http://www.incredevals.org)), World Education Services, Inc. ([www.wes.org](http://www.wes.org)), or Educational Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org)). If transfer credit is desired, students must submit course descriptions or syllabi. A certified translation is required if the documents are not in English.

### *Undergraduate Admissions Deadlines and Decisions*

#### **Admissions Deadlines.**

##### Tennessee Campus:

- Applications for Fall Term should be received by July 1 and files must be completed by July 15.
- Applications for Spring Term should be received by November 1 and files must be completed by December 1.
- Applications for Summer Term should be received by March 15 and files must be completed by April 15.
- The application and test deadlines for Student Teaching for Teacher Certification (only available for some programs) are:
  - Fall Student Teaching: Application due March 1; Praxis Exams passed by May 10.
  - Spring Student Teaching: Application due October 1; Praxis Exams passed by December 10.

##### Online Campus:

TERM	APPLICATION Deadline
2025 Fall Term 1	July 15
2025 Fall Term 2	September 15
2026 Spring Term 1	December 1
2026 Spring Term 2	February 14
2026 Summer Term 1	April 1
2026 Summer Term 2	June 1

**Admissions Decisions.** Applicants may expect a response from the admission committee to be emailed within two weeks after their application file is completed. The committee may decide to admit, to admit conditionally, to place the applicant on a waiting list, or to deny admission. The Admissions Office will notify applicants in writing of the status of their files. The committee may reconsider files placed on the waiting list at any time; however, the committee will make final decisions on all applicants on the waiting list prior to the application deadline date.

**Academic Caution.** Accepted students who show evidence of academic potential but their educational history indicates that they would benefit from additional academic support will be placed on “Academic Caution.” Students admitted on “Academic Caution” are limited to 14.0 credits during their first term and will be enrolled in JASC 0101 Skills for Academic Success, a 1-credit course offered by the Academic Support Center (ASC). They must pass this course and

be in good academic standing (GPA 1.5 or higher) at the end of the first term of enrollment, or they will not be allowed to enroll for the following term.

**ENGL 0101 Introduction to College Writing.** Students at the Tennessee campus who score 17 or lower on the English portion of the ACT or 450 or lower on the English portion of the SAT are automatically enrolled in ENGL 0101 Introduction to College Writing, with the option to test out during Genesis weekend. (If a student takes the ACT and/or SAT multiple times, their highest English score is used.)

**Math readiness placement.** Students at the Tennessee campus who are enrolled in programs requiring one or more specified MATH, CHEM, or PHYS courses to complete their program should be aware of their math readiness tier based on their ACT or SAT scores. Students should take note of the required scores necessary to enroll directly into program-required math and science courses and enroll in the appropriate prerequisite courses, when necessary.

**MATH 0101 Academic Support Algebra.** Students at the Tennessee campus who are enrolling in College Algebra will be automatically co-enrolled in MATH 0101 Academic Support Algebra if their ACT or SAT scores are below the threshold for Tier 1 readiness. Students who do not have an ACT or SAT score or who wish to take an alternative assessment for math readiness may complete the ALEKS assessment. Requests to take the ALEKS assessment should be submitted by email to the Dean of the School of Science, Technology, & Mathematics. An ALEKS assessment score will supersede other scores should this score place the student in a higher math readiness tier.

	<i>Course</i>	<i>Minimum Scores for enrollment</i>	<i>Course Pre or Co-requisite</i>
<b><i>Tier 1</i></b>	MATH 1043 College Algebra	19 ACT or 500 SAT or 46-60 ALEKS	Students scoring below the minimum scores listed will be assigned to the Co-Requisite support lab, MATH 0101, as they enroll in the course.
<b><i>Tier 2</i></b>	MATH 1103 Elementary Statistics CHEM 1114 General Chemistry I PHYS 2010 General Physics I MATH 1050 Math for Life Sciences	21 ACT or 530 SAT or 61-75 ALEKS	MATH 1043 College Algebra (without support lab)
<b><i>Tier 3</i></b>	MATH 1104 Calculus I	26 ACT or 610 SAT or 76 ALEKS	MATH 1050 Math for Life Sciences Or MATH 1060 Precalculus

### ***Undergraduate Enrollment***

**Enrollment Process.** Being accepted as a student at Johnson University is the first step toward being approved to enroll in courses. Students must complete their files by submitting certain health and information forms (available at [my.JohnsonU.edu](http://my.JohnsonU.edu)), paying their enrollment fee, and by making appropriate arrangements with the Student Accounts Office, Student Services Office,

and Academic Office before actually receiving a course schedule. *The Admissions Office guides accepted students through the enrollment process until their files are complete, at which time they are forwarded to the Academic Office.*

**Applying for Financial Aid.** For first-time students, the Johnson University financial aid process begins once the student is accepted. Because the paperwork for Federal Financial Aid requires adequate lead time, students should submit the *Free Application for Federal Student Aid (FAFSA)* online at <https://studentaid.gov/h/apply-for-aid/fafsa> prior to acceptance. For more information, see the section of this *Catalog* devoted to “Student Finances and Housing” (below).

**Applying for Housing.** Campus housing is assigned on a first-come, first-served basis. Students who have housing preferences should submit their housing applications and deposits as early as possible. Applications for campus housing can be made after a student has been accepted to Johnson University. For more information, see “Student Finances and Housing” (below).

### ***Other Undergraduate Admissions/Enrollment Considerations***

**Credit for Prior Learning.** Students may complete part of their Johnson University degree requirements through transfer credits from other institutions, academic testing (e.g. AP, CLEP, DANTES, IB), and other learning assessments. For related policies, see the section of this *Catalog* devoted to “Credit for Prior Learning” (below). *NOTE: The Tennessee State Department of Education permits Teacher Education students to transfer only coursework from regionally accredited institutions.*

### ***Non-Degree Admissions***

**Audit Courses.** Students may audit (“listen in on”) Johnson University courses for personal enrichment without seeking academic credit. To audit a course, students must secure written permission from the course instructor, register for the course, and pay the audit fee. For admission requirements, see the Academic Policies & Procedures section of the *Catalog*, under “Auditing Courses.”

**For-Credit Courses.** The following admissions documents are required for those who desire to complete select undergraduate or graduate courses for credit as non-degree-seeking students. Johnson University does not offer non-degree options at the doctoral level.

- ❖ **Completed Application Form** submitted electronically through the Johnson University website:
  - *Undergraduate Online Application* ([www.JohnsonU.edu/Apply](http://www.JohnsonU.edu/Apply))
- ❖ **Official Transcripts.** If applying for undergraduate courses, applicants must provide a high school transcript. If applying for graduate courses, they must provide an undergraduate transcript. Applicants must contact the appropriate institutions and request that they send official transcripts in sealed envelopes *directly* to the Admissions Office at Johnson University. Transcripts may also be sent electronically through Parchment ([www.Parchment.com](http://www.Parchment.com)). A fax is not considered an official transcript.
- ❖ **Photo ID** – Applicants for *online* programs are asked to provide a recent government-issued photo ID of themselves in print or digital form.

**Enrollment Items.** Accepted applicants must submit the following item before registering for classes:

- ❖ **Intent to Enroll Form.** Accepted students must submit the Intent to Enroll form committing to enrolling in the program they have applied for and been accepted into. By submitting this form, Johnson University will officially reserve their spot in the desired program for the start term that the student has been accepted into.

**Limits.** Non-degree coursework is limited to 25% of the total credits needed to earn a degree. After the non-degree limit has been reached, students must declare a degree/major and satisfy degree-seeking application requirements.

**Future Enrollment.** Any non-degree-seeking student wishing to transition to degree-seeking status must submit a new application and meet all program-specific admission requirements.

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## STUDENT FINANCES & HOUSING

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### *Introduction*

Johnson University is proud to offer students an affordable, excellent education. Johnson University continues to be among the least expensive accredited private universities in the state of Tennessee. This affordable cost is made possible by the responsible use of investment income and gifts of faithful churches, alumni, and friends of the University.

This section of the *Catalog* highlights Johnson University's policies regarding payment, refunds, campus housing, meal plans, and student health insurance. It also provides an overview of the fees associated with each program. Fees are subject to change.

### *Student Accounts*

An electronic student account is created for each student who is accepted into one of Johnson University's academic programs. Every term, charges are added to students' accounts according to their enrollment status. These charges include tuition, general fees, room and board (if applicable), and other additional charges. Financial aid and payments are also applied to a student's account once funds are received.

Students have 24/7 access to their student account information online. Students may inquire about their account directly by contacting the Student Accounts Office at 865-251-2292 or [StudentAccounts@JohnsonU.edu](mailto:StudentAccounts@JohnsonU.edu).

### *Payment Policy*

**Payment Policy.** Students are required to have their student account balance paid in full or in good standing through financial aid, payments, and/or the Nelnet payment plan before they may begin courses. For payment options, see below.

Registered students are informed at least 30 days prior to the start of each term about their anticipated balance through billing statements that detail tuition, fees, room and board, other charges, and financial aid. Students are notified about their billing statements via email and payment is due by a given deadline. [Students must agree to the Johnson University Financial Agreement before enrolling in courses.](#)

**Payment Options.** Johnson University is pleased to offer students two standard payment options:

- **Prepayment.** Students should determine their term cost after taking into account all sources of financial aid and pay this balance in full prior to August 15 for Fall Term, December 15 for Spring Term, and April 15 for Summer Term. If payment is not received prior to these dates, students will not be permitted to participate in courses until their account is in good standing. Students may be charged a \$100 late fee if they do not pay by the due date or a registration reinstatement fee of \$100 if their courses are dropped due to non-payment.

- **Monthly Payment Plan.** Enrolling in Nelnet enables students to pay for their education in interest-free, monthly installments, over the course of a 4-month period. There is a \$35 per term enrollment fee. To learn more about Nelnet, contact them at 800-609-8056 or visit [MyCollegePaymentPlan.com/JohnsonU](http://MyCollegePaymentPlan.com/JohnsonU).

### ***Refund Process***

**Refund Process.** Students who have a credit balance on their student account are encouraged to complete a Refund Request form (found on their my.JohnsonU.edu portal on the Student Finances Tab) if they wish to receive a refund check.

Refund requests will be processed in a timely manner when there is a credit balance on the student account of funds that have been disbursed (when the University receives the funds from the government or organization).

Financial Aid is disbursed after the Drop dates of each term/session, based on your enrollment status. Automatic Federal refunds will be processed within 14 business days after aid is disbursed. Undisbursed funds show as “Estimated” under the Transaction Details section on your Student Account Center, which can be accessed on the Student Finances tab of the my.JohnsonU.edu portal.

### ***Tuition and Fees: Tennessee Face-to-Face Programs***

***NOTE:*** Johnson University sets tuition rates based on the costs associated with offering a given academic program.

Students are billed for tuition in accordance with the *program* in which they are enrolled—not the course in which they are enrolled. To illustrate: If students enrolled in a face-to-face undergraduate program take an online course, they pay the face-to-face rate rather than the online rate for that course. They are charged the face-to-face rate because they utilize face-to-face services and receive financial aid based on their degree.

#### **Tennessee Traditional Face-to-Face Undergraduate Tuition**

	<i>Per Term</i>
Full-Time Tuition (12–16.0 credit hours)	\$9,940

	<i>Per Credit Hour</i>
Part-Time Tuition (1–11.9 credit hours)	\$620

#### **Other Tennessee Traditional Face-to-Face Undergraduate Tuition Charges**

	<i>Per Credit Hour</i>
Normal Excess Load Fee	
16.5+ credit hours (with GPA 3.49 or less)	\$176

Reduced Excess Load Fee	
16.5+ credit hours (with GPA 3.50 or higher)	88
16.5+ credit hours (Honors Program students)	0
Audit Fee	30

#### **Non-Traditional Face-to-Face Tuition**

	<i>Per Credit Hour</i>
Dual Enrollment	\$200.55

#### **Tennessee Traditional Undergrad General Fees\***

	<i>Per Term</i>
Full-Time General Fees (12.0+ credit hours)	\$762

	<i>Per Credit Hour</i>
Part-Time General Fees (1–11.9 credit hours)	\$64

*\*Fall and Spring Terms only*

#### **Tennessee Campus Housing**

	<i>Per Term</i>
Johnson and Brown Halls	
Single Room (when available)	\$3,500
Double Occupancy Room	2,205
Triple Occupancy Room (when available)	1,878



Senior Transitional Housing	
Duplex	3,460
Engage Knoxville Housing, per person	Varies
Single Students Shared Housing, per person	
Duplex	\$3,460
Townhouse	3,460
Bell Hall Apartments	3,175
Family Housing Units	
Duplex	4,855
Townhouse	4,324
Bell Hall	
1 Room Efficiency	2,880
1 ½ Room Studio	3,250
1 BR Medium	3,585
1 BR Large	3,953
1 BR X-Large	4,202
2 BR XX-Large	4,522
Summer Term Housing	Varies

#### Tennessee Meal Plans

	<i>Per Term</i>
17 Traditional or 225 Block Meal Plan	\$2,340
13 Traditional or 190 Block Meal Plan	2,126
9 Traditional or 130 Block Meal Plan	1,904

#### Program Fees

BS Business Admin Program Fee* (per term)	\$50
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#### Other Fees

Activity Fee	\$225
Apostille Request/Certified Diploma	40
Capstone Program Fee (fall term)	20
Copier and Printing Charge	varies
Credit by Demonstrated Competency per credit	50
Directed Study Fee per credit	100
Enrollment Fee	50
Graduation Fee	190
Handicap Parking Citation	200
Housing Unit Cleaning Fee	varies
Housing Unit Damage Fee	varies
Housing Unit Pet Registration Fee (per year)	100
Housing Unit Transfer Fee	250
Housing Unit Utility Charge	varies
Independent Study Fee per credit	100
Late Financial Arrangement Fee	100
Library Collection Fee	5
Library Late Return Charge	varies
Library Lost Material Charge	varies
Lost Key Charge—Building/Equipment (per key)	75
Lost Key Charge—Housing (per key)	75
Lost Key Charge—Post Office Box (per key)	75
Moving Violation—First Offense	50
Moving Violation—Second Offense	75
Parking Citation—First Offense	50

Parking Citation—Second Offense	75
Parking Citation—Third Offense	100
Registration Late Fee	100
Registration Reinstatement Fee	100
Replacement Diploma	40
(Additional shipping & handling for overnight/ international delivery request)	
Returned Check Fee (per check)	30
Student ID Replacement Fee	10
Teacher Education Liability Insurance Fee	20
Textbooks	varies
Transcript, Official (electronic)	5.75
Transcript, Official (paper)	8.25
Vehicle Decal Replacement Fee	10
Vehicle Registration/Decal Citation	30

*\*Fall and Spring Terms only*

Course Fees	<i>Per Term</i>
ACCT 2013 Prin. of Financial Accounting	\$50
ACCT 4200 Accounting Information Systems	50
BIOL 1114 Principles of Biology I	50
BIOL 1124 Principles of Biology II	50
BIOL 2014 Fundamentals Biology/Sustainability	50
BIOL 2024 Fundamentals of Microbiology w/Lab	50
BIOL 2034 Anatomy & Physiology I w/Lab	75
BIOL 2044 Anatomy & Physiology II w/Lab	75
BIOL 2204 Anatomy & Human Body Systems w/Lab	50
BIOL 2054 Cellular and Molecular Biology	100
BIOL 3003 Genetics	35
BIOL 3013 Ecology	25
BIOL 3304 Animal Biology	75
BIOL 3404 Plant Biology	50
BUSN 3063 Business Analytics & Decision Making	20
BUSN 3073 Leadership Theory & Practice	85
BUSN 4023 Organizational Strategy & Policy	85
CHEM 2014 Chemistry for Health Sciences w/Lab	75
CHEM 1114 General Chemistry I	75
CHEM 1124 General Chemistry II	75
CMML 3213 Special Issues: Israel Trip	4,398
CMML 3213 Special Issues: Journeys of Paul	4,400
CMML 3213 Special Issues: Southeast Christian Church Preaching Experience	150
CMML 3213 Special Issues: Spire Leadership Conference	varies
CMML 3213 Special Issues: Compassion Christian Church Conference	varies
CMML 4212 Senior Seminar in Ministry Ldsp	100
CMPR 3600 Spiritual Formation: Honors Program	50
COMM 3105 Fundamentals of Web Design	50
COMM 3109 Advanced Website Design	50
COMM 2200 Introduction to Video Production	50
COMM 3205 Photography	50
COMM 3213 Video Editing & Enhancement	50
COMM 3343 Video Production II	50
COMM 3353 Video Editing & Enhancement II	50

EDUC 3311 Language Arts Methods	180	MUTC 3033 Audio Engineering & Perception	50
EDUC 4111 Reading Methods	156	MUTC 3043 Building Electronic Instruments I	50
ELED 4400 Student Teaching: Elem. Education	300	MUTC 3041 Building Electronic Instruments I Lab	50
ENSC 2100 Water Science	50	MUTC 3053 Building Electronic Instruments II	50
ENTR 3033 Entrepreneurship/Sm Bus Mgmt	55	MUTC 3051 Building Electronic Instruments II Lab	50
ESED 3133 ESL Methods and Materials	130	MUTC 3302 Sound Design and Audio Postproduction	50
ESED 4527 Student Teaching: English as Second Language	300	MUTC 3900 Computer Science for Audio Development I	50
FAMS 4914 Internship	25	MUTC 4013 Ambisonics & Electroacoustic Music	50
FYSC 1013 Success, Calling, & Purpose	25	PHED 4400 Student Teaching: Physical Ed.	300
HUMN 2013 Cross-Cultural Experience	+	PHYS 2010 General Physics I	75
MART 1023 Drawing and Ideation	50	PHYS 2020 General Physics II	75
MART 2043 3D Animation	50	PSYC 4914 Internship	25
MART 3053 Integrated Animation	50	SCCA 4999 Integrated Project	50
MART 2073 Graphic Design I	50	SCIN 1013 Certified Nursing Assistant Course	315
MART 2083 Graphic Design II	50	SCIN 3204 Science Concepts & Methods w/ Lab	50
MART 2093 2D Animation	50	THEO 3117 Creaturely Theology	306
MART 3023 Typography	50	THEO 3143 Christian Pilgrimage Today	4,398
MART 3030 Graphic Design III	50	Private Music Lessons:	
MART 3060 Portfolio I	50	½ hr/wk instrument lessons per term	335
MART 4010 Portfolio II	50	1 hr/wk instrument lessons per term	635
MART 4011 Portfolio III	50	½ hr/wk voice lessons per term	400
MART 4999 Media Arts Integrated Project	50	1 hr/wk voice lessons per term	700
MGMT 4033 Human Resource Management	45	<i>Voice lesson fee includes accompaniment fee</i>	
MKTG 3013 Marketing	45		
MUAP 1801 Electronic Music Workshop	50		
MUED 4500 Student Teaching: K-12 Music Ed	300		
MUTC 2013 Live Production I	50		
MUTC 2023 Studio Recording I	50		
MUTC 2033 Live Production II	50		
MUTC 3011 Electrical Engineering Lab	50		
MUTC 3013 Electrical Engineering for Audio Devices	50		

\*\*Greg Linton section only.

+ A course fee of \$250 to \$1,000 may apply to this course depending upon the trip destination. Contact the professor for further information.

### ***Tuition and Fees: Online Programs***

***NOTE:*** Johnson University sets tuition rates based on the costs associated with offering a given academic program.

Any additional fees to those listed below associated with taking online courses, including costs for verification of student identity, will be communicated to students at the time of enrollment.

Students are billed for tuition in accordance with the *program* in which they are enrolled—not the course in which they are enrolled. To illustrate: If students enrolled in an face-to-face undergraduate program take an online course, they pay the face-to-face rate rather than the online rate for that course. They are charged the face-to-face rate because they utilize face-to-face services.

#### **Online Undergraduate Tuition**

	<i>Per Credit Hour</i>
All Associate and Bachelor's programs	\$375
Military Rate (Active duty, National Guard, or Reserves)	250
Partner Church Site	325

#### **Online Certificate Tuition**

	<i>Per Certificate</i>
Christian Ministries	\$2000
	<i>Per Credit Hour</i>
Intercultural Studies (undergraduate)	375

**Other Fees**

Apostille Request/Certified Diploma	\$40
Credit by Demonstrated Competency (per credit)	50
Graduation Fee	190
Late Financial Arrangement Fee	100
Online Technology Fee (per credit hour)	24
Partner Church Site Fee (per term)	1,500
Registration Late Fee	100
Registration Reinstatement Fee	100
Replacement Diploma	40
(Additional shipping & handling for overnight/ international delivery request	
Returned Check Fee (per check)	30
Textbooks	varies
Transcript, Official (electronic)	5.75
Transcript, Official (paper)	8.25

**Course Fees**

*Per Term*

BIOL 2014 Fundamentals Biology/Sustainability	100
BUSN 3073 Leadership Theory & Practice	85
BUSN 4023 Organizational Strategy & Policy	35
COMM 3105 Fundamentals of Web Design	50
COMM 3109 Advanced Website Design	50
COMM 2200 Introduction to Video Production	50
COMM 3205 Photography	50
COMM 3213 Video Editing & Enhancement	50
COMM 3343 Video Production II	50
COMM 3353 Video Editing & Enhancement II	50
FAMS/THEO 3102 Holistic Sexuality	20
MART 1023 Drawing and Ideation	50
MART 2043 3D Animation	50
MART 3053 Integrated Animation	50
MART 2073 Graphic Design I	50

MART 2083 Graphic Design II	50
MART 2093 2D Animation	50
MART 3023 Typography	50
MART 3030 Graphic Design III	50
MART 3060 Portfolio I	50
MART 4010 Portfolio II	50
MART 4011 Portfolio III	50
MART 4999 Media Arts Integrated Project	50
MATH 1023 Quantitative Literacy	80
MUAP 1801 Electronic Music Workshop	50
MUTC 2013 Live Production I	50
MUTC 2023 Studio Recording I	50
MUTC 2033 Live Production II	50
MUTC 3011 Electrical Engineering Lab	50
MUTC 3013 Electrical Engineering for Audio Devices	50
MUTC 3033 Audio Engineering & Perception	50
MUTC 3043 Building Electronic Instruments I	50
MUTC 3041 Building Electronic Instruments I Lab	50
MUTC 3053 Building Electronic Instruments II	50
MUTC 3051 Building Electronic Instruments II Lab	50
MUTC 3302 Sound Design and Audio Postproduction	50
MUTC 3900 Computer Science for Audio Development I	50
MUTC 4013 Ambisonics & Electroacoustic Music	50
PSYC 4914 Internship	25
SCIN 3204 Science Concepts & Methods w Lab	20
SCIN 3224 Introduction to Meteorology	100
THEO 3143 Christian Pilgrimage Today	4,398

***Explanation of Fees***

**Activity Fee.** Every student who takes courses on campus has access to intramural athletics, club sports, open gymnasium, swimming pool, tennis courts, fitness center, wellness programs, and recreation facilities. The activity fee supports the operation of these student services.

**Audit Fee.** This fee is charged per credit hour for any campus or online audit courses.

**BS Business Administration Program Fee.** This SoBL program fee is charged in the Fall and Spring Terms to all students enrolled in the face-to-face Business Administration program on the Tennessee campus to assist with costs associated with conferences, meetings, food and entertainment, etc.

**Capstone Program Fee.** Each Fall Term, all students enrolled in a face-to-face degree program are charged this fee to help offset a portion of the cost for the Senior Capstone Seminar required of seniors.

**Copier and Printing Charge.** Students are allowed a base number of pages per academic year which may be made using lab printers and copiers. This charge is for pages produced beyond the base amount.

**Course Fees.** A number of courses have fees associated with them. The fees help to off-set a portion of the cost of course activities, materials, textbooks, or background checks. Course fees are determined by the faculty member and approved by the Dean.

**Credit by Demonstrated Competency (CDC) Fee.** This fee applies only to students who seek course credit based on life experience. Students develop a portfolio through which they demonstrate competencies related to a given course(s).

**Directed Study Fee.** This fee applies to students who request a Directed Study under the supervision of a Johnson University instructor. Students are assessed the directed study fee—above and beyond normal tuition—which compensates the faculty supervisor. The School Dean may waive the fee if Johnson University created the need for the Directed Study through, for example, an unavoidable course scheduling conflict. This fee does not apply to Elective Concentrations within the Ph.D. program.

**Enrollment Fee.** This fee applies to new or transfer face-to-face undergraduate students to reserve their spot in the incoming class and must be paid prior to the student being registered for classes. It is a non-refundable fee. If a student re-applies after sitting out one year or more, the fee will be assessed again prior to class registration.

**Excess Load Fee.** This fee applies to students enrolled in face-to-face undergraduate programs only. Students are charged the excess load fee per credit hour above 16.0 credit hours. This fee is waived for participants in the Honors Program.

**General Fees.** Every student who takes courses on campus has access to the computer network and labs, library, activities center, academic support center, career services, counseling center, first aid, interscholastic sports, and other services during the academic year. General fees support such services.

Students who elect to provide their own computers have wireless access to the computer network from their residence hall room and other on-campus locations. Suggested computer configurations are available from the Information Technology staff.

**Graduation Fee.** This fee is assessed when the student submits an Intent to Graduate Form to the Registrar. It is used to cover the cost of diplomas, caps and gowns, and other expenses associated with graduation. This fee is non-refundable. If students determine they will not graduate as anticipated, they may have this fee reduced or waived by contacting the Office of the Registrar. The graduation fee is required of all graduates regardless of their intentions to participate in a graduation ceremony.

**Handicap Parking Citation.** University Security will issue citations to people who use handicap parking spaces without a permit.

**Housing Unit Cleaning Fee.** This fee applies if a student's housing unit must be cleaned after they move out of the residence or room. The amount of the charge depends upon the extent of cleaning needed.

**Housing Unit Damage Fee.** This fee applies if a student's housing unit must be repaired after they move out of the residence or room. The amount of the charge depends upon the extent of the repairs needed.

**Housing Unit Pet Registration Fee.** This fee is assessed annually when a non-traditional student registers an approved pet. Additional details can be found in the *Student Handbook* and in the housing agreement signed by the student. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click on Student Handbook.

**Housing Unit Transfer Fee.** This fee is assessed when students living in a family housing unit request to transfer from their current unit to a different unit.

**Housing Unit Utility Charge.** This fee is charged to students living in certain housing units to cover water, electricity, and/or gas.

**Independent Study Fee.** This fee applies to students who request an Independent Study under the supervision of a Johnson University instructor. Students are assessed the independent study fee—above and beyond normal tuition—which compensates the faculty supervisor.

**Late Financial Arrangement Fee.** This fee applies to students who do not settle their accounts by the deadlines set by the Student Accounts Office.

**Library Collection Fee.** The librarians assess this fee when patrons have not paid library fines for late returns or lost material after the third notice. It covers additional expenses associated with turning the matter over to Student Accounts.

**Library Late Return Charge.** The librarians assess this fee when patrons return library materials after the due date.

**Library Lost Material Charge.** The librarians assess this fee when patrons lose library materials, when patrons return library materials with extensive damage, or when patrons have not returned overdue materials after the third notice. Funds are used to replace those materials.

**Lost Key Charges.** These fees apply when students lose a key issued to them from the University. These fees are used to offset the cost of replacing keys and locks.

**Moving Violation Fee.** This fee is assessed if a student violates traffic regulations, such as speed limits and stop signs.

**Online Technology Fee.** This fee supports the computer network and access to the Sakai network.

**Parking Citation.** University Security will issue citations to people who park in restricted areas.

**Partner Church Site Fee.** This fee is used to directly support the specific church site in operation of the program. The site fee will help offset the cost to the church to run an effective site.

**Private Music Lessons.** These fees apply only to face-to-face undergraduate students who enroll in private lessons for voice or musical instruments.

**Reduced Excess Load Fee.** This fee applies only to students enrolled in face-to-face undergraduate programs. Students who have a cumulative GPA of 3.5 or above are charged the reduced excess load fee per credit hour above 15.5 credit hours. This fee is waived for participants in the Honors Program.

**Registration Late Fee.** Registration periods are published in the Academic Calendar. If students do not register during this period or prior to 30 days before the start of the term/session, this fee will be applied to their student account.



**Registration Reinstatement Fee.** This fee is charged to students who have not paid the balance for their course(s) by the payment deadline in accordance with the University payment policy. If their courses are dropped prior to making payment arrangements, this fee will be assessed to re-register them for classes.

**Returned Check Fee.** This fee applies to each check payment that is returned due to insufficient funds or account closure.

**Student ID Replacement Fee.** This fee is charged to students who must have their student identification card replaced.

**Teacher Education Liability Insurance.** This is a liability insurance program, provided by Professional Educators of Tennessee (PET), that protects students from claims against them that could arise from working in local schools. This fee is assessed yearly for students in Clinical placements.

**Textbooks.** Textbook costs should be considered additional expenses for enrollment. The only exceptions to this policy are the textbooks required for online bachelor's degree programs in Intercultural Studies. Some courses assess a fee to provide Inclusive Access e-books for the class. Textbooks may be purchased from the [online bookstore](#). If a student has a credit on their student account, they are issued a "Voucher" for eCampus. This "Voucher" allows them to charge books up to their credit amount (or \$400 maximum) to their student account to be paid with their account credit. This "Voucher" does not remove funds from their student account if the student chooses to purchase their textbooks from another source and pay out of pocket. If the student's account does not have a credit, they will not be able to charge books to their student account. Please email [StudentAccounts@JohnsonU.edu](mailto:StudentAccounts@JohnsonU.edu) with any textbook voucher requests.

**Transcript Fee.** A fee for official transcripts ordered through Parchment.

**Vehicle Decal Replacement Fee.** This fee is charged to students who must have their vehicle decal replaced.

**Vehicle Registration/Decal Citation.** University Security will issue citations to people who have not renewed their vehicle registration or do not display their vehicle decal.

### *Cost of Attendance*

College costs include more than tuition, housing, and fees. The Cost of Attendance information found on the website (<https://johnsonu.edu/cost-of-attendance/>) will help students plan their budgets, which includes other costs such as transportation, books, and personal expenses.

### *Campus Housing*

**Tennessee Campus Housing.** Johnson University's main campus in Knoxville encompasses 329 acres of beautiful East Tennessee countryside. Campus housing is available for both single students and married students with families.

*Housing Deposit.* A new, transfer, or returning student is required to pay a housing deposit when applying for single residence space and/or family housing accommodations. The deposits vary depending on the housing unit. These funds are held by the University as a security deposit against any cleaning needed and/or damages that might occur to the housing unit. In the event of

cancellation by an applicant, this deposit will be refunded provided notice of the cancellation is given before August 1 for Fall Term or December 1 for Spring Term.

When the unit is vacated and has been properly inspected, any cleaning and/or damage will be applied to the student's bill. The housing deposit will be transferred to the student's bill. If cleaning and/or damage fees exceed the deposit amount, the student is responsible for paying the additional cleaning and/or damage fees. If the student is graduating or leaving the university and has no balance or a credit, the refund and any credit will be sent to the student. Students are responsible for leaving a current address with the University.

*Residence Halls.* Charges for housing in residence halls are based on a 16.5-week term with two students per room. Single rooms, when available, may be purchased for an additional fee. See the housing rates in the section above with Tuition and Fees.

*Family Housing Units.* Housing needs of non-traditional students vary significantly. Johnson University therefore provides four primary types of housing units: apartments, mobile homes, townhouses, and duplexes. See Tuition and Fees above for the Tennessee campus.

Rental charges are computed on a per-term basis (19 weeks) for Fall and Spring. If a student lives on campus during the summer, a summer rental fee (for 14 weeks) is charged to the student's account. This balance is expected to be paid in installments over the summer.

Students who do not live on campus during the summer (or for a semester because of an internship) may store their belongings in their current unit and reserve it for following term. To store belongings in the unit while away for the summer, a fall internship, or a spring internship, the student will pay a storage fee equivalent to 30% of the current rent per day. The student will continue to be responsible for utilities during the vacate. The charge must be paid before leaving campus for the summer and/or internship. See the Student Life Office for the Summer Vacate Form.

The University provides water, sewer, and trash removal. Electricity and gas are contracted individually for all non-traditional student housing units except for Bell Hall.

*Bell Hall Apartments.* Bell Hall is a three-story apartment building containing one-bedroom, two-bedroom, efficiency, and studio units of varying sizes. All utilities are included in the rent for these apartments.

*Townhouses.* Garrett Way and Gateway Court townhouses have two bedrooms and one and one-half baths. They are designed for families with one or two children of the same sex. The University provides water, sewer, and trash removal. Students are responsible for arranging utilities.

*Duplexes.* Duplexes have three bedrooms and two baths. Student families are assigned a duplex unit on the following priority basis: (1) three or more children, (2) two teenage children, (3) teenage child and second younger child, (4) two younger children, (5) one teenage child, and (6) one younger child. If more than one family has the same priority basis, the earlier date of payment of the housing damage deposit determines who will occupy the unit. The University provides water, sewer, and trash removal. Students are responsible for arranging electrical service.

*Mobile Homes.* Various sizes of mobile homes are available for rent in Old Orchard Court and Sunset Court. The University provides water, sewer, and trash removal. Students are responsible for arranging electrical service.

*To Arrange for Student Housing:*

1. After you have been accepted to the University, you will receive an email which includes your user name and password for your Johnson University email account and my.JohnsonU.edu portal. Log into <https://my.JohnsonU.edu/ics>, click the Student Life Tab, select the campus you will be attending, then select and complete the appropriate housing application.
2. Pay the required housing deposit.

Housing assignments are made based on the date of the housing application with damage deposit, available units, size of family, unit requested, and University discretion. It is advisable to arrange for housing as early as possible. Being accepted as a student does not guarantee housing.

### ***Meal Plans***

**Tennessee Campus Meal Plan Options.** Johnson University's main campus in Tennessee features the Gally Commons dining area, the River Grill, Habaneros, and the Simple Blends/Starbucks®. The University has partnered with Pioneer College Caterers, Inc., to provide six flexible term meal plan options designed to meet the needs of students living on campus. All students enrolled in face-to-face programs must complete the Meal Plan Selection Form at <https://my.johnsonu.edu/ics> (Student Life tab). Each student living in a residence hall is required to select a meal plan. Other students taking classes on campus may elect to enroll in a meal plan. Students may change their meal plan at any time up to registration day. They are not permitted to change plans after registration day.

*Traditional Meal Plans.* Pioneer generally prepares three meals on Tuesdays through Fridays, two meals on Mondays and Saturdays, and one meal on Sundays. Traditional meal plans consist of a guaranteed number of meals per week. Currently, Johnson University offers traditional meal plans with 17, 13, or 9 meals per week. Students may use up to the specified number of meals for their plans each week. They do not have to worry about running out of meals each term because their meals reset weekly. The 13-meal traditional plan, for example, enables students to eat lunch and dinner every day during the school week and all meals offered on weekends. Students who do not officially select a plan will be automatically enrolled in the traditional plan featuring 17 meals per week.

*Block Meal Plans.* Alternatively, block meal plans consist of a certain number of meals per term. Currently, Johnson University offers block meal plans with 225, 190, or 130 meals per term. Unlike the traditional plans, block plans allow students to use as few or as many meals as they wish per week. Additionally, students with this plan may give their meals to other persons, such as visiting family or friends. Unused meals do not carry over from one term to the next. These plans provide students more flexibility, but they need to monitor carefully their meal usage so that they do not run out of meals during the term.

For more information regarding meal plans, see [Student Life Campus Dining](#) or ask for information in the Gally Commons.



*Flex Dollars.* Students may also purchase Flex dollars for their ID cards at any time during the term, and these dollars may be used to pay for their meals on campus.

### ***Health Insurance***

The University requires all undergraduate students taking courses on campus to have health insurance. Students must either complete a waiver or the enrollment form on <https://my.johnsonu.edu/ics>. Student policy information is available on the Johnson University website at [Student Health Insurance](#).

Undergraduate students are automatically enrolled in the University's health insurance plan unless they provide proof of coverage by completing the waiver form. Students who enroll in the plan at the beginning of Fall Term pay in advance for a 12-month policy. Students who begin in the Spring Term pay a reduced amount due to the reduced length of the policy.

### ***Tuition Refund***

**General Information.** Johnson University recognizes the occasional necessity for students to withdraw totally from coursework for a variety of valid reasons. The University acknowledges that a refund policy must be reasonable and equitable for both the student and the University. The student, through registration, makes a financial commitment to the University upon which the institution determines its expenditure patterns and obligations. Since the University is unable to reduce its costs significantly if a student partially or totally withdraws, the refund policy includes a time schedule with reasonable and equitable withdrawal refund deadlines. In its academic calendar, Johnson University publishes the "last day to add or drop a course." Add/drop dates are set 5–10 days from the beginning of a term, depending on the nature of a given program. The purpose of the policy is to enable students to make necessary adjustments near the beginning of a term without undue penalty. (For more information see "Adding or Dropping a Course" in the "Academic Policies & Procedures" section of this *Catalog*.)

Students who leave a course *prior* to the drop date are said to have "dropped" the course. Students who leave a course *after* the drop date are said to have "withdrawn" from the course. Students who drop or withdraw from *all* their Johnson University courses are said to have "withdrawn" from the University. There are financial implications for each action.

Financial charges and aid amounts are based on the total number of credits in which students are enrolled at the end of the course drop period. If students "drop" a course *prior* to the drop date, but remain enrolled in other courses, they are not held responsible for the costs of the course dropped and the aid may adjust accordingly. If students "withdraw" from a course *after* the drop date, but remain enrolled in other courses, they do *not* receive a refund for the course. If students withdraw from *all* courses *after* the drop date, they may be eligible for a partial refund or no refund according to the policies outlined below.

**Active Duty Military.** Military personnel who withdraw from the University as a result of a call to active duty receive a 100% refund of tuition, selected fees, room, and board.

**Term-Length Courses (15–16 Weeks).** After the first day of the term, face-to-face or online students who withdraw from *all* term-length courses (i.e. students who withdraw from the University) receive refunds of tuition and selected fees based on the scale below. Room and board expenses are prorated based on total days of enrollment relative to the total number of days in the term. Johnson University determines the number of days a student has been enrolled by

counting all days (including Saturdays, Sundays, and Mondays) from the first day of the term to the date the withdrawal is initiated. No room and board fees will be refunded the last four weeks of the term.

10 days or less after first day of term	100% refund
14 days or less after first day of term	75% refund
30 days or less after first day of term	50% refund
31 days or more after first day of term	0% refund

**Session-Length Courses (7 Weeks).** After the first day of the session, face-to-face or online students who withdraw from *all* session-length courses (i.e. students who withdraw from the University) receive refunds of tuition and selected fees based on the scale below. Room and board expenses are prorated based on total days of enrollment relative to the total number of days in the term. Johnson University determines the number of days a student has been enrolled by counting all days (including Saturdays, Sundays, and Mondays) from the first day of the term to the date the withdrawal is initiated. No room and board fees will be refunded the last four weeks of the session.

5 days or less after first day of session	100% refund
10 days or less after first day of session	50% refund
11 days or more after the first day of session	0% refund

**Tuition Refund for Online out-of-State Students.** When a state that authorizes online courses requires a refund policy that differs from Johnson University's standard policy, the University will provide the refund that equals the greater of the University's policy or the applicable state requirement based on the residency of the student.

**Subsequent Activity Calculation.** If other charges and/or fines are applied to students' accounts after all funds are returned or refunded, the student is responsible for those charges and/or fines.

### ***Return of Financial Aid as a Result of Withdrawal***

**Institutional and State Aid.** Johnson University awards various types of institutional, federal, and state financial aid (discussed below) designed to support students in reaching their educational goals. When students withdraw from the University, aid is reduced based on the refund calculations described above.

**Federal Aid.** Federal regulations (34 CFR 668.22) require that, when a student who is a recipient of federal funds withdraws, the date used to determine if federal funds must be returned is either the date the withdrawal was initiated or the mid-term date for the course. The University distributes or returns funds within the 45-day requirement.

The calculation used to determine the percentage of federal funds earned is set by federal regulations. It is based on the total number of days in the term, which includes all days from the first day of the term to the final day of the term, excluding breaks of five or more days. The percentage of federal aid earned is calculated by taking the total number of days enrolled based on either the LDA, withdrawal initiation date, or mid-term date, divided by the total number of days in the term. If students have earned more than 60% based on this calculation, they are deemed to have earned 100% of their federal aid.

**Allocation of Returned Federal Aid.** If it is determined that students must return federal funds, those returns will be made in the federally required order of priority:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal PLUS loan received on behalf of the student
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant
6. Federal TEACH Grant
7. Any other Title IV federal program

Please note:

- The return is allocated up to the full amount the student received from a particular fund.
- If the student has a credit balance at the time of the return calculation, the University retains the funds until after the return calculation is complete.
- If a refund is due to a lender, the Financial Aid Office returns the funds for the full amount of the refund, indicating which loans should be credited.
- If a refund is due to the student, the Office of Student Accounts informs the student and prepares a check for the full amount of the refund.
- If other charges and/or fines are applied to the student's account after a refund is determined, the student is responsible for those charges and/or fines.
- Once the appropriate refund amount has been determined, the refund is allocated in the federally required order. Johnson University distributes or returns funds within the 45-day requirement.

**Allocation of Unearned TA (Tuition Assistance).** If it is determined that a student has withdrawn and received military tuition assistance, the university must return any unearned portions of TA funds on a proportional basis through at least 60% of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

**16-Week Course Withdraw Return:**

Before or during weeks 1–2	100% return
During weeks 3–4	75% return
During weeks 5–8	50% return
During weeks 9–10	40% return (60% of course is completed)
During weeks 11–16	0% return

**7-Week Course Withdraw Return:**

Before or during week 1	100% return
During week 2	75% return
During weeks 3–4	50% return
During week 5	40% return (60% of course is completed)
During weeks 6–7	0% return

### ***Financial Aid***

**Philosophy.** Johnson University has a long tradition of providing financial aid to students who are unable to pay the cost of their education. As a general rule, more types of aid are available for traditional undergraduate programs than for non-traditional (online) and graduate programs. Johnson University has responded to this reality by setting non-traditional and graduate tuition rates lower than those of many peer schools.

**Applying for Financial Aid.** For all federal, state, and Johnson University institutional aid, students must complete the *Free Application for Student Aid* (<https://studentaid.gov/h/apply-for-aid/fafsa>). Financial aid is available to cover expenses related only to courses included in the student's degree program. Courses taken outside of the student's degree program are not included when determining a student's enrollment status and are not eligible for financial aid assistance.

**Financial Aid Counseling.** The Financial Aid Office is open from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday. To schedule a personal appointment with a financial aid counselor, students may call 865-251-2303.

### ***Institutional Aid***

**Standards for Financial Aid.** Johnson scholarships are available to any full-time, traditional, on-ground day student. If a student falls below full-time enrollment, they would not be eligible for their institutional aid. A student's full-time status is based on credits that are only taken at Johnson. If a student achieves full-time status through a consortium agreement this would not qualify them for institutional aid if the amount of Johnson hours only were not already at full-time status. Students taking at least three credit hours and in their final term for graduation are eligible for a pro-rated amount of their institutional scholarships. Additionally, Graduate students who are in their continuation period may receive their institutional scholarships for a prorated amount and will not lose their scholarship for being below three credit hours during the continuation period.

The FAFSA is typically required in order to receive institutional aid. Unless stated otherwise, students must maintain a 2.0 GPA to remain eligible for their scholarship or remain at Johnson on an approved status as determined by the Registrar's Office. Unless otherwise stated, scholarships can also be renewed from year to year for students continuously enrolled. Other institutional aid requiring applications can be obtained from the Financial Aid office or online at the Johnson web site at [Financial Aid](#).

Total institutional, non-merit-based aid cannot exceed annual tuition unless otherwise stated. Institutional aid is limited to four years only. If a student withdraws during the proration period, then their institutional aid will be reduced according to the same standards set for the Return of Title IV funds.

**President's Scholarship.** This merit-based scholarship is based on the applicant's highest ACT, CLT, or SAT score and final cumulative GPA from high school or college. An initial scholarship is awarded the first year. Award amount varies from \$1,000 to \$8,000. For students not awarded a President's scholarship their initial year at Johnson, if a 3.0–3.99 cumulative GPA is achieved, the student will be awarded \$900 annually for consecutive years. If a cumulative GPA of 4.0 GPA is achieved, the student will be awarded \$1,800 annually for consecutive years. The

student must initiate contact to the FAO if they have achieved this GPA at the end of their freshman year for it to be awarded. Student must also maintain a 2.75 CGPA or higher for continuation of the award.

**Johnson University Gap Scholarship.** This is a need-based scholarship designed to bridge the gap between cost and aid. The Financial Aid Office automatically calculates the award for any eligible student based on data received from *FAFSA* and other considerations by the Financial Aid Office. Students may receive up to \$3,000 annually for four years at the TN campus.

**International Student Scholarship.** This scholarship is for students who are not citizens of the United States. If total Johnson University aid does not exceed \$1,000 annually, students receive 1/2 off tuition. If aid exceeds \$1,000, students receive 1/3 off tuition.

**Preaching Scholarship.** The scholarship ensures Preaching & Church Leadership and Preaching & Student Ministry students will always have \$10,000 last dollar after all other Johnson Scholarships. If a student has \$10,000 or more in Johnson scholarships, then they would still receive \$1,500 in the Preaching Scholarship.

Certain types of financial aid can exceed the last-dollar threshold up to \$10,000. These include:

External Scholarships: Scholarships provided by entities outside the institution.

State Scholarships: Financial aid awarded by the state government.

Federal Aid: Financial aid awarded by the federal government.

Institutional Aid for Preach Fest Students: Aid that has already been allocated to students participating in the Preach Fest event.

Designated Institutional Aid: This includes funds from accounts that are either temporarily or permanently restricted and are specifically targeted towards certain student demographics. Examples include First Generation funding or the Yu Ping Scholarship.

These allowances provide additional financial support to students, enhancing their educational opportunities.

**Program Scholarships.** Programmatic Scholarships include Business Administration, ESL, Intercultural Studies, Linguistics, Media, Missions, Music and Worship Ministry, Psychology, Sport and Fitness Leadership, Student Ministry, Teacher Education and others. Some may require additional information such as an essay or a letter of recommendation. See <https://johnsonu.edu/admission/scholarships/> for more information.

**International Missionary Scholarship.** Recipients must be Tennessee campus students, who are dependents of missionary parents serving internationally. Parent(s) must meet the following criteria:

- Primary work of ministry is done internationally. Generally stationed overseas.
- 30 hours or more per week is devoted to ministry

If total institutional aid does not exceed \$2,000 annually, the student will receive 1/2 off tuition. If aid exceeds \$2,000, the student will receive 1/3 off tuition.

Student must complete the application as well as provide proof of employment. Award cannot be in conjunction with the international student scholarship.

**Christian Ministry Scholarship.** Eligible applicants are dependents of a full-time Christian preacher or teacher of the Word of God *or* independent students who are serving in said capacity at a church. This ministry position must be the family's primary source of income. If total Johnson University aid does not exceed \$2,000 annually, the award is \$2,000. If aid exceeds \$2,000, students receive \$1,000. Proof of employment is required for this scholarship.

**Tuition Reduction Scholarship.** Recipients must be Tennessee campus students, who have been married at least three years. Both spouses must be enrolled full-time. The award is limited to one per household. It cannot be used in conjunction with the Married Student Scholarship. Students receive 1/3 off tuition annually. No separate application is necessary.

**Family Scholarship.** Recipients must be Tennessee campus students, who have a sibling or parent enrolled full-time at Johnson University. The award cannot be used in conjunction with the Married Student or Tuition Reduction Scholarships. Students receive \$400 annually.

**Bible Bowl Scholarship.** Recipients must be Tennessee campus students who have competed and placed at national, state, or Johnson University Bible Bowl competitions. Awards vary accordingly and are awarded for the highest placed achievement of all Bible Bowl competitions excluding Beginner Bowl. Awards can be stacked for the National Bible Bowl Tournament, but not other tournaments or competitions.

LEVEL	FIRST PLACE	SECOND PLACE	THIRD PLACE	FOURTH PLACE
NATIONAL	See below	See below	See below	See below
JOHNSON	\$2,000 fresh. year \$1,000 soph. year	\$1,000/year (2 yrs)	\$1,000 fresh. year \$500 soph. year	\$0
STATE	\$2,000	\$1,500	\$1,000	\$0

Those who participated in Bible Bowl but did not place at competitions may still be eligible for a scholarship. Applicants must have been active members in Bible Bowl for three years or more at the senior high level and must not already be receiving any other type of Bible Bowl Scholarship from Johnson University. Awardees receive \$500 for one year.

National Bible Bowl Scholarship Awards (Verified by National Bible Bowl):

- Nationals attendance: \$100
- Memory Master: \$45 (there are 45 memory verses per season)
- Test: The test is a 200-point comprehensive test of the entire text, and the students have 40 minutes to complete the test:
  - Score of 98% or higher: \$1,000
  - Score of 90% or higher: \$750
  - Score of 80% or higher: \$500
  - Score of 70% or higher: \$250
- Quote Bee:
  - First place: \$1,000
  - Second place: \$750
  - Third place: \$500
  - Fourth place: \$400
  - Fifth place: \$250

- **Individual Tournament:**  
First place: \$1,000  
Second place: \$750  
Third place: \$500  
Fourth place: \$400  
Finalist (players 5-8): \$250
- **Double Elimination (Team event)**  
First place: \$3,000/team member  
Second place: \$2,500/team member  
Third place: \$2,000/team member  
Fourth place: \$1,500/team member  
Fifth place: \$1,000/team member  
Sixth place: \$750/team member  
Seventh place: \$500/team member  
Eighth place: \$250/team member

**Preaching/Public Speaking Scholarship.** Recipients must have competed and placed at national, state, or local competitions. Awards vary accordingly. Applicants should inquire at the Financial Aid Office.

**SAGE Scholarship.** Johnson University is a participating member of the SAGE Scholars program. Any student who applies and is accepted to Johnson University must submit, at the time of application, a statement of their rewards with the SAGE Scholars program. The financial aid office will determine from the reward statement the amount of the scholarship that the student can receive. Johnson will honor the reward points in the form of an institutional scholarship divided evenly over four years.

**First Generation Student Scholarship.** Recipients are first-generation students (neither parent has a college degree). The FAO will submit students to the first generation student committee based upon need who will make determinations of awards which are typically \$1,000 annually.

### ***Federal Aid***

**Federal Pell Grant.** The Pell Grant is a federal program designed to assist students with high financial need. Recipients are not required to repay the grant. Baccalaureate degree holders are no longer eligible. The amount of the award is determined by completing the *Free Application for Federal Student Aid (FAFSA)* available online (<https://studentaid.gov/h/apply-for-aid/fafsa>). Applicants who do not have access to a computer may use the computer in the Financial Aid Office designated for students. The maximum grant and additional information can be found at <https://studentaid.gov/understand-aid/types/grants/pell>.

**Federal TEACH Grant.** The TEACH Grant is a federal financial aid program that assists aspiring teachers by providing them with additional funding. Recipients must complete four years of teaching in a high need field as defined by the Department of Education or as listed on the Nationwide Teacher Shortage Areas Listing at an eligible Title I school within eight years of program completion. Failure to fulfill these requirements results in the grant converting into a Federal Unsubsidized Direct Loan (described below). You can find more detailed information including the maximum amount of TEACH grant a student is eligible here: <https://studentaid.gov/understand-aid/types/grants/teach>.



**FSEOG Grant.** The Federal Supplementary Educational Opportunity Grant (FSEOG) is campus-based federal aid and designed to assist the neediest undergraduate freshmen students. Recipients must be eligible for the Pell Grant. Awards typically range from \$400 to \$1,000 annually, based on the availability of funds. You can find more information about this grant here — <https://studentaid.gov/understand-aid/types/grants/fseog>.

**Federal Work-Study.** The Federal Work-Study (FWS) program allows students who exhibit financial need to obtain certain on-campus jobs. A limited number of community service job opportunities are also available. Most work assignments range from 6 to 10 hours per week and pay the current federal minimum wage. Johnson University cannot guarantee job placement for every student, nor can it guarantee the total number of hours students will work or the total amount they may earn. Students who are not eligible for FWS, but who desire to work, may apply for positions as part-time, temporary employees of the University. Limited student employment is available.

**Federal Subsidized Direct Loans.** This program allows undergraduate students to borrow up to \$3,500 as freshmen, \$4,500 as sophomores, and \$5,500 as juniors and seniors. Students demonstrating financial need may qualify for an interest subsidy, by which the government pays the interest while the student is enrolled in at least 6 credit hours per semester. Application instructions for Federal Direct Loans appear online. Repayment may be deferred while the student is enrolled at least half-time.

**Federal Unsubsidized Direct Loans.** This program allows undergraduate students to borrow \$2,000 annually or the remainder of their annual eligibility if ineligible for the full subsidized amount. Independent students and dependent students whose parents are denied the PLUS loan may borrow either \$4,000 or \$5,000, based on number of credits earned. This amount may vary based on cost of attendance. Repayment may be deferred while the student is enrolled at least half-time. Interest continues to accrue during this time.

**Federal Parent Loan for Undergraduate Students (PLUS).** Parents may borrow up to the cost of attendance minus financial aid at a fixed interest rate.

### ***Tennessee State Aid***

**Tennessee Aspire Award.** Recipients must be eligible for the Tennessee HOPE scholarship and have a household AGI of \$36,000 or less. The award consists of a \$1,500 supplement to that scholarship. Students may receive either the Aspire Award or the General Assembly Merit Scholarship (see above), but not both.

**Tennessee Dual Enrollment Grant.** This grant is available to juniors or seniors who are residents of Tennessee and attending an eligible high school and who are enrolled at an eligible postsecondary institution for which they will receive college credit. As of the publication of this Catalog, the award amount is based on the amount the college charges for dual enrollment students for the first five courses taken. Courses 6-10 are awarded \$100 per credit hour. The amounts are subject to change by the state legislature.

**Tennessee General Assembly Merit Scholarship (GAMS).** Recipients must be eligible for the Tennessee HOPE scholarship and have a minimum of a 29 ACT score and 3.75 high school GPA. The award consists of a \$1,000 supplement to that scholarship. Students may receive either the GAMS or the Aspire Award (see below), but not both.



**Tennessee Helping Heroes Scholarship.** This scholarship is available to students who are US veterans who were honorably discharged or who are a member of the National Guard (former or current) who have not previously earned a baccalaureate degree. Recipients may qualify for up to \$4,000 a year.

**Tennessee HOPE Access Grant.** This grant applies *only* to the initial 24 attempted credit hours. Students may be eligible for the Tennessee HOPE Scholarship in the second year by meeting HOPE Scholarship renewal criteria. Recipients may qualify for up to \$2,250 annually based on available funding from the State Lottery.

**Tennessee HOPE Lottery Scholarship.** Tennessee residents must be enrolled within 16 months of graduation from an eligible high school or GED program, 3.0 overall minimum grade point average and/or minimum 21 ACT score. Freshmen and Sophomores may qualify for up to \$4,500 annually. Juniors and Seniors may qualify for up to \$5,700 annually.

**Tennessee Promise Scholarship.** Recipients must be a Tennessee resident, who are entering into an Associate degree program. The scholarship will cover tuition and fees not covered by the Pell Grant, Hope scholarship or state student assistance funds. Essentially it is a last-dollar scholarship. Participants must complete mandatory meetings to remain eligible, as well as complete eight hours of community service per term enrolled, as well as maintain satisfactory academic progress (2.0 GPA) at their institution.

**Tennessee Reconnect Grant.** Recipients must be a Tennessee resident who have not previously earned an associate or baccalaureate degree, are independent according to the FAFSA rules, and are enrolled part-time in an eligible program of study. The grant will cover tuition and fees not covered by the Pell Grant, Hope scholarship or other state student assistance funds. It is a last-dollar grant.

**Tennessee Student Assistance Awards (TSAA).** The TSAA Program was established for financially-needy undergraduate Tennessee residents. Applicants must be enrolled in at least 6 credit hours and have a valid Student Aid Index (SAI). Funds are awarded on a first-come, first-served basis. To receive priority consideration, students are strongly encouraged to submit a *FAFSA* as soon as possible after October 1 each year. Awards are made until funds are depleted, up to a limit of \$4,000 annually. The maximum award is determined by TSAC Board of Directors. Baccalaureate degree holders are no longer eligible.

### ***Veterans/Military Service Benefits***

Eligible U.S. military service members, veterans, and dependents are welcome to apply for educational benefits. Students may verify eligibility and receive current information by telephoning the Department of Veterans Affairs (VA) at 1-800-698-2411. This number is accessible from anywhere in the United States and connects callers to the nearest regional office. They may also visit [www.va.gov](http://www.va.gov) or call 1-800-527-1000.

The University's VA Certifying Official is the point of contact (POC) for service members relating to academic and financial advising. The certifying official is trained and knowledgeable in the Tuition Assistance program, Title IV funding, and Veterans Affairs education benefits. The POC is also familiar with University services providing academic counseling, financial aid counseling, job search support, and other student support services offered to Service members.

**Certification to the VA.** Enrollment at Johnson University will be reported by the School Certifying Official (SCO) for each Fall and Spring enrollment period, noting credit hours, start/end dates, tuition, and fees. Certifications from Johnson University will be reported after add/drop of the enrolled term. Students must submit a Certificate of Eligibility for entitlement to educational assistance no later than the first day of a course of education (the first day of a term). For dependent-related VA benefits a copy of the DD 214 may be necessary. The University's VA Certifying Official may also require additional information necessary to the proper certification of enrollment. Students are also responsible for the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits. While payment to the institution is pending from the VA, Johnson University agrees that it will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

Provide the enrolling institution with a copy of his/her VA Certification of Eligibility (COE) – A “certificate of eligibility” can also include a “Statement of Benefits” obtained from the U.S. Department of Veterans Affairs' (VA) website; eBenefits; or a VAF 28-1905 form, for chapter 31 authorization purposes.

Additional criteria to qualify for this provision are also required for such students and listed below:

- No other requirement other than COE.

**Montgomery GI Bill® (Chapter 30).** The Montgomery GI Bill®, known as the MGIB, is a program providing educational benefits to individuals who entered active duty for the first time after June 30, 1985, and who received an honorable discharge. Active duty includes full-time National Guard duty performed after November 29, 1989. To receive the maximum benefit, participants generally must have served continuously for three years.

**Montgomery GI Bill® (Chapter 1606).** MGIB-SR (Montgomery GI Bill-Selected Reserve Educational Assistance Program, chapter 1606 of title 10, U.S. Code) is for members of the Selected Reserve. The Selected Reserve includes the Army, Navy, Air Force, Marine Corps, Coast Guard, Army National Guard, and Air National Guard. The reserve components decide who is eligible for the program.

**Vocational Rehabilitation Assistance (Chapter 31).** Vocational Rehabilitation is a program of services for active duty military and veterans with service-connected physical and/or mental disabilities.

**Post-Vietnam Era Veterans Educational Assistance Program (Chapter 32).** Under VEAP, active duty personnel voluntarily participated in a plan for education or training in which their savings were administered and supplemented by the federal government. Service persons were eligible to enroll in VEAP if they entered active duty for the first time between January 1, 1977 and June 30, 1985.

**Post-9/11 GI Bill® / Yellow Ribbon Program (Chapter 33).** The Post-9/11 GI Bill® is for training pursued on or after August 1, 2009. Benefits may include tuition and fees, monthly housing allowance, books and supplies stipend, and miscellaneous expenses. Benefits are based on students' entitlement percent and enrollment status. Eligible spouses and children of active duty members who died in the line of duty after September 10, 2001 also qualify for the GI Bill®, excluding Yellow Ribbon. This is used for students who qualify for the Fry Scholarship. Students who have submitted required documentation to begin the certification process are eligible to be certified up to 120 days before the enrolled semester by Johnson University's School Certifying Official (SCO). Certifying a Chapter 33 student early will help begin the process of receiving their housing allowance and book stipend promptly.

**Dependents Educational Assistance Program (Chapter 35).** This program provides education and training opportunities to eligible dependents of certain veterans. Students who wish to verify eligibility should contact the regional office of the Department of Veterans Affairs and provide the veteran's service dates and the VA file number.

**DoD Military Tuition Assistance (TA).** This program provides \$250/credit hour towards tuition and fees for eligible members of the US Military up to \$4,500 per fiscal year. Each service establishes its own eligibility criteria. TA funds are paid directly to the institution by the individual services. For more information contact your Education Service Officer (ESO).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

### ***Vocational Rehabilitation Assistance***

Vocational Rehabilitation Assistance is available to qualified students. The local office of the student's hometown can provide specific information about this resource.

### ***Other Financial Aid***

**Alternative Loan Programs.** Alternative loans enable students to borrow educational funds to supplement federal/institutional financing. Information on lenders appears on the Johnson University website.

**Outside Scholarships.** In addition to federal, state, and institutional financial aid programs, students are encouraged to investigate other potential sources of assistance, such as churches, employers, labor unions, civic groups, professional organizations, and corporations. More information is available at the Financial Aid Office.

### ***Financial Aid Process***

**Undergraduate Students.** Undergraduate students apply for federal and state financial aid, along with certain types of institutional aid, by taking the following steps:

1. Complete a *Free Application for Federal Student Aid (FAFSA)* (<https://studentaid.gov/h/apply-for-aid/fafsa>).
  - a. Include Johnson University's school code (003495) on the *FAFSA*.
  - b. For Tennessee residents, the *FAFSA* is required for federal financial aid and must be completed each year. In addition, students must set up their profile in the TSAC portal, list Johnson as the college they will be attending, and complete the state aid application. We recommend completing both processes as soon as the applications and *FAFSA* open, but no later than February 1 for state residents.
2. To obtain a Federal Direct Loan:
  - a. Students must complete Entrance Loan Counseling and sign a *Master Promissory Note (MPN)* at [www.StudentAid.gov](http://www.StudentAid.gov).
3. Parents of students wishing to apply for the Federal Direct PLUS Loan must:
  - a. Complete a PLUS *Master Promissory Note (MPN)*
4. Quickly respond to any document requests or emails you receive from the Financial Aid Office. Students are responsible for checking their Johnson University email account for communications from the Financial Aid Office.
5. If applicants think a mistake has been made regarding their financial aid information, they should contact the Financial Aid Office.

### ***Satisfactory Academic Progress for Financial Aid Eligibility***

**Policy.** To maintain eligibility for financial aid, students must make Satisfactory Academic Progress (SAP) as defined by their grade level classification and program of study. Failure to meet the prescribed standards may result in loss of financial aid eligibility. All students are reviewed after each payment period or period of enrollment.

**Undergraduate Students.** To maintain satisfactory academic progress, undergraduate students must sustain a cumulative grade point average of at least 1.50 after their first year and a 2.0 after their second year. Students must also successfully complete at least 67% of all credits attempted. The completion percentage will be rounded up or down according to standard rounding principles. Failure to meet either requirement after the Spring term automatically puts students on *Financial Aid Suspension* status. At this point, students may appeal, by letter, to the Student Financial Services Office to regain eligibility for *one* additional payment period/period of enrollment. If approved, students are placed on *Financial Aid Probation* status. If students fail to demonstrate satisfactory academic progress after the probationary payment period/period of enrollment, they return to *Financial Aid Suspension* status.

The only way to continue receiving financial aid while suspended is to complete an *Academic Plan* (defined below). All *Academic Plans* must be approved by the Financial Aid Office.

If at any review point students are found to be in compliance with SAP requirements, they are automatically removed from Probation or Suspension status.

In addition to the above grade point average and completion rate requirements, all students must complete their programs of study by attempting no more than 150% of the credit hours normally

required for completion. If, for example, a program of study is normally completed with 124 credit hours, financial aid eligibility ceases once a student has attempted 186 credit hours or more.

**Circumstances for a SAP Appeal.** SAP appeals can be filed for any of the following circumstances: The death of a relative; injury or illness of the student; family difficulties, such as divorce or illness; interpersonal problems with friends, roommates, significant others, or another individual; difficulty balancing school and work, athletics, family responsibilities; or financial difficulties.

**Definition of Terms.** The following paragraphs define key terms related to Satisfactory Academic Progress (SAP):

*Academic Plans* are personalized plans designed to enable a student to meet SAP requirements at a subsequent review. They are developed by a Financial Aid Counselor or the Director of Financial Aid in conversation with the student and other University representatives as determined by the Director. The timeframe for the plan is developed on a case-by-case basis. As long as students remain in compliance with the *Academic Plan*, they are eligible to receive financial aid. If they fail to meet the requirements of the *Academic Plan*, they return to Financial Aid Suspension status.

*Financial Aid Probation* is a status assigned to students on Financial Aid Suspension after they successfully appeal, by letter, to the Student Financial Services Office. Such students retain financial aid eligibility for *one* additional payment period/period of enrollment as they attempt to demonstrate Satisfactory Academic Progress. Students may be on probation multiple times during their enrollment at Johnson University as long as the periods are not consecutive.

*Financial Aid Suspension* is a status assigned to students after a Warning or Probation period in which they failed to demonstrate compliance with SAP requirements. Students on Financial Aid Suspension are not eligible to receive financial aid. They remain under this status until they meet SAP requirements.

*Successfully Completing a Course* means earning the grade necessary to apply the course toward graduation requirements for a given academic program. Most programs require a “D-” or above for the course to be “completed.” In the event that a program requires a grade higher than “D-” for a given course, students must earn the required grade for the course to be considered “complete.” A grade of “P” (Passing) is also satisfactory. Students earn no credit for grades of “F” (Failing), “I” (Incomplete), “E” (Emergency), “W” (Withdrawal). Such courses count as courses attempted but not successfully “completed.”

### ***Loan Repayment and Default Prevention***

Investing in education represents a critical commitment to personal and professional growth. Our institution is dedicated to supporting students and families in building successful careers while managing student loans responsibly. To this end, our Loan Default Prevention efforts incorporate Department of Education entrance and exit counseling, along with a comprehensive suite of resources. These include detailed information on repayment plans, loan forgiveness options, general default awareness, a twelve-step strategy to avoid default, and an overview of the consequences of default. Together, these initiatives empower students to proactively manage their loans and pursue a clear, achievable path toward becoming debt free over time.

**Accessing Your Loan Information.** Check your federal student loan details and balance at [studentaid.gov](https://studentaid.gov). Ensure your FSA ID is set up for secure access to your account. Explore multiple repayment plans using the repayment calculator to find the best fit for your budget. You can switch repayment plans anytime by contacting your loan servicer. If you ever face difficulty making payments, reach out to your loan servicer—they offer various options to help you avoid default.

**Managing Student Loans.** If you take out a student loan while attending Johnson, it's essential to understand your repayment options, eligibility for forgiveness or cancellation, and ways to prevent default. Whether you need clarification, general information, or help creating a repayment strategy, our team is here to support you. Visit the Financial Aid office to schedule a personalized meeting and get the guidance you need.

**Repayment Plans.** There are multiple types of [federal loan repayment plans](https://studentaid.gov/manage-loans/repayment/plans). Review your options at <https://studentaid.gov/manage-loans/repayment/plans> and use the loan simulator to find the right one for you.

### Loan Forgiveness Options

- **Teacher Loan Forgiveness.** Borrowers who work full-time as teachers in a low-income elementary or secondary school for five consecutive years may qualify for loan forgiveness of up to **\$17,500** on subsidized and unsubsidized **Direct** or **FFEL Program** loans. **Federal PLUS loans are not eligible.**
- **Public Service Loan Forgiveness (PSLF).** Full-time employees in qualifying public service jobs who have made **120 qualifying payments** on their **Direct Loans** may have their remaining balance forgiven. Only payments made under specific repayment plans count toward the required 120 payments. Loans must not be in default to qualify.
- For more details on **Forgiveness, Cancellation, and Discharge**, visit the [Federal Student Aid website](https://studentaid.gov). Additional loan forgiveness and cancellation options can also be found at [studentaid.gov](https://studentaid.gov).
- **Loan Default Prevention.** Failing to make student loan payments for **270 days** results in **default**, at which point the entire balance—including principal, interest, and collection fees—becomes immediately due. Default indicates that you have not met the repayment terms outlined in your **promissory note**, the legal agreement you signed when taking out your loan. In the event of default, your school, loan servicer, loan guarantor, and the federal government may take various actions to recover the debt.

### Twelve Ways to Avoid Default

1. **Borrow Wisely** – Only borrow what you need for necessary college expenses and what you can realistically repay.
2. **Know Your Rights & Responsibilities** – Understand your repayment obligations and all available options before committing to your loan.
3. **Understand Your Loan Terms** – Familiarize yourself with the specifics of your loan, including repayment conditions, deferment, and forbearance options.
4. **Create a Budget** – Develop and maintain a monthly budget that aligns with your income to ensure you can meet your repayment obligations.

5. **Manage Other Debts Wisely** – Keep credit card and other debts to a minimum or avoid them altogether to protect your financial health.
6. **Make Early Payments** – Consider making small payments while still in school to reduce your principal balance and future interest charges.
7. **Consider Income-Driven Repayment Plans** – If your payments are challenging, switch to a plan that adjusts your monthly obligations based on your income and family size.
8. **Set Up Automatic Payments** – Enroll in automatic payments to ensure you never miss a due date, and take advantage of any available interest rate discounts.
9. **Keep Records** – Save copies of all loan documents, letters, canceled checks, and any other related paperwork for future reference.
10. **Stay in Touch with Your Loan Servicer** – Promptly notify your servicer of any changes in your address, phone number, name, school enrollment, or status.
11. **Seek Help Early** – If you encounter payment difficulties, reach out to your loan servicer immediately to explore your options before falling behind.
12. **Explore Loan Forgiveness & Assistance Programs** – Research programs like **Public Service Loan Forgiveness (PSLF)** or **Teacher Loan Forgiveness** that may help reduce or eliminate your loan balance.

### Consequences of Default

- **Damage to Your Credit** – Default is reported to all national credit bureaus, potentially impacting your ability to secure loans for vehicles, homes, or other financial needs.
- **Tax Refund Seizure** – The IRS may withhold federal and/or state tax refunds to help repay your outstanding balance.
- **Loss of Federal & State Aid** – Defaulting can render you ineligible for additional student aid or other government benefits.
- **Wage Garnishment** – A portion of your paycheck may be deducted automatically to satisfy the debt.
- **Collection Costs** – You may incur additional fees related to the collection process.
- **Assignment to a Collection Agency** – Your loan could be transferred to a collection agency, resulting in further fees and penalties.
- **Loss of Repayment Flexibility** – Default may result in the loss of access to deferment, forbearance, and income-driven repayment options outlined in your Master Promissory Note.
- **Professional Licensing Issues** – In some states, a loan default can lead to the denial or revocation of professional licenses.
- **Legal Action** – You could face lawsuits, incurring court costs and legal fees.
- **Limited Housing & Employment Opportunities** – A default on your credit report may affect your ability to rent an apartment or secure employment that requires a solid credit history.

- **Increased Loan Balance Due to Fees & Interest** – Late fees, capitalized interest, and collection charges can significantly inflate your total debt, making repayment even more challenging.

Taking proactive steps to manage your loans is essential for avoiding default. If you need assistance or have any questions about your student loans, contact your loan servicer immediately. For further details, visit the [Federal Student Aid website](#). For an individual meeting to best support you simply come to the Financial Aid office and we would be happy to support you.



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## STUDENT LIFE

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### *Main Campus: Johnson University*

**Tennessee Campus and Facilities.** Johnson University's main campus is located at 7900 Johnson Drive, Knoxville, Tennessee 37998. Geographically, the main campus is in almost the exact center of that portion of the United States lying east of the Mississippi River and south of the Great Lakes. The campus is seven and one-half miles from the city limits of Knoxville, the metropolitan hub of the Great Smoky Mountains and East Tennessee's other famous tourist destinations. Johnson University is only a short distance from the city's cultural attractions, restaurants, shopping malls, and airline connections through McGhee Tyson Airport.

The Knoxville campus encompasses 329 acres of East Tennessee countryside. Approximately 125 acres have been developed, leaving ample room for growth. Within this property, the facilities services department maintains a small "village" that includes 686,075 square feet of commercial and residential buildings, 3.2 miles of roads, and 294,000 square feet of parking lots.

Most students at Johnson University live on campus. There are two residence halls for single students, as well as 75 housing units for married and adult students ranging from studio apartments to three-bedroom duplexes. Many members of the faculty and staff also live on campus.

Primary structures include the following:

- *Athletic Facilities.* The University maintains athletic facilities for both varsity and intramural athletic programs including two gymnasiums, six tennis courts, two racquetball courts, baseball field, softball field, soccer field, swimming pool, disc golf course, walking track, hiking trails, and facilities for floor hockey, pickleball, and volleyball.
- *Bell Hall* (1955) is a three-story apartment building for married and adult students containing studio, one-, and two-bedroom units of varying sizes. All utilities are included in the rent. A laundry facility is available across the street.
- *Brown Hall* (2000), the primary residence hall for single men, is equipped with private bathrooms in all rooms and has both wireless and Ethernet network connections. It houses up to 288 students, has three large common areas, two public kitchenettes, two sizeable laundry facilities, and a prayer room.
- *Campus Services Building* (completed Spring 2018) houses the School of Communication & Creative Arts' music program. A choir room, classrooms, practice rooms, and music faculty offices are part of this building.
- *Clark Hall* (1905) is currently not used.

- *Duplex Units* have three bedrooms and two bathrooms. These units are primarily used for senior transition housing, graduate student housing, and families with two or more children.
- *Eubanks Activity Center* (EAC, built in 1990 and remodeled in 2009–2011), houses the offices of the president, advancement, church relations, enrollment services, student accounts, financial aid, student life, along with a science lab and nurse's station. The upper level includes classrooms, TV studio, audio studio, editing suites, and offices for part of the School of Communication & Creative Arts. The lower level houses the River Grill, racquetball courts, television area, student lounge, preschool, and graphics office.
- *Gally Commons* (2007), houses the post office, campus store, and a large dining facility. Special events are held in three private dining rooms.
- *Garrett Way and Gateway Townhouses* have two bedrooms, one and one-half baths. These units are designed for married couples or families with one or two children of the same sex.
- *Glass Memorial Library* (1965) provides students with a convenient place for research and study. It also houses one of the three computer labs on campus.
- The *Graham Center* opened in the Spring of 2019. This facility includes an 80,000 square-foot recreation building that features a student center, game room, multi-purpose room, classrooms, fitness center, competition gym, recreation gym, varsity team locker rooms, a trainer's room, and a competition-size pool. Outdoor facilities include a soccer field, baseball field, softball field, and intramural space.
- *Johnson Hall* (2000), the primary residence hall for single women, is equipped with private bathrooms in all rooms and has both wireless and Ethernet network connections. It houses up to 288 students, has three large common areas, two public kitchenettes, two sizeable laundry facilities, a cardio exercise room, and a prayer room.
- *Myrtle Hall* (1951; remodeled 2004) houses the School of Social and Behavioral Sciences and the University Counseling Center.
- *Old Main* (1905) contains a small chapel and the Museum of Archaeology. Built in 1905, it is the oldest building on campus still in use apart from the White House.
- *Phillips-Welshimer Building* (PWB, 1975), located in the heart of the campus, contains an auditorium, administrative offices, faculty offices, the School of Christian Ministries, the Russell Preaching Center (RPC, 2009), the School of Arts and Humanities, the School of Bible and Theology, and classrooms of various sizes and layouts. The Russell Preaching Center houses one of the three computer labs on campus.
- *Richardson Hall* (RH, 2001) houses the Templar School of Education, the School of Business and Leadership, Academic Support Center, Department of Online Education, and the Karak Resources Project. It also contains an interactive prayer room, multimedia classrooms, and a computer lab.
- *River View* (2010), the official residence of the president, overlooks the French Broad River and Johnson Island. It is connected to the White House by a large dining/meeting room called the Refectory.

- *The White House* (1890) was built in 1890 and restored in 2010. The oldest structure on the campus, it was the residence of Ashley and Emma Johnson, and other presidents, and now serves as a guest house. The White House is connected to Riverview by a large dining/meeting room called the Refectory.

**Tennessee Student Services.** Johnson University provides a wide array of student services. Major services on the Tennessee campus include:

- *Academic Advising.* School deans assign a faculty advisor to each student to assist in selecting appropriate courses each term. Advisors also counsel students with vocational and personal concerns as needed.
- *Admissions and Financial Aid Advising.* Contact the Admissions Office to schedule an appointment to discuss admission to the University and financial aid opportunities. (Telephone: 800-827-2122; Email: [Admissions@JohnsonU.edu](mailto:Admissions@JohnsonU.edu)).
- *Campus Store.* The Johnson University Campus Store is typically open Monday through Friday from 8:00 a.m. to 4:00 p.m. It is the official source for Johnson University Gear, clothing and accessories that bear the University insignia. The Campus Store also stocks a variety of other merchandise, including books, school supplies, gifts, snacks, and personal items. Students may contact the Campus Store by telephone (865-251-2246) or email ([CampusStore@JohnsonU.edu](mailto:CampusStore@JohnsonU.edu)).
- *Career Services.* The Johnson University Career Services Office (CSO) provides professional services and guidance for students, alumni, and faculty to support the development of servant leaders and ethical professionals. The CSO supports the mission and goals of Johnson University by assisting students in realizing and articulating their God-given potential by exploring their interests, values, skills, and opportunities (<https://johnsonu.edu/student-life/career-planning>). In partnership with students, alumni, faculty, and employers, the CSO develops informational, experiential, and professional development workshops, events, personal counseling, and networking that clarifies career exploration and employment opportunities. Johnson University Ministry and Employment Opportunities posted on the website provide a current list of churches and employers searching for Johnson students and alumni to fill positions (<http://johnsonu.edu/student-life/career-planning#ministry>). The Career Services Office is in the Eubanks Activity Center, Room 322.
- *Communications.* The University equips each residence hall room with a telephone jack and phone number. Students may request a land line phone for their dorm room. The campus post office assigns each student a mailbox in the mailroom in the Gally Commons. Post office personnel post U.S. mail and campus mail daily. The Student Life Office maintains a current announcement page. Announcements can be found on the campus portal. Students have the option of having the announcements delivered to their email account. Digital displays can be found in several commercial buildings notifying students about campus events. Several University offices maintain informative bulletin boards. All electronic communications from the University to students are sent using students' Johnson University email addresses. Students are responsible for checking their Johnson email account regularly.
- *Counseling Services.* The University Counseling Center (UCC) provides limited mental health services to students currently enrolled in traditional programs. The center is staffed by

a Director, Assistant Director, and graduate students under the careful supervision of the professional counseling faculty.

The UCC exists to offer a broad range of preventive, remedial, and developmental counseling services to Johnson University students. It offers accessible, culturally competent, quality care to clients that is respectful of a person's family and loved ones, faith, language, culture, ethnicity, gender, and identity as a sexual being. At the client's level of comfort, student therapists incorporate spirituality and biblical components in the counseling process regarding faith as core to the growth and healing process. The UCC clinical faculty retains the right to refer clients or potential clients to other service providers when necessary.

- *Disciplinary Procedures.* Johnson University is committed to the principle of justice as revealed in the Scriptures and to the practice of reasonable, fair, and appropriate disciplinary procedures. A Discipline Committee meets as needed to deal with serious matters of student misconduct. The committee consists of three faculty members and two students. The Dean of Students chairs the committee. The committee works until it comes to a unanimous decision. Sanctions are always administered in a spirit of Christian concern with a sense of compassion for the student.
- *Food Services.* Food services are provided through Pioneer College Caterers in the Gally Commons dining hall at posted hours. In the Eubanks Activities Center, Pioneer also operates the River Grill. A third meal option, Habaneros, is available in the Graham Center. Coffees, smoothies, salads, and quick snacks are available at the Atchley Family Cafe. Vending machines with drinks and snacks are also available. For single students the charges for board are based on a required contract food plan (9, 13 or 17 meals per week). Meals are served buffet style in the dining hall with the opportunity of eating some meals at the River Grill and Habaneros.
- *Health Services/Health Insurance.* The student Health Services Office is staffed by a registered nurse and located in the Eubanks Activities Center, Room 381. Services include wellness instruction, first aid for minor injuries and illness, and coordinating referral to area physicians. The nurse is not responsible for diagnosis, treatment of sicknesses, making appointments, or providing transportation to area doctors. Office hours are posted each term. Adequate hospitals and medical facilities are available in Knoxville if serious medical attention is needed.

Undergraduate students must show evidence of adequate health insurance, or they must purchase the Student Insurance Policy offered through the University.

The University requires undergraduate students living on campus and full-time commuter students enrolled in traditional undergraduate programs to have health insurance. Policy information is available on the Johnson University website [Student Health](#) page.

Students are automatically enrolled in the University's health insurance plan unless they provide proof of coverage. Students who enroll in the plan at the beginning of Fall Term pay in advance for a 12-month policy. Students who begin in Spring Term pay a reduced amount due to the reduced length of the policy.

*Housing.* The University has excellent housing for single and married students (see above under "Campus and Facilities"). Most undergraduate single students are housed two to a

room in nicely furnished residence halls that include private baths, Wi-Fi, and security-card access. Students are allowed to have small microwaves and refrigerators. Full-time single students are not permitted to live off campus or in married housing unless they live with parents or guardians, or they are at least twenty-three years old. A qualified staff of resident directors and resident assistants is available in each hall. The University maintains a curfew for single students (seniors are exempted from the curfew policy). For curfew hours please see the Student Handbook. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click on Student Handbook. Non-traditional student housing includes apartments, townhouses, and duplexes. Assignments are made according to the size and needs of the student families. *No pets are allowed in Engage Knoxville or residence hall housing.* For detailed information, see the “Single Student Housing Policies” and “Married Student Housing Policies” in the Student Handbook. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click on Student Handbook.

- *Information Technology (IT).* The University provides an email address and on-campus Internet access to all students. Students may use the computer labs located in Richardson Hall, the Russell Preaching Center, the Glass Memorial Library.
- *Motor Vehicles and Parking.* Students may bring vehicles to campus. All motor vehicles must be properly licensed, carry full liability insurance, be registered with the University, and display a current Johnson University auto registration permit. Ample parking is available on campus. The University issues student parking permits, which are color coded for the lots to which students are assigned. Three commuter lots serve commuting students. Housing units are near academic buildings, so campus residents are not to drive to class.
- *Security.* Three characteristics of the University that contribute to campus security are its rural location, small size, and special purpose. Because of the kind of students the University attracts and the administration’s concern for student behavior, Johnson University is a drug-free and alcohol-free environment. Residence halls are security-card access only. The University is registered with the State of Tennessee as a proprietary security organization and contracts with an outside service to provide licensed security personnel. Johnson University security personnel can request assistance from the Knox County Sheriff’s Department and other agencies for incidents that require special resources. Security personnel receive and investigate all incident reports and refer crimes and offenses to local law enforcement authorities. The sheriff’s department makes occasional patrols through the campus and responds to 911 calls made from the campus. Security personnel limit nighttime access to the campus. They also patrol the campus at night. The University collects crime statistics required by federal and state law and reports them in the Student Handbook, which prospective students should read before enrolling in Johnson University. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click on Student Handbook.
- *Textbook Services* are offered online through eCampus, a leading textbook provider in the United States. Students enter the bookstore website through a Johnson University sign-in and password, place texts and other learning materials in their “shopping cart,” and make their purchases through a credit card or by charging them to their Johnson University student account. eCampus ships the books to campus or to another address provided by the student. For questions about textbook purchases, contact the Campus Store by telephone (865-251-2246) or email ([CampusStore@JohnsonU.edu](mailto:CampusStore@JohnsonU.edu)).

**Tennessee Campus Life.** Campus life is busy and rewarding. Most classes convene for one hour and fifteen minutes on either Tuesday and Thursday or Wednesday and Friday. Some intensive courses and seminars meet on Mondays, Saturdays, or evenings. Students attend chapel three mornings each week. Other hours are devoted to work, study, sports, and recreation. Students are encouraged to make Sunday a day of worship, rest, and service. Campus life reflects the Johnson University motto: “Faith—Prayer—Work.”

Johnson University has expectations for students with respect to class and chapel attendance, dress, and behavior that go beyond those of most institutions of higher learning. These standards are described in detail in the Student Handbook, which every prospective student should read. The expectations are appropriate for students preparing for Christian vocations, and most do not find them burdensome. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click on Student Handbook.

Academic life is demanding at Johnson University. This emphasis on academic rigor is consistent with spirituality and preparation for ministry and service. Indeed, students demonstrate their spiritual growth and leadership potential by the way they approach academic life. Not everyone is expected to be an “A” student, but all students must study hard to get along well at Johnson University.

**Tennessee Student Activities.** The University supports many activities designed to enhance student life and promote spiritual, intellectual, physical, professional, and social development. Examples include:

- *Area Attractions.* Students have many opportunities to visit the scenic and educational areas surrounding Johnson University. Some of the most popular attractions include The Great Smoky Mountains National Park; Ripley’s Aquarium; Dollywood; Norris, Fontana, and Douglas Dams; Cherokee Indian Reservation; Lookout Mountain; the American Museum of Science and Energy; Zoo Knoxville; Ijams Nature Center; state parks; planetariums; area art studios; and theaters.
- *Chapel and Worship.* The University expects students to be active in local churches. Chapel meets Tuesdays, Wednesdays, and Thursdays from 9:30 to 10:20 a.m. The purpose of chapel at Johnson University is to worship God in a way in which God is exalted and His people are formed into the likeness of Christ. Wednesday chapels consist of small group meetings (described below). On Tuesdays and Thursdays, the entire student body assembles for worship. These meetings usually consist of prayer, singing, and preaching, but other programs are common. While faculty and senior students provide several chapel sermons during the year, the University also invites area ministers, missionaries, and other selected guests to speak. Through Preaching Emphasis Week and the Craddock Lectures, the University brings nationally-known speakers to campus each year. Such experiences contribute to the total learning process and inform students of fields of service to consider as ministry for Christ. In addition to these formal opportunities for worship, prayer rooms are scattered throughout the campus in various buildings. Students taking 5.9 credits or less are not required to enroll in chapel.
- *Small Groups and “Mentor Groups”* meet on Wednesdays. In Mentor Groups, students are assigned into groups of seven that meet throughout the entire academic year. This group provides a space for students to know one another and be known in a more intimate setting.



Additional small groups meet regularly for discipleship, accountability, and residence hall devotions.

- *Special Events.* Each year in February, the campus celebrates Homecoming, during which hundreds of alumni return to campus for a program of preaching and workshops. On Founder's Day, celebrated in April, classes are dismissed after a morning chapel service featuring a graduate from the early years of the University. Students also enjoy the Festival of Christmas Joy, music recitals, a senior banquet, mountain hikes, and many other special events.
- *Sports and Recreation.* The University is a member of the National Association of Intercollegiate Athletics (NAIA). Varsity teams in men's baseball, basketball, soccer, and tennis, compete with other college and university teams inside and outside the Associations. Women's varsity teams compete in softball, basketball, volleyball, soccer, and tennis. The colors of the Johnson University Royals are blue and white with gray accent.

A well-rounded program of intramural sports is designed to give the largest possible number of students an opportunity to participate in athletics. Soccer, basketball, volleyball, flag football, and softball are played enthusiastically in friendly rivalry among the classes. Students also participate in table tennis, track, tennis, racquetball, billiards, and swimming. Athletic facilities include a baseball diamond, a soccer field, three tennis courts, outdoor basketball court, two gymnasiums, a weight room, women's fitness center, an indoor swimming pool, outdoor walking track, disc golf, and playgrounds for the children of married students.

- *Student Government Association.* The Student Government Association (SGA) consists of student representatives, elected by the student body, who seek to build a united student body through encouraging and uplifting servant leadership. These representatives consist of executive officers and class officers who work alongside appointed directors to oversee the functions of the SGA. The SGA strives to be the unified voice of student concerns, while creating campus involvement and community outreach. In addition, the SGA works to enhance unity on campus by promoting opportunities for the enrichment and fulfillment of the student body's social and spiritual life through events and activities.
- *Other Activities.* Other activities students enjoy on campus include drama productions, music groups (choir, traveling groups), and other activities sponsored by classes and the student government.

### ***Virtual Campus: Johnson University Online***

**Online Programs.** Johnson University offers associate, bachelor's, master's, and doctoral programs fully-online or in hybrid format through *Sakai*, an open source learning management and collaboration system (LMS) authored and supported by a large number of major research universities (<http://sakaiproject.org>). Each course has its own customized and branded online course site through which students may interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive feedback and grades. Johnson University's Department of Online Education, which includes two professionally-trained instructional designers, provides

technical, pedagogical/andragogical, and other types of assistance to professors and students working in the online environment.

**Services for Online Students.** The University provides a variety of services to online students, including:

- *Johnson University's main website* ([www.johnsonu.edu](http://www.johnsonu.edu)), through which students may access general information about the university, along with news and updates, academic catalogs, digital library resources, financial aid information and application forms, and a variety of other resources and services.
- *Sakai course sites*, which facilitate online presentations, the sharing of educational resources, communications with the instructor and other students, assignments, and assessments of student learning.
- *Johnson University email accounts*, which facilitate communication between students, faculty, and support staff. This service is also available for students' personal use.
- *my.JohnsonU.edu portal*, the Johnson University student portal, through which students may receive messages and conveniently check their financial aid status, account balance, course schedule, enrollment status, grade point average, and more.
- *Technical training and support* from the Department of Online Education staff, including *Sakai* online tutorials and orientation courses.
- *A 24/7/365 online Helpdesk* ([https://my.johnsonu.edu/ICS/IT\\_Helpdesk.jnz](https://my.johnsonu.edu/ICS/IT_Helpdesk.jnz)) provided by Pearson (<https://www.pearson.com/en-us.html>).
- *Online academic coaching* is provided by the Academic Support Center staff and is accessible through WCONLINE5 (<https://johnsonu.mywconline.com>).
- *Textbook Services* are offered online through eCampus, a leading textbook provider in the United States. Students enter the bookstore website through a Johnson University sign-in and password, place texts and other learning materials in their "shopping cart," and make their purchases through a credit card or by charging them to their Johnson University student account. eCampus ships the books to campus or to another address provided by the student. For questions about textbook purchases, contact the Campus Store by telephone (865-251-2246) or email ([bookstore@JohnsonU.edu](mailto:bookstore@JohnsonU.edu)).
- *Enrollment counseling* provided by the Department of Online Education staff or program personnel.
- *Other general services*, such as admission counseling, transcript evaluations, financial aid counseling, student financial services, academic advising, registrar services, and program orientation.
- *Online wellbeing resources*: 24/7/365 support hotline, virtual counseling options, and proactive resources through the You@Johnson wellness platform.
- *Other program-based services*.



## JOHNSON UNIVERSITY PERSONNEL

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### *Board of Trustees*

The Board of Trustees of Johnson University is comprised of ten to fifteen members (and the president of the University as an ex-officio member) who are nominated by the Board Development Task Force for three-year terms with approval by the board. Members come from the ranks of the ministry and various other professions representing supporting constituencies of the University. A majority of the members must be alumni of the University. The major responsibility of the Board of Trustees is to give general direction and oversight to the operation of the University. As the governing body of Johnson University, the trustees establish broad institutional policies, aid in securing financial resources to support the work of the University, select the chief administrative officer, and upon his recommendation, approve the other administrative officers.

CHAIRMAN..... Richard E. Woods  
VICE CHAIRMAN .....Gregory J. Grant  
SECRETARY .....Jeff Whitlock

#### **Term Expires 2025:**

Martha Raile Alligood .....Professor Emeritus & Educational Consultant, Winterville, NC  
Jeff Case..... Business Owner, Knoxville, TN  
Scott Eynon.....Senior Minister, Ft. Lauderdale, FL  
Gregory J. Grant.....Senior Minister, Carmi, IL  
Drew Mentzer ..... Retired Senior Minister, Knoxville, TN

#### **Term Expires 2026:**

Kevin Duval ..... Leader of Non-profit for Pastors, Roanoke, IN  
Mark Harrell..... Emergency Medical Physician, Morristown, TN  
Bill Wang.....Businessman, Sao Paulo, Brazil  
Sam Widener..... Business Owner, Johnson City, TN

#### **Term Expires 2027:**

W. Perry Bailey..... Retired Corporate Executive, Salem, VA  
Kenneth Funk..... Business Executive  
Vanessa Watkins ..... Associate Professor, South College, Indianapolis, IN  
Jeff Whitlock..... Retired Senior Minister, Memphis, TN  
Richard E. Woods .....Engineering Consultant & Educator, Knoxville, TN

#### **Trustee Emeritus:**

L.D. Campbell..... Pastor Emeritus, Burlington, KY

#### **Ex Officio:**

Daniel Overdorf .....President, Johnson University

**Legal Counsel:**

Paul T. Coleman..... Attorney, Knoxville, TN

***Presidents Emeriti***

**DAVID L. EUBANKS**, President Emeritus of Johnson University (1958); B.A. in Bible/Ministry 1957, M.Th. in Theology 1958, Johnson University; D.D. (Honorary) 1984, Johnson University; B.S. in History 1960, Ph.D. in History 1965, The University of Tennessee

**L. THOMAS SMITH, JR.**, President Emeritus of Johnson University (1990); B.A. in Bible and Ministry 1978, Johnson University; M.A.R. in Religion 1986, Emmanuel School of Religion; Ph.D. in History 1990, The University of Tennessee

**GARY E. WEEDMAN**, President Emeritus of Johnson University (2007); B.A. in Bible 1964, Johnson University; M.A. in Communication 1967, Western Illinois University; Ph.D. in Classical Rhetoric and New Testament 1971, Indiana University

***Senior Leadership Team***

Under the direction of the President of the University, the senior leadership team is responsible for the implementation on all campuses of policies set by the Board of Trustees.

**DANIEL OVERDORF**, President, Professor of Ministry Leadership (2005); B.A. in Preaching 1995, Johnson University; M.Div. in Leadership Ministry 2001, Lincoln Christian University; D.Min. in Preaching 2005, Gordon-Conwell Theological Seminary

**CYNTHIA T. BARNARD**, Vice President for Finance (2010); B.S. in Accounting 2001, Carson-Newman University; Master of Business Administration 2011, Milligan College

**MARVIN L. ELLIOTT**, Vice President of Administration (2020); Formerly Executive Vice President, Johnson University Florida; B.A. in Bible 1982, Milligan College; M.A. in Christian Leadership 2004, Kentucky Christian University; Ed.S. in Higher Education Administration 2010, Appalachian State University; Ed.D. in Educational Leadership 2012, Western Carolina University

**ANDREW FRAZIER**, Vice President for Student Life (2013); B.A. in Management of Nonprofit Organizations and Bible and Theology 2013, M.A. in New Testament 2016, Johnson University; Ed.D. in Educational Leadership 2021, The University of New England

**GREGORY L. LINTON**, Vice President for Academic Affairs/Provost, Professor of New Testament (2006); B.A. in Bible and Preaching 1982, Johnson University; M.Div. in Christian Ministry 1985, The Southern Baptist Theological Seminary; M.A. in Higher, Adult, and Lifelong Education 2007, Michigan State University; Ph.D. in New Testament and Christian Origins 1993, Duke University

**BRANDON C. PERRY**, Athletic Director, Head Men's Basketball Coach (2015); B.S. in Communication 2005, Milligan College; Master of Sport Management 2023, Kansas University; additional studies: Johnson University

**WILBUR A. REID, III**, Vice President for Advancement (2013); B.S. in Business Administration and Computer Science 1988, Milligan College; M.B.A. in Finance 1993, The University of Tennessee; Ph.D. in Organizational Leadership 2013, Regent University; M.A. in New Testament 2020, Johnson University; D.B.A. in Data Analytics 2024, Grand Canyon University

**LISA TARWATER**, Chief Admissions Officer (2014); B.S. in Tourism, Food and Lodging Administration 1988, University of Tennessee

***Office of Academic Affairs***

Under the direction of the Vice President for Academic Affairs/Provost, the administrators and managers of the Office of Academic Affairs oversee academic functions on all Johnson University campuses.

**GREGORY L. LINTON**, Vice President for Academic Affairs/Provost, Director of M.A. in New Testament, Professor of New Testament (2006); B.A. in Bible and Preaching 1982, Johnson University; M.Div. in Christian Ministry 1985, The Southern Baptist Theological Seminary; M.A. in Higher, Adult, and Lifelong Education 2007, Michigan State University; Ph.D. in New Testament and Christian Origins 1993, Duke University

**MATTHEW BROADDUS**, Vice Provost and SACSCOC Liaison, Professor of Communication (2011); A.A. in News Writing 1998, Tulsa Community College; B.A. in Journalism and Broadcasting 2003, Oklahoma State University; M.S. in Knowledge Management 2008, The University of Oklahoma; Ph.D. in Communication and Information 2012, The University of Tennessee

**CATHLEEN COTTRELL**, Assistant Director of Institutional Effectiveness & Research (2010); A.S. in Bible, Business, and Church Music 1984, Cincinnati Christian University; B.A. in Liberal Arts 2004, Mount St. Joseph University; M.B.A. 2018, Johnson University

**KELLY HANDY ESTES**, Director of Academic Support Center, Director of Disability Services, and Staff Instructor in Education (2012); B.S. in Counseling 1988, Johnson University; M.S. in Education 2002, Radford University

**DAVE EVELAND**, Executive Director of Online Education (2001); A.S. in Computer Information Systems 1997, Southwestern Illinois College; B.S. in Bible and Interdisciplinary Studies/Teacher Education 2004, M.A. in Holistic Education with Grades K-8 Certification, Johnson University; Ed.S. in Educational Leadership 2021, Regent University; Pursuing Doctor of Education from Regent University

**CAROLYN E. LOWE**, Director of the Library, Associate Professor of Library Science (1991); B.S. in Bible 1986, Johnson University; M.S. in Library Science 1993, The University of Tennessee

**SHAWN SMITH**, Registrar (2022); A.A. in General Education 1997, Indian River State College; B.S. Bible and Theology 2000, Johnson University Florida; M.Div. Apologetics 2003, M.A. Church History/Historical Theology 2005, Lincoln Christian Seminary

**EMILI WILLIAMS**, Director of Institutional Effectiveness and Accreditation (2013); A.A. 1997, Roane State Community College; B.S. in Bible and Theology 2008, Johnson University; M.A. in New Testament 2016, Johnson University

### ***School Deans***

Under the direction of the Vice President for Academic Affairs/Provost, the deans oversee the faculty, academic programs, and services provided on all campuses by the eight Johnson University schools.

**CATHERYLN F. BRIM**, Associate Provost for Academic Affairs, Dean of the School of Business & Leadership, Director of M.B.A. and M.A.O.L Programs, Professor of Business Administration & Leadership (2015); B.A. in Business Administration 1997, Saint Leo University; M.B.A. in Business Administration 1997, Webster University; Ed.D. in Organizational Leadership 2007, Nova Southeastern University

**NEALY BROWN**, Dean of the School of Social & Behavioral Sciences, Director of Online Psychology Programs, Professor of Social & Behavioral Sciences (2015); B.S. in Psychology 1995, University of Illinois; M.A. in Counseling and M.Div. in Divinity 2002, Lincoln Christian University; Ph.D. in Psychology 2007, Northcentral University

**SARAH E. CATHEY**, Dean of the School of Science, Technology, & Mathematics, Director of Life Sciences Major, Professor of Natural Science (2013); B.S. in Biology 2001, Lipscomb University; M.S. in Agronomy 2005, Ph.D. in Agronomy 2010, University of Florida

**L. STEPHEN COOK, JR.**, Dean of the School of Bible & Theology, Director of Bible & Theology Programs and Bible Teaching Major, Professor of Old Testament (2003); B.A. in Christian Ministries 1989, Mid-Atlantic Christian University; M.Div. in Divinity 1997, Emmanuel School of Religion; Ph.D. in Biblical Studies 2009, The Catholic University of America

**APRIL CONLEY KILINSKI**, Dean of the School of Arts & Humanities, Director of English Programs and Interdisciplinary Studies, Honors Program Director, Professor of English and Literature (2013); B.A. in English 1995, Bluefield College; M.A. in English 2000, Ph.D. in English 2006, The University of Tennessee

**BRIAN LESLIE**, Dean of the School of Christian Ministries, Director of Ministry Leadership Programs, Professor of Youth and Children's Ministries (2016); B.A. in Bible 1995, Milligan College; M.A. in Youth Ministry Leadership 2010, Huntington University; D.Min. in Missional and Spiritual Formation 2022, Lipscomb University

**ROY V. MILLER**, Dean of the Templar School of Education, Professor of Education (2015); B.S. in Education 1982, M.S. in Education 1984, The University of Tennessee; Ed.D. in Executive Leadership 2003, Emory University; Ed.S. in Education 2011, Lincoln Memorial University

### ***Faculty Emeriti***

**CARL BRIDGES**, Professor Emeritus of New Testament (1987); B.A. in Bible and Ministry 1972, Johnson University; M.Div. in Divinity 1976, Lincoln Christian University; Th.M. in Theology 1984, Ph.D. in New Testament 1990, Union Presbyterian Seminary; additional studies: Ghana Christian University College, The University of Oklahoma, The University of Tennessee, Virginia Commonwealth University

**PETE N. CUMMINS**, Professor Emeritus of Counseling (2000); B.S. in Psychology 1981, Milligan College; M.A.R. in Religion 1989, Emmanuel School of Religion; Ed.D. in Educational Administration 1997, East Tennessee State University; Licensed Marital and Family Therapist; clinical member of the American Association for Marriage and Family Therapy (TN)

### ***Full-time Faculty***

Under the oversight of the Provost and School Deans, the faculty is responsible for academic programs at all locations, levels, and modalities. For lists of faculty members arranged by school and full-time or half-time status, see the section of this *Catalog* devoted to each school.

**ALAN O. W. BARNES**, Director of Visual and Media Programs, Professor of Digital Art & Design (2019); Bachelor of Music in Commercial Music 1996, Master of Music in Composition 2006, Belmont University; Master of Fine Arts in Sequential Art 2012, Savannah College of Art and Design

**JONATHAN BENZ**, Professor of Counseling (2022); A.A. in Biblical Studies 2009, New Tribes Bible Institute; B.A. in Inter-Cultural Ministry 2012, New Tribes Mission Training Institute; M.A. in Counseling Psychology 2015, Moody Theological Seminary; Ph.D. in Counselor Education and Supervision 2021, Adams State University

**JASON L. BINTZ**, Director of Mathematics Programs, Professor of Mathematics (2019); B.A. in Mathematics 2003, Covenant College; Master of Divinity 2008, Gordon-Conwell Theological Seminary; M.S. in Mathematics 2013, Ph.D. in Mathematics 2015; The University of Tennessee

**BRENT L. BREWER**, Professor of Missions and Intercultural Studies (2003); B.A. in Bible and Ministry/Youth Ministry 1982, Johnson University; B.S. in Secondary Science Education 1988, M.A. in Secondary Science Education 1991, East Carolina University; M.A. in Missiology 2007, Columbia International University; pursuing a Ph.D. from Oxford Centre for Missions Studies

**CHRISTOPHER S. CARNES**, Instructional Designer and Technologist (2022); B.S. Business Administration 1986, The Citadel; M.S. in Training and Instructional Design 1997, Rochester Institute of Technology

**EMILY CHRISTENSEN**, Associate Professor of Chemistry (2019); Bachelor of Christian Ministry 2010, Ozark Christian College; B.S. in Chemistry 2014, Ph.D. in Chemistry 2019; University of Missouri

**RORY CHRISTENSEN**, Director of Preaching Ministries, Professor of Ministry Leadership (2018); Bachelor of Biblical Literature 2001, Ozark Christian College; M.A. in New Testament 2005, Johnson University; M.A. in Religion 2007, Cincinnati Christian University; D.Min. in Church and Parachurch Leadership 2012, Lincoln Christian University

**LESLIE COGORNO**, Associate Professor of Counseling (2025); A.A. in Liberal Arts 2012, Lehigh Carbon Community College; B.S. in Applied Psychology and Organizational Behavior 2013, Albright College; M.Ed. in Mental Health Counseling 2016, Kutztown University; Ph.D. in Counselor Education and Supervision 2025, Regent University.

**MELISSA DRINNON**, Director of Undergraduate Education Programs and Special Education, Associate Professor of Education (2019); B.A. in Special Education 1989, M.S. in Education Administration & Supervision 1993; The University of Tennessee

**HUA DUAN**, Director of International Relations and International Education, Assistant Professor of Education and Chinese History and Culture (2010); Vice-Bachelor of Arts in English Language and Literature 1992, Henan University; B.A. in Teachers of English to Speakers of Other Languages 1996, Henan Institute of Education; M.A. in Educational Technology 2011, Ph.D. in Leadership Studies 2017, Johnson University

**KAREN EASTEP**, Director of Clinical Experience and Early Childhood Learning Center, Instructor in Early Childhood Program Development (2004); B.S. in Children's Ministry & Preschool/Daycare Director 2004, Johnson University; M.Ed. in Adult Education and Development 2014, Strayer University; Ed.S. in Early Childhood Education 2020, Walden University

**TREVOR JONAS EGLI**, Director of Sport and Fitness Leadership Programs, Professor of Sport and Fitness Leadership (2013); B.A. in Psychology 2008, Franklin & Marshall College; M.S. in Kinesiology 2010, Georgia Southern University; Ph.D. in Kinesiology and Sport Studies 2013, The University of Tennessee

**KELLY HANDY ESTES**, Director of Academic Support and Disability Services, Staff Instructor in Education (2012); B.S. in Counseling 1988, Johnson University; M.S. in Education 2002, Radford University

**DAVE EVELAND**, Executive Director of Online Education (2001); A.S. in Computer Information Systems 1997, Southwestern Illinois College; B.S. in Bible and Interdisciplinary Studies/Teacher Education 2004, M.A. in Holistic Education with Grades K-8 Certification, Johnson University; Ed.S. in Educational Leadership 2021, Regent University; Pursuing Doctor of Education from Regent University

**JOSHUA FISH**, Associate Dean of the School of Social & Behavioral Sciences, Director of Family Studies and Psychology Programs, Professor of Psychology (2017); B.A. in Counseling and Bible 2006, Johnson University; M.A. in Marriage and Family Therapy/Professional Counseling 2008, Johnson University; Ph.D. in Family Therapy 2018, Texas Woman's University

**ROBERT P. FLEENOR**, Professor of Old Testament (2015); B.B.L. in New Testament 1997, B.Th. in Theology 1997, Ozark Christian College; M.A. in Biblical Studies 2007, Cincinnati Christian University; Ph.D. in Biblical Studies 2019, Asbury Theological Seminary

**KENDRA FULLWOOD**, Professor of English, Rhetoric and Composition (2016); B.A. in English 1996, Shaw University; M.A. in English 1998, The University of Akron; Ph.D. in English 2014, The University of Kansas

**ESTHER GERGEN**, Professor of Leadership Studies (2025); B.S. in Business Administration with major in Marketing and minor in Advertising 1995, Texas A&M University; M.B.A. with concentration in Management 2001, Our Lady of the Lake University; Ph.D. in Leadership Studies 2009, Our Lady of the Lake University

**JOSEPH K. GORDON**, Director of Bachelor of Theology, Professor of Theology (2015); B.A. in Biblical Studies and Preaching and Church Leadership 2007, Johnson University; M.Div. in Contemporary Christian Theology 2011, Lincoln Christian University; Ph.D. in Religious Studies: Systematic Theology and Ethics 2016, Marquette University

**AMIE HADLEY**, Assistant Professor in Sport and Fitness Leadership (2020); B.S. in Exercise and Sport Science 2009, Oregon State University; M.S. in Exercise Science 2013, University of South Florida; M.S. in Anatomical Sciences Education 2023, University of Florida (OL)

**GEORGE HAYNES**, Professor of Computer Science, Program Director of Computer Science (2025); B.S. in Business Administration 1991, The University of Tennessee; M.A. in Military Studies 2013, American Public University; Ph.D. in Information Technology 2024, University of the Cumberland (TN)

**DENISE R. HOUSER**, Associate Professor of Counseling (2024); B.S. in Business Administration & B.A. in Speech Communication 1985, Geneva College; M.A. in English: Teaching English as a Second /Foreign Language 1991, Central Washington University; M.A. in Counseling – Marriage and Family Concentration 2013, Geneva College; Ph.D. in Counselor Education and Supervision 2021, Regent University (TN)

**JOHN D. JAEGER**, Assistant Librarian (2017); B.A. in Psychology and Religion 1984, William Jewell College; Master of Divinity 1987, Midwestern Baptist Theological Seminary; M.S. in Library Information and Science 1997, University of Illinois at Urbana – Champaign; Ph.D. in Religion 2003, Baylor University

**ANITA JOHN**, Associate Professor of Psychology (2023); B.S. in Chemistry 1987, Bachelor of Education 1991, M.S. in Organic Chemistry 1989, Guru Ghasidas University; M.A. in Guidance and Counseling 2003, Mother Teresa Women's University; Ph.D. in Counselor Education and Supervision 2012, Regent University

**CAROLYN E. LOWE**, Director of the Library, Associate Professor of Library Science (1991); B.S. in Bible 1986, Johnson University; M.S. in Library Science 1993, The University of Tennessee

**KYLIE MARTINEZ**, Assistant Professor of Sport and Fitness Leadership (2025); B.S. in Exercise Science—Clinical Exercise Science Concentration 2017, Grand Valley State University; M.S. in Exercise Science 2021, Western Michigan University; Ph.D. in Exercise Physiology 2025, University of Miami (FL)

**JENAE MATIKKE**, Assistant Professor of Business & Leadership (2025); Bachelor of Social Work, B.A. in Foreign Languages—Spanish Concentration 2012, Middle Tennessee State University; Master of Business Administration 2020, Lincoln Memorial University; Doctor of Business Administration 2025, Lincoln Memorial University

**GERALD L. MATTINGLY**, Director of Religious Studies Major, Professor of Intercultural Studies (1978); B.A. in Bible and Missions 1973, Cincinnati Christian University; M.Div. in World Religions, Archeology, Bible, and Missions 1976, Ph.D. in Christian Missions 1980, The Southern Baptist Theological Seminary

**KIRK MCCLELLAND**, Director of Service Engagement, Professor of Service Learning (2016); B.S. in Recreation and Leisure Studies 1997, Gordon College; Ed.M. in International Education Development 2006, Boston University; Ed.D. in Learning, Leadership and Community 2015, Plymouth State University

**JASON A. MEAD**, Director of History Programs, Professor of History (2007); B.A. in History 1996, Milligan College; M.Div. in Church History 2001, Emmanuel Christian Seminary; M.A. in History 2005, The University of Tennessee; Ph.D. in History 2023, The University of Exeter

**KERI L. MERRITT**, Lab Coordinator, Associate Professor of Life Sciences (2016); B.S. in Biology 1990, Abilene Christian University; Ph.D. in Molecular Biology 1998, Vanderbilt University

**PAMELA MUNDI**, Assistant Professor of Business Administration (2025); B.S. in Business Administration with Concentration in Management 2021, Johnson University Florida; M.B.A. with Concentration in Management 2022, Johnson University

**MARK NELSON**, Executive Director of Three Rivers Collaboration (2021); B.S. in Youth Ministry (1987), M.A. in Ethics and Leadership (2021); Johnson University

**MONICA MARIE NELSON**, Director of Health Science Program, Professor of Health Sciences (2019); B.S. in Nursing 1984, Indiana University; M.Ed. in Curriculum, Instruction 2010, Lincoln Memorial University; Ph.D. in Nursing 2014, East Tennessee State University

**CYNTHIA PARTON NORTON**, Professor of Health Education (2013); B.S. in Education 1978, M.S. in Safety, Education and Service 1979, Ed.D. in Health Education 1982, The University of Tennessee

**JODY L. OWENS**, Professor of Bible and Ministry Leadership (1999); B.A. in History 1987, Armstrong State University; M.A. in New Testament/Preaching 1995, Johnson University; M.Div. in Church History 1998, D.Min. in Old Testament Studies 2003, Emmanuel Christian Seminary

**J. JEROME PRINSTON**, Professor of Bible and Education (2006); B.A. in Bible and Preaching 1987, Johnson University; M.A.R.E. in Christian Education 1989, The Southern Baptist Theological Seminary; M.S. in Education 1996, Ed.D. in Educational Administration 1997, Bob Jones University

**NATHAN SHEDD**, Assistant Professor of New Testament (2021); B.A. in Bible and Theology 2011, Johnson University; M.A. in Biblical Studies 2015, Asbury Theological Seminary; Ph.D. in Theology and Religious Studies 2019, Liverpool Hope University



**RYNE SIESKY**, Director of Music Technology Programs, Associate Professor of Music Technology (2022); B.A. in Music 2017, Virginia Commonwealth University; M.M. in Music Composition 2019, Ohio University; Doctor of Musical Arts in Composition 2023, University of Miami

**SHAWN SMITH**, Registrar (2022); A.A. in General Education 1997, Indian River State College; B.S. Bible and Theology 2000, Johnson University Florida; M.Div. Apologetics 2003, M.A. Church History/Historical Theology 2005, Lincoln Christian Seminary

**JOHN STRICKLEN**, Program Director for Business Administration Programs, Associate Professor of Business & Leadership (2017); B.S. in Bible and Media Communication 2011, Johnson University; M.A. in Organizational Leadership 2016, Regent University; D.B.A. in Management 2022, Lincoln Memorial University

**TRAVIS SURRELL**, Director of Applied Linguistics Programs and TESOL, Instructor of Linguistics and Intercultural Studies, Study Abroad Coordinator (2023); B.A. in Intercultural Studies and Bible & Theology 2014, M.A. in Intercultural Studies 2017, Johnson University, pursuing a Ph.D. from Biola University for Intercultural Education

**DONALD R. TRENTHAM**, Director of Bachelor of Music Education and Music Programs, Professor of Music (1985); B.S. in Bible and Music 1981, Johnson University; Master of Music 1984, The University of Tennessee; additional studies: The University of Tennessee

**EMILY TUCKER**, Instructional Designer and Technologist (2022); B.S. in Child Development and Learning 2013, Maryville College; M.S. in Curriculum and Instruction 2016, Western Governors University; M.S. in Technology and Learning 2016, Western Governors University; Ph.D. in Curriculum and Instruction 2020, Capella University

**NIKKI L. VOTAW**, Director of Graduate Education Programs, Professor of Education (2008); B.S. in Psychology 1996, M.Ed. in Elementary Education 1997, Milligan College; Ph.D. in Curriculum and Instruction 2008, University of Louisville

**BRENT D. WEAVER**, Professor of Music (1994); B.S. in Music Education 1988, M.A. in Music 1994, Ball State University; Doctor of Worship Studies 2020, Robert E. Webber Institute for Worship Studies; additional studies: University of Northern Colorado, Westminster Choir College

**MARK WEEDMAN**, Professor of Philosophy and Ethics (2012); B.A. in Bible 1990, Milligan College; M.Div. in Divinity 1994, Emmanuel Christian Seminary; Ph.D. in Religious Studies – Specialization in Historical Theology 2004, Marquette University

**BARNEY WELLS**, Director of the Fred Craddock Center for Preaching Excellence (2024); B.A. in Christian Ministry 1977, Lincoln Christian College; Master of Divinity in Old Testament (1982), Lincoln Christian Seminary; D.Min. in Church Leadership, Town and Country Ministry Specialization 1998, Bethel Theological Seminary

**RONALD E. WHEELER**, Professor of English and Literature (1977); B.A. in Bible and English 1976, Kentucky Christian University; B.U.S. in English 1976, M.A. in English 1977, Morehead State University; additional graduate studies The University of Tennessee

**WILLIAM F. WOLF**, Director of Worship Programs, Associate Professor of Worship and Theology (2011); B.S. in Bible/Media Communications 2003, M.A. in New Testament Exposition and Research 2013, Johnson University; Master of Letters in Theology, Imagination and the Arts 2015, University of St. Andrews; Doctor of Worship Studies 2017, Robert E. Webber Institute for Worship Studies

**KENNETH A. WOODHULL**, Executive Director of the Johnson University Center for Urban Alliance, Director of Urban Studies Minor, Professor of Intercultural Studies (2012); B.A. in Individual Direction/Pre-Law 1986, Carson-Newman College; Master of Christian Studies with New Testament concentration 1992, Regent College Graduate School of Theology; Doctor of Missiology 2012, Fuller Theological Seminary

### *Half-time Faculty*

**ASHLEY E. WACHTER**, Lecturer in Theatre (2024); B.S. in Multimedia Communication 2016, Olivet Nazarene University; M.B.A. 2018, Olivet Nazarene University; M.F.A. in Drama—Directing Concentration 2020, University of North Carolina Greensboro

**ANDREW MCNEILL**, Instructor in Biology (2024); B.S. in Biology 2011, Campbellsville University; Bachelor of Medicine and Bachelor of Surgery (MBChB) 2019, The University of Aukland

**MARCELA RODRIGUEZ VALVERDE**, Lecturer in Spanish (2023); Bachelor in Physical Therapy 2005, Santa Paula Universidad; Master's in Training of Teachers of Spanish as a Foreign Language 2021, Universitat de Barcelona

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## COURSE DESCRIPTIONS

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IMPORTANT: Written and oral communication are important elements of the Arts & Sciences Core. Thus, students are *strongly* encouraged to complete the first-year Composition sequence, ENGL 1013 and ENGL 1014 or approved equivalents, *before* moving on to any 2000-level, 3000-level, and 4000-level courses.

**ANTH 1103 Encountering Cultures (3).** This course examines the importance of culture and worldview in an increasingly multicultural world and will give special attention to “reading” the city in preparation for service. It explores cultural diversity and the necessary skills for identifying the traits of different cultures (including the student’s own), in order to equip them to effectively interact with people of other cultures as they seek to fulfill the Great Commission and do their part to advance the worldwide mission of Christ.

**ANTH 2023 Introduction to Archaeology: History, Methods, & Great Discoveries (3).** As one of the major subdivisions of anthropology, this course surveys the ways in which archaeology contributes to our understanding of the human past. We will define archaeology as the systematic recovery and analysis of the material remains from antiquity and examine its origin in classical and biblical studies. Participants will learn about how archaeologists use scientific techniques to study ancient sites and artifacts. The course will utilize a variety of resources, including films, museum study, and visiting speakers.

**ANTH 2300 Cultural Anthropology (3).** This course applies cultural anthropology to everyday life and vocational living, with special attention to the application of an anthropological perspective. Students learn to examine various frameworks that make up “culture,” including social status, language, power, economics, gender, and religion.

**ANTH 3023 Peoples & Cultures of the Middle East (3).** This course examines the ethnic groups and cultures of the modern Middle East and North Africa (MENA). While it focuses on the map as it appears today, the course also surveys essential historical background. By necessity, the study considers the relationship between this region’s modern boundaries and its traditional ethnic identities. In this process, the course highlights the MENA’s rich cultures and diverse people groups.

**ANTH 3103 Race & Ethnicity in the American Experience (3).** This course examines the complex issue of ethnicity and race in America from a cultural, historical, and social justice perspective. Students gain a framework for understanding and identifying ethnic and racial issues and are equipped to live justly within their chosen professional fields.

**ANTH 3203 Practical Anthropology (3).** This course applies cultural anthropology to everyday life and Christian mission, with special attention to the application of an anthropological perspective. Students learn to examine the framework of beliefs, assumptions, values, and behaviors that shape people’s lives, in order to be more effective in ministry.

**BIBL 1103 Orientation to Old Testament (3).** This survey familiarizes learners with a definition and description of the literature of the Old Testament. Key theological ideas, important characters, textual turning points, and historical sweeps are highlighted. Emphasis moves beyond what the Old Testament says to why it matters.

**BIBL 1203 Orientation to New Testament (3).** This survey familiarizes learners with a definition and description of the literature of the New Testament. Key theological ideas, important characters, textual turning points, and historical sweeps are highlighted. Emphasis moves beyond what the New Testament says to why it matters.

**BIBL 2103 Genesis (3).** Genesis provides an essential introduction to the identity of God and the identity of the people of God. As a backstory to Torah, Genesis offers readers the resume of God as creator and trustworthy guide for life. *Prerequisite: BIBL 1103 Orientation to Old Testament*

**BIBL 2110 Exodus (3).** Exodus details central elements of the Old Testament story including Israel’s exodus from Egypt, the Ten Commandments, and the Tabernacle. This course will take students through the book’s powerful

story with focus on its great themes of deliverance and freedom. *Prerequisite: BIBL 1103 Orientation to Old Testament.*

**BIBL 2111 Joshua, Judges, and Ruth (3).** This course will explore the books of Joshua, Judges, and Ruth through highlighting the historical context of the Hebrews during the periods of the Conquest and the Judges. It will emphasize interpretive methods for reading biblical narrative, particularly in terms of how these books reveal the character of God and anticipate Christ. *Prerequisite: BIBL 1103 Orientation to Old Testament*

**BIBL 2113 Narratives in Samuel (3).** The rise of David is one of the most compelling in all of Scripture. Study of selected texts in the books of 1 and 2 Samuel reveal the art of narrative storytelling. David is a hero, but not without flaws. *Prerequisite: BIBL 1103 Orientation to Old Testament*

**BIBL 2203 Matthew (3).** This course is a study of the Gospel of Matthew, with special focus on how to interpret biblical narratives. In addition to literary considerations (plot, characters, structure, recurring themes, etc.), it also considers the Gospel of Matthew in various contexts (historical, theological, canonical, etc.). *Prerequisite: BIBL 1203 Orientation to New Testament*

**BIBL 2213 Mark (3).** This course is a study of the Gospel of Mark, with special focus on how to interpret biblical narratives. In addition to literary considerations (plot, characters, structure, recurring themes, etc.), it also considers the Gospel of Mark in various contexts (historical, theological, canonical, etc.). *Prerequisite: BIBL 1203 Orientation to New Testament*

**BIBL 2223 Luke (3).** This course is a study of the Gospel of Luke, with special focus on how to interpret biblical narratives. In addition to literary considerations (plot, characters, structure, recurring themes, etc.), it also considers the Gospel of Luke in various contexts (historical, theological, canonical, etc.). *Prerequisite: BIBL 1203 Orientation to New Testament*

**BIBL 2233 John (3).** This course is a study of the Gospel of John, with special focus on how to interpret biblical narratives. In addition to literary considerations (plot, characters, structure, recurring themes, etc.), it also considers the Gospel of John in various contexts (historical, theological, canonical, etc.). *Prerequisite: BIBL 1203 Orientation to New Testament*

**BIBL 3101 Job & Theodicy (3).** An exegetical study of the Book of Job with a focus on its contribution to understanding the theological problem of evil. *Prerequisites: BIBL 2XXX OT Study and THEO 2303 Biblical Interpretation*

**BIBL 3102 Message of the Psalms (3).** This exegetical study is prefaced by an introduction to Old Testament poetic writing. Following this preface, attention is given to major Psalm types and the messages that they contain. Reflective thought and worship within the community of God's people are also considered. *Prerequisites: BIBL 2XXX OT Study and THEO 2303 Biblical Interpretation*

**BIBL 3107 Israel's Wisdom Literature (3).** Job, Proverbs, and Ecclesiastes are considered to be biblical reflections on wisdom. A definition of wisdom/wisdom literature is explored, noting how the idea is used by biblical authors and how it is like/unlike ideas of Israel's neighbors. Observations about wisdom in the New Testament conclude the course. *Prerequisites: BIBL 2XXX OT Study and THEO 2303 Biblical Interpretation*

**BIBL 3201 Isaiah (3).** This "fifth gospel" sketches the contours of promise against the cold realities of an age of empires. The message of the Servant goes out to the ends of the earth; it is a message that provides transforming peace for the people of God and destructive judgment for God's enemies. *Prerequisites: BIBL 2XXX OT Study and THEO 2303 Biblical Interpretation*

**BIBL 3203 Ezekiel & Daniel (3).** An exegetical study of Ezekiel and Daniel, emphasizing the books' relationship to their historical setting, their use of visionary language, their development of theological ideas, and their contribution to biblical theology. *Prerequisites: BIBL 2XXX OT Study and THEO 2303 Biblical Interpretation*

**BIBL 3208 Jeremiah (3).** This study of Jeremiah emphasizes the relationship of the text to the historical setting, the struggle between disappointment and hope, and the book's contribution to biblical theology. *Prerequisites: BIBL 2XXX OT Study and THEO 2303 Biblical Interpretation*

**BIBL 3213 The Minor Prophets (3).** Select texts illustrate the role of the prophet as mediator between God and humanity. Understanding the message delivered by these communicators in their historical context reveals the

timeless priorities of God and announces radical cultural critiques. *Prerequisites: BIBL 2XXX OT Study and THEO 2303 Biblical Interpretation*

**BIBL 3301 Romans (3).** This course places the Apostle Paul within the context of the first-century world (including both Jewish and Gentile dynamics) and traces movements of rhetoric and theology in the letter. The meaning of faith, grace, and virtue are explored. *Prerequisites: BIBL 2XXX NT Study and THEO 2303 Biblical Interpretation*

**BIBL 3302 1–2 Corinthians (3).** Paul's letters to the Corinthian church are studied with a focus on the problems faced by the church and Paul's solutions for correcting them. *Prerequisites: BIBL 2XXX NT Study and THEO 2303 Biblical Interpretation*

**BIBL 3303 Early Epistles of Paul (3).** The texts of Galatians and 1 and 2 Thessalonians are studied as a part of the ministry of the Apostle Paul. Special attention is given to false teaching (especially Judaizing errors), eschatology, and life in the Spirit. *Prerequisites: BIBL 2XXX NT Study and THEO 2303 Biblical Interpretation*

**BIBL 3304 Prison Epistles of Paul (3).** Ephesians, Philippians, Colossians, and Philemon are studied with attention to origins, relationship to the theology of Paul, and their use in constructing theology today. *Prerequisites: BIBL 2XXX NT Study and THEO 2303 Biblical Interpretation*

**BIBL 3311 Letter to the Hebrews (3).** A close look at this unique book is offered with consideration given to its theological and rhetorical method, its use of Israel's Scriptures, and its contribution to the church's theology. *Prerequisites: BIBL 2XXX NT Study and THEO 2303 Biblical Interpretation*

**BIBL 3314 Book of Revelation (3).** The movement and message of Revelation is studied against the larger background of apocalyptic literature. The victory of God and the renewal of creation brings closure to the biblical story and to the canon of the New Testament. *Prerequisites: BIBL 2XXX NT Study and THEO 2303 Biblical Interpretation*

**BIBL 4103 Acts and the Mission of God (3).** This course considers the Book of Acts as a rehearsal and projection of the biblical story. Old Testament and New Testament study are brought together in a context that promotes the discussion of intertextuality, Christian identity, multiculturalism, evangelism, and the mission of God. *Prerequisite: THEO 2303 Biblical Interpretation, and Senior standing.*

**BIOL 1114 Principles of Biology I (4).** This course is required for all life science majors as part of a 2-semester sequence with BIOL 1124, which should be taken during the same year. The first semester emphasizes foundational biological principles and integrates cellular-level process such as metabolism, cell division, gene regulation and inheritance with global processes such as energy and nutrient exchange and natural selection. Includes a three-hour weekly lab. Offered Fall term.

**BIOL 1124 Principles of Biology II (4).** This course is a continuation of BIOL 1114. The second semester emphasizes the diversity of life across kingdoms. Emphasis will be on understanding how cellular processes contribute to organismal-level physiology across multiple kingdoms, including growth and reproduction processes. Ecological concepts such as interaction within and between populations and the abiotic environment will also be introduced. Includes a three-hour weekly lab. Offered Spring term. *Prerequisite: B- or better in BIOL 1114, or equivalent.*

**BIOL 2014 Fundamentals of Biology and Sustainability (4).** In this course, students will learn about the organization of life from cells to organisms to ecosystems. This course will explore exchange of energy and resources in ecosystems, and students will be introduced to ways in which natural selection and inheritance of genes drives ecosystem composition. From this foundation, students will examine how human activities impact the natural world in which we reside and assess the sustainability of these practices and behaviors. Students will be challenged to examine the ethics of sustainability in light of Christian stewardship. In the laboratory, students will directly consider specimens from microscopic organisms to whole ecosystems, and they will implement field and laboratory techniques for assessing ecosystem health.

**BIOL 2024 Fundamentals of Microbiology with Lab (4).** An introductory course focusing on microbes (bacteria, fungi, yeast, protozoa, algae and viruses) and multicellular animal parasites. Lecture topics include cellular morphology and physiology, metabolism and growth, relationships with host and environment, and genetics. Laboratory studies provide experience with microscopy and culture techniques necessary to study bacteria in a research setting.

**BIOL 2034 Anatomy and Physiology I with Lab (4).** An introduction to the structure and function of the human body, this course is designed for students pursuing health-related fields or majoring in Life Sciences. Course topics begin with discussions of organic chemicals and cells before progressing to tissues, organs, and body systems, including the integumentary, skeletal, articular, muscular, and nervous systems. Discussions will include the significance of system homeostasis upon organismal function and will also encourage students to integrate an increased understanding of the body into a Christian worldview. The course includes lecture and integrated laboratory applications each week.

**BIOL 2044 Anatomy and Physiology II with Lab (4).** A continued introduction to the structure and function of the human body with respect to the blood, circulatory, immune, respiratory, digestive, excretory, endocrine, and reproductive systems. This course is designed for students pursuing health-related fields or majoring in Life Sciences. Discussions will consider the contributions of multiple body systems to overall homeostasis. The course emphasizes the interdependence of body systems and encourages students to use the course material to deepen Christian faith. The course includes lecture and integrated laboratory applications each week. *Prerequisite: successful completion of BIOL 2034 or equivalent.*

**BIOL 2054 Cellular and Molecular Biology (4).** Topics includes a history of cell biology, orientation to organic chemistry and biomolecules, cell boundary, cell physiology (including energy metabolism), cell division, mitosis, and an introduction to genetic regulation of physiological processes. Labs will introduce students to historical and current techniques in microscopy, cytology and molecular extraction, purification and analysis. Includes a three-hour weekly lab. Offered Spring term. *Prerequisites: B- or better in BIOL 1114 and BIOL 1124, or equivalent.*

**BIOL 2204 Anatomy & Human Body Systems with Lab (4).** This course introduces students to human body anatomy and physiological functions. Topics will include but are not limited to the general and special senses as well as to the skeletal, muscular, cardiovascular, integumentary, respiratory, digestive, urinary, and reproductive systems. The course will address both normal function of body systems and the impacts of system imbalance or injury.

**BIOL 3003 Genetics (3).** Lecture topics include principles of gene expression and heredity, including statistics and probability related to heredity. Human health considerations related to genetic background are also introduced. Students will be asked to apply theological principles to ethical and moral considerations that arise as a result of genetic knowledge, research avenues, and therapeutic applications. Offered Fall term. *Prerequisites: B- or better in BIOL 1114 and BIOL 1124, or equivalent. Completion of MATH 1103 Elementary Statistics before taking this course is recommended.*

**BIOL 3013 Ecology (3).** This course explores interactions between living organisms and between living things and their environment. Principles of population and community dynamics, nutrient cycling and management, and restoration biology will all be introduced and discussed in the context of case studies. A variety of ecological systems will be introduced, including human-created and natural systems. Historical land management philosophies in the United States and ethical considerations for the future as Christian stewards of our physical resources will be considered. *Prerequisites: B- or better in BIOL 1114 and BIOL 1124, or equivalent.*

**BIOL 3304 Animal Biology (4).** This course will explore the range of diversity in animal taxonomy, morphology, development, and ecological interactions. Students will learn comparative gross and tissue anatomy to explore animal systems between diverse organisms. Additional topics related to current events will also be discussed and explored through student research and writing. In the accompanying lab, students will complete dissections and design and conduct at least one experiment. Some laboratory exercises will be completed outdoors, exploring local fauna. Includes a three-hour weekly lab. *Prerequisites: B- or better in BIOL 1114 and BIOL 1124, or equivalent.*

**BIOL 3404 Plant Biology (4).** This course will explore the range of diversity in plant taxonomy, anatomy, development, physiology and ecology. Additional topics related to current events will also be discussed and explored through student research and writing. In the accompanying lab, students will complete a multi-week whole-plant physiology experiment. Some laboratory exercises will be completed outdoors, exploring local flora. Includes a three-hour weekly lab. *Prerequisites: B- or better in BIOL 1114 and BIOL 1124, or equivalent.*

**BIOL 3604 Biodiversity: Concepts and Methods (4).** This course will introduce the core concepts of biodiversity with an emphasis on quantitative reasoning. In particular, students will use quantitative techniques to discern and describe patterns of biodiversity, discover and understand processes that generate and maintain biodiversity, and

predict consequences of the loss and/or conservation of biodiversity. Foundational to these core concepts is an understanding of “local” diversity. Accordingly, a significant portion of the course will be dedicated to learning methods for the measurement, estimation and comparison of biodiversity. In the laboratory, students will explore core concepts of biodiversity with an emphasis on quantitative reasoning as they design and carry out a study pertaining to the measurement, estimation and comparison of biological diversity. Students will report and present their results.

**BIOL 4013/THEO 3013 Special Topics in Life Sciences/Biology Ethics (3).** Topics include discussions of the nature of science and faith, bioethics and science-informed public policy. Students will use historical perspective, theological framework, and scientific literature to evaluate chosen topics and case studies. Students will employ metacognition in their writing and in creating presentation for peer teaching during the class period. *Prerequisites: THEO 2303 Biblical Interpretation and BIOL 3013 Ecology. This course may be repeated, as different topics are explored between offerings.*

**BTED 4500 Student Teaching: Christian Schools (12).** Students complete a term of student teaching in a Christian School with experiences teaching at primary and secondary levels.

**BUSN 2043 Business Essentials (3).** This course focuses on developing essential competencies necessary for business professionals, some of which include critical thinking, decision making, and the use of computer applications for problem solving. Topics include case study analysis, project development, and application software.

**BUSN 3043 Business Communication (3).** This course will explore the theories and practices of written and oral communication in business and professional settings. Students will examine internal and external communication and the use of technology to facilitate the communication process. *Prerequisites: ENGL 1013 English Composition I*

**BUSN 3053 Business Finance (3).** Students will study business financial management. Emphasis is on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. *Prerequisites: MGMT 3013 Principles of Management*

**BUSN 3063 Business Analytics & Decision Making (3).** Students learn how to analyze, synthesize, and make decisions using internal and external data and indicators to optimize operational decision making.

**BUSN 3073 Leadership Theory & Practice (3).** This course explores leadership theories through lectures, readings, case studies, and class discussions. Students will identify their strengths and weaknesses through self-assessment activities to establish a foundation for leadership growth. *Prerequisite: Junior/Senior Standing*

**BUSN 4023 Organizational Strategy & Policy (3).** This course provides students with an opportunity to synthesize and integrate the various courses and topics introduced throughout the Business Administration program. Emphasis will be on the development, implementation, and analysis of organization strategies and policies that impact a firm’s survival and success in a progressively competitive global marketplace. *Prerequisite: Senior Standing*

**BUSN 4043 Business Law (3).** Students learn the ethical and legal environment of business, the impact of legislation and regulations on business activity and the role of law and ethics in the decision-making process. *Prerequisite: BUSN 2043 Business Essentials*

**BUSN 4053 International Business (3).** This course is an overview of the economic, financial, political, cultural/social, legal, and technological environment in which multinational firms must operate. This course explores how global firms exist in an interconnected environment with other firms and global governmental and nongovernmental organizations.

**BUSN 4333 Internship (3).** This course offers students a formal and practical work experience opportunity intended to extend their professional skills beyond the classroom while also providing an opportunity to apply and analyze classroom knowledge and skills appropriate for the workplace. Entrepreneurship students have the opportunity to implement or take to market an entrepreneurial venture, participate in an entrepreneurial start up, or participate in an entrepreneurship competition. *Prerequisite: Junior/Senior Standing*

**CCCU 3000 Best Semester (12).** Go to [www.cccuglobaled.org](http://www.cccuglobaled.org) for detailed information.

**CDC 4000 Credit by Demonstrated Competency (variable).** See Academic Policies & Procedures – Credit by Demonstrated Competency.

**CHEM 1114 General Chemistry I (4).** This course is an introduction to chemistry, including chemical formulas, periodic law, equations, stoichiometry, structure of the atom, chemical bonding, thermodynamics and other related topics. The laboratory portion emphasizes proper technique in measuring, making calculations, and the collection and interpretation of data. Includes a 3-hour weekly lab. *Prerequisite: Math readiness placement in Tier 2.*

**CHEM 1124 General Chemistry II (4).** This continuation of CHEM 1114 is an introduction to chemistry, including gas laws, solutions, acids, bases, salts, kinetics, electrochemistry and other related topics. The laboratory portion emphasizes proper technique in measuring, calculations, analysis and interpretation of quantitative data. Includes a 3-hour weekly lab. *Pre-requisite: C or better in CHEM 1114.*

**CHEM 2014 Chemistry for Health Sciences w/Lab (4).** Chemistry for Health Sciences is an introductory course designed exclusively for Pre-Nursing majors. The course is designed to first examine fundamental chemical concepts including measurement and unit conversion, atomic and molecular structure of matter, chemical bonding and intermolecular forces, solutions, acid/base chemistry, and organic chemistry. The goal of the course is to then develop an understanding of how these concepts relate to biomolecules, including carbohydrates, lipids, and proteins, and their application to physiological functions. The laboratory portion of the course provides firsthand experiences that inform, illustrate, expand, and reinforce major concepts discussed in lecture. *Prerequisite: Math readiness placement in Tier 2.*

**CHEM 2110 Organic Chemistry I (3).** Introduction to foundations of organic chemistry: structures, properties, chemical reactivity of carbon-containing compounds. Emphasis is on nomenclature, stability and reactivity principles, stereochemistry, and the synthesis, reactions, and reaction mechanisms of alkanes, alkenes, alkynes, and alcohols. *Prerequisite: C or better in CHEM 1124.*

**CHEM 3100 Biochemistry (3).** Introduction to the fundamental principles of biochemistry, focusing on the chemistry, structure, and functions of biological molecules. Topics include general metabolism of carbohydrates, proteins, and polynucleic acids as well as basic enzymology and biochemical reaction mechanisms involved in macromolecular synthesis and degradation, signaling, transport, and movement.

**CMCF 4013 Strategies of Children's Ministry (3).** This course prepares the student to develop and maintain an effective ministry to children ages 0-11. This course introduces strategies, programs, ministries, and leadership skills necessary for effective spiritual nurture of children. A practicum is part of the course. *Prerequisite: CMFM 2013 Foundations of Student and Children's Ministry.*

**CMCM 3100 Introduction to Counseling Ministry (3).** This course introduces students to the ministry of counseling and provides an orientation to the counseling field. This orientation includes the historical roots of the field, the person of the counselor, ethics, multicultural considerations, and professional development through the lens of a biblical worldview. Philosophical foundations for the integration between theology and psychology are also introduced and explored to aid the student in developing a sound worldview for counseling ministry.

**CMCM 4110 Counseling Ministry Practicum (3).** The practicum experience provides students the opportunity to integrate theory, knowledge, and skills acquired in the classroom through supervised experience in community ministries or churches. *Prerequisites: PSYC 1100 Interpersonal & Family Relationships and CMCM 3100 Introduction to Counseling Ministry.*

**CMFM 2013 Foundations of Student & Children's Ministry (3).** This course focuses on the foundations of next-generation ministry including a theology of children's and student ministry, child & student development, understanding culture and its implications for ministry with young people, and the foundations for developing lesson plans to teach both children and students.

**CMFM 3013 Theories of Family Ministry (3).** This course will focus on developing a multi-generational approach to ministry. Theology and theories of family ministry will be explored including family systems theory, family ministry models, and best practices for ministry to the whole family.

**CMML 1010 Introduction to Ministry Leadership (3).** This course provides students with biblical and practical resources for exploring ministry callings, establishing healthy personal and interpersonal skills for ministry effectiveness, and embracing the role of higher education in equipping for ministry leadership.

**CMML 2013 Foundations of Biblical Preaching (3).** This course equips students with the basic skills necessary to prepare and present biblical sermons. It gives special attention to studying a biblical text for preaching purposes;

developing thesis statements, outlines, and support materials; and communicating effectively with contemporary listeners.

**CMML 3003 Ministry Leadership Internship (3).** This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop skills they need for ministry. *Prerequisites: completion of 90 credit hours and three courses from the student's professional area.*

**CMML 3013 Theories and Practices of Biblical Teaching (3).** This course equips students with the skills necessary to prepare and present biblical lessons. It gives special attention to studying a biblical text for teaching purposes, developing thesis statements and objectives, interactive and creative strategies, and utilizing group dynamics to help individuals grow spiritually. *Prerequisite: CMML 2013 Foundations of Biblical Preaching.*

**CMML 3113 Spiritual Formation for Ministry (3).** This course provides students with biblical, historical, and practical perspectives on how God works in believers through his Holy Spirit to conform them to the image of Christ and empower them for ministry. It gives special attention to utilizing personal and interpersonal discipleship strategies to help individuals grow spiritually. *NOTE: Students in the Department of Ministry Leadership who are also on the Honor's Program can substitute CMPL 3600 Spiritual Formation: Honor's Program for CMML 3113. Upon approval of the School of Christian Ministries dean and the instructor of COMM 4998, students may substitute COMM 4998 Spiritual Formation and Creativity for CMML 3113.*

**CMML 3213 Special Issues in Ministry Leadership (1–3).** This course equips students through an elective, guided, high impact experience. Options include seminars and conferences, guest lectureships, and field trips. Special attention is given to providing students engagement with diverse ministers, ministry roles, and ministry models. *NOTE: Three credits are required.*

**CMML 3313 Conflict and Communication (3).** This course equips students with the self-understanding and skills necessary for effective and transformative communication in individual, group, and congregational/organizational settings.

**CMML 3621 Ministry Leadership 7-Month Internship I (1).** This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop skills they need for ministry. Part I includes internship work typically completed from June through August. *Prerequisites: completion of 90 credit hours and three courses from the student's professional area.*

**CMML 3829 Ministry Leadership 7-Month Internship II (12).** This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop skills they need for ministry. Part II includes internship work typically completed from September through December. *Prerequisites: CMML 3621 Ministry Leadership 7-Month Internship I and completion of 90 credit hours and three courses from the student's professional area.*

**CMML 4013 Effective Ministry Leadership (3).** This course equips students to guide churches toward the fulfillment of congregational values, mission, and vision. It gives special attention to biblical, cultural, and organizational insights for helping large groups grow spiritually.

**CMML 4113 Pastoral Care in Ministry (3).** This course equips students with the skills necessary to carry out common pastoral tasks in ministry leadership. It gives special attention to utilizing basic counseling skills in ministry settings.

**CMML 4212 Senior Seminar in Ministry Leadership (2).** This course equips students to integrate previous insights and experiences into a refined philosophy of ministry and sense of leadership ministry calling. Special attention is given to portfolio development and ministry hiring policies and practices.

**CMOL 3000 Ministry Leadership Practicum (3).** This course is a hands-on, immersive learning experience designed to equip students with practical ministry skills through supervised fieldwork. This course integrates theological reflection, leadership development, and ministry practice. May be repeated for credit.



**CMOL 3210 Ministry Leadership Internship (3).** This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experience to further develop the skills they need for ministry. *Prerequisites: Completion of approximately 90 credit hours and at least one course from the student's professional area. Special Consideration: This course is limited to students enrolled in the online Ministry Leadership program.*

**CMPR 2110 Biblical Teaching and Preaching (3).** This course equips students with the fundamental skills necessary to prepare and present biblical lessons and sermons. It gives special attention to studying a biblical text for teaching and preaching purposes; developing thesis statements, outlines, and support materials; and communicating effectively with contemporary students and listeners.

**CMPR 3013 Theories of Biblical Preaching (3).** This course builds upon the principles learned in Foundations of Biblical Preaching, leading students to a deeper understanding of the history and theology of preaching, various sermon forms, the significance of and methods for developing sermon series, and the application of Scripture to listeners' lives. *Prerequisite: CMML 2013 Foundations of Biblical Preaching.*

**CMPR 3110 Pastoral Ministry (3).** This course focuses on many of the day-to-day responsibilities of the pastoral ministry, such as applying for positions, ministry beginnings and endings, relationships with elders and staff, weddings, funerals, baptisms, visitations, office management, and discipleship ministries. Students also examine the underlying theology of the ministry of all believers.

**CMPR 3120 Spiritual Formation for Ministry (3).** This course explores two areas: The first is how God works in believers through his Holy Spirit to conform them to the image of Christ and empower them for ministry. The second is how to help others grow spiritually. Students survey the history and theology of spiritual formation, examine biblical and historical spiritual disciplines, experience spiritual practices firsthand, develop a "rule of life," and consider the most effective ways of fostering spiritual maturity in individuals, groups, and congregations. *NOTE: Students in the Department of Ministry Leadership who are also on the Honor's Program can substitute CMPR 3600 Spiritual Formation: Honor's Program for CMPR 3120. Also, upon approval of the dean of the School of Christian Ministries and the instructor of COMM 4998, students can substitute COMM 4998 Spiritual Formation and Creativity for CMPR 3120.*

**CMPR 3213 Race, Culture, & The Church (3).** A study of the sociological indicators, theories, and practices pertaining to race, culture, and the growing trend toward intentional multi-ethnic church planting/building. Students will become familiarized with the theories, foundations, opportunities, and challenges that accompany these areas, and applications across various ministry contexts will be explored.

**CMPR 3410 Advanced Biblical Teaching & Preaching (3).** This course furthers the principles learned in CMPR 2110 Biblical Teaching and Preaching, leading students to a deeper understanding of teaching and preaching God's Word with integrity and relevance. The course gives particular attention to biblical and theological backgrounds, various lesson and sermon forms, the development of a lesson or sermon series, and the application of Scripture to listeners' lives. The course includes extensive collaboration, practice teaching and preaching, and evaluation. *Prerequisites: CMPR 2110 Biblical Teaching and Preaching.*

**CMPR 3420 Group Internship (1).** Group Internship is a long weekend group field experience. Under supervision of a faculty member, students visit a church and lead in a variety of ministry responsibilities as performed in the local church.

**CMPR 3430 Hospice Internship (1).** Students participate in an internship experience in a hospice setting.

**CMPR 3440 Mentored Ministry Experience (1).** This experience allows students to spend an hour per week, throughout a term, with a local minister for purposes of guidance, mentoring, and hands-on ministry experience.

**CMPR 3450 Clinical Setting Internship (1).** Students participate in an internship experience in a clinical setting, such as a hospital or a home for the disabled.

**CMPR 3460 Weekend Ministry Internship (1).** Students gain academic credit for regularly scheduled weekend ministries. To meet the internship requirement, students who are engaged in these ministries should consult with the Ministry Internship Coordinator before registering.



**CMPR 3600 Spiritual Formation: Honors Program (3).** This course is an introductory study of the process of spiritual formation in the Christian life. The purpose of the course is to assist Christian leaders and future leaders in their own spiritual formation and their ability to direct others in the journey toward Christ-likeness. Elements of the course include an introduction to the classical spiritual disciplines, a historical overview of the church's use of the disciplines, and practical integration of the disciplines into the life of the individual and the life of the church. *Special Considerations: This course is limited to juniors and seniors in the Honors Program and capped at 15 participants. Other students may enroll on a space available basis with the permission of the professor.*

**CMPR 4013 Practices of Biblical Preaching (3).** This course builds upon prior preaching courses and leads students to integrate preaching with worship, leadership, and biblical interpretation. Special attention is given to preaching from various biblical genres. *Prerequisites: CMML 2013 Foundations of Biblical Preaching and CMML 3013 Theories of Biblical Preaching.*

**CMPR 4113 Dynamics of Senior Leadership (3).** This course equips students for the relational, administrative, and leadership dynamics that are unique to senior leadership roles in churches. Learning activities include guest speakers and interactive projects designed to prepare students for positions such as Lead Minister, Senior Minister, or Executive Minister.

**CMPR 4303 Conflict and Communication (3).** This course explores both the destructive and transformative dynamics of conflict in faith communities and equips students with the self-understanding and skills needed for effective communication for conflict management. The course emphasizes individual and group settings, but also introduces the larger dimensions of corporate conflict. This is an interactive, skills-based course.

**CMPR 4320 Pastoral Counseling (3).** This course provides an overview of specific counseling situations faced in ministry, including integration of psychology and theology. Theory and practical application will be integrated in such a way as to assist the student in developing a "style of counseling." Some role-play situations are included.

**CMPR 4333 Leading Effective Churches (3).** In this advanced course, students consider how to develop congregations that are both biblically faithful and culturally relevant; and how to equip individuals and groups toward the fulfillment of congregational mission, vision and values. The course adopts a systems model for managing the complex interrelationship between a congregation, its immediate surroundings, the community, and the culture at large. Particular attention is given to the unique dynamics of small to medium-size congregations.

**CMPS 4013 Strategies of Student Ministry (3).** This course focuses on strategies to minister effectively to adolescents. This course introduces strategies, programs, ministries, and leadership skills necessary for effective spiritual development of students. A practicum is a part of this course. *Prerequisite: CMFM 2013 Foundations of Student and Children's Ministry.*

**COMM 2010 Introduction to Speech (3).** This course introduces elements of oral interpretation and speech composition appropriate to the professional Western audience with reference to other cultural groups. The course emphasizes the purpose, organization, and general ends of a public speech.

**COMM 2100 Reporting for Mass Media (3).** Students develop skills for clear and concise communication to mass audiences in a variety of written formats. Emphases include writing for print and electronic media, gathering accurate information, presenting a clear written message, and basic style for professional media writing. Students submit work to an online publication.

**COMM 2110 Introduction to Public Relations (3).** Students are introduced to the profession of public relations and strategic communication. Students demonstrate writing ability, examine strategies for publicity campaigns, and study the history and foundations of the field.

**COMM 2200 Introduction to Video Production (3).** This course examines the components of audio, video, and still images for the purpose of media production. Students explore the equipment used to produce content.

**COMM 2203 Scripting (3).** This course is a study in writing story and copy for a variety of print, screen, and web-based mediums.

**COMM 2900 Society & Media (3).** Students explore trends in media and their impact on society. The course emphasizes historical, ethical, legal, and societal issues in relation to Christianity.

**COMM 3105 Fundamentals of Web Design (3).** Students design, develop, and upload a simple web site using HTML, CSS, JavaScript, and PHP. Web site production concepts such as naming conventions, file organization, and optimization are also covered.

**COMM 3109 Advanced Website Design (3).** Students demonstrate a culmination of skills developed during their web design studies. Students produce final web design projects and materials that showcase practical web design skills. *Prerequisite: COMM 3105 Fundamentals of Web Design.*

**COMM 3205 Photography (3).** Students explore contemporary photography and pursue personal interests in visual arts by developing skills using both digital and film photography. Topics include camera equipment, modes, composition, flash, inspiration, how to get the shot, tips, and techniques.

**COMM 3213 Video Editing & Enhancement (3).** This course is an introduction to editing tools for audio, video, still images, and basic motion graphics enhancing narrative in time-based environments. *Prerequisite: COMM 2200 Introduction to Video Production.*

**COMM 3343 Video Production II (3).** This course analyzes the components of audio, video, and still images for the purpose of media production. Students apply production techniques used to produce interactive media content. *Prerequisite: COMM 3213 Video Editing & Enhancement.*

**COMM 3353 Video Editing & Enhancement II (3).** This is a project-oriented course where students organize and construct media components utilizing creative production techniques centered around concepts such as color grading, compositing 2D and 3D elements into shot footage, and motion tracking. Students develop visual language skills by exploring motion media editing theory as well as execution. *Prerequisite: COMM 3343 Video Production II or special permission from the dean.*

**COMM 4998/ENGL 4998 Spiritual Formation & Creativity (3).** Students are equipped with a biblical perspective on creativity, communication, and arts, and engage in the process of creativity from a Great Commission perspective. Students learn how to integrate and articulate the biblical foundations underlying creative endeavors, demonstrate the process of creativity, and develop the means to sustain creativity.

**COSC 1100 Introduction to Computer Science (3).** This course is an introduction to computer science topics including fundamental elements of computational thinking, structured programming, algorithm development, and problem-solving. It also explores legal and ethical issues related to computing technology, and it examines the role of Christians in technological fields.

**COSC 1200 Introduction to Programming (3).** This course is an introduction to computer programming topics including data types, control structures, loops, file I/O, bit operations, recursion, and arrays. The course also offers an overview of object-oriented programming concepts.

**COSC 2100 Data Structures and Algorithms (3).** This course provides a study of fundamental data structures and algorithms including queues, stacks, trees, lists, graphs, heaps, hash tables, searching, and sorting. *Prerequisite: COSC 1200 Introduction to Programming.*

**COSC 2200 Computer Organization and Architecture (3).** This course examines principles of computer hardware, including CPUs, functional units, memory hierarchy, pipelining, gate-level logic, and computer system organization.

**COSC 3100 Database Management (3).** This course covers the principles of database theory, design, query creation, and data modeling. A variety of database management systems will be explored. Practical application is emphasized through hands-on projects, allowing students to design, implement, and optimize databases.

**COSC 3200 Introduction to Cybersecurity (3).** This course is an introduction and overview of computer security concepts. Topics include threat modeling, software security, cryptography, network security, risk management, and legal and ethical issues. Emphasis is placed on being aware of security issues when designing, developing, and testing software and systems.

**COSC 3300 Operating Systems (3).** This course provides an overview of the structure, design, and implementation of computer operating systems. Topics include process management, memory management, threads, synchronization, file systems, virtual memory, and security. *Prerequisite: COSC 2100 Data Structures and Algorithms.*

**COSC 3400 Software Engineering (3).** This course is a practical introduction to the principles and practices of software engineering, including requirements analysis, design methodologies, coding standards, source code control systems, and testing strategies, emphasizing the agile methodologies pivotal in modern software development. Students gain hands-on experience in collaborative projects, applying industry-standard tools for efficient software production. *Prerequisite: COSC 2100 Data Structures and Algorithms.*

**COSC 3500 Systems Programming (3).** This course focuses on C programming with an emphasis on system programming including memory and process layout, system calls, file systems, virtual memory, threading, buffering, stack frames, and inter-process communication. *Prerequisite: COSC 2100 Data Structures and Algorithms.*

**COSC 4100 Networking (3).** This course is an introduction to the fundamental principles and practical applications of computer networking technologies. Topics include network protocols and concepts, hardware and software standards, TCP/IP suite, routing, subnetting, and network security.

**COSC 4200 Computer Science Internship (3).** This course offers students a formal and practical work experience opportunity intended to extend their professional skills beyond the classroom while also providing an opportunity to apply and analyze classroom knowledge and skills appropriate for the workplace. Students work at least 125 clock hours of supervised field experience under the supervision of a qualified professional. *Prerequisite: Junior/Senior Standing. Approval of student's academic advisor.*

**COSC 4900 Special Topics in Computer Science (1-3).** Special Topics in Computer Science (1-3). This elective course provides an in-depth study of special topics in computer science, such as web design or analysis of algorithms. Topics may vary depending on student interest and need. It may be repeated for a total of up to 3 credit hours if taken with different topics.

**ECON 2103 Economics (3).** Students learn and apply macro and micro-economic principles. Topics include theories related to consumer and market behavior, determination of price, profit, output and GDP, supply and demand, fiscal policy, and distribution of income.

**ECON 3100 Personal & Family Economic Decision-Making (3).** This course will examine the foundation of Christian stewardship rather than ownership of God's resources for an individual and the family. Students will study Christian stewardship through the 10-week Crown Financial Ministries course focusing on the great value of advance financial plans (i.e. budgets). They will also examine a variety of personal and family financial decision such as: setting and reaching financial goals, tithing, minimizing debt, personal insurance purchases, and wisdom in making major purchases.

**EDUC 2013 Introduction to Teaching: Elementary Education (3).** This course gives students an initial experience teaching in an elementary school setting. Students study principles of education with an emphasis on aiding struggling readers, assessment, and lesson planning. They implement these principles as they engage in a one-to-one tutoring session with an at-risk child. The course is made possible through a partnership between Mooreland Heights Elementary School and Johnson University.

**EDUC 3013 Introduction to Teaching II (3).** As a continuation of EDUC 2013 Introduction to Teaching: Elementary Education, this course moves students from a broader view of teaching and introductory lesson planning to an in-depth look at a Learning Segment. Emphasis is placed on analyzing and reflecting upon lesson plans, instruction, and assessments as well as incorporating research-based learning theories into each of those areas. Additional focus is put on academic vocabulary, learning environments, and academic feedback.

**EDUC 3212 Survey of Persons with Disabilities (3).** This course is a study of the characteristics of exceptional persons and the etiologies of some disabilities. The roles of the family and community agencies (especially the church) are discussed, and particular emphasis is given to the role of public education in the lives of persons with disabilities.

**EDUC 3311 Language Arts Methods (3).** Students develop knowledge and skills needed to teach writing, spelling, handwriting, and study skills. Students employ appropriate practices to promote effective communication, expression, and reflection in all subject areas. Students become more aware of the interactive nature of the language arts. *Prerequisites: Midpoint Application to the teacher education program must be made, or student must be enrolled in the Bible Teaching Program.*

**EDUC 3323 Bible & Social Studies Methods (3).** This two-part methods course introduces students to theory and methods regarding the teaching of Social Studies and the Bible as classroom subjects. Students develop and use

knowledge of spiritual development in children and effective methods to support student acquisition of spiritual knowledge and understanding. During the second part of the course students learn effective instructional strategies that integrate the ten strands of Social Studies as developed by the National Council for the Social Studies (NCSS) —including culture, economics, geography, governance, civics, history, individual development, and group interaction. *Prerequisites: Midpoint Application to the teacher education program must be made, or student must be enrolled in the Bible Teaching Program.*

**EDUC 3324 Science, Health & Physical Education Methods (3).** This methods course gives students an overview of teaching methods and strategies for Science, Health, and Physical Education. Students learn and apply skills needed to apply inquiry-based, open-ended and materials-based investigation to the classroom. Students develop understanding and use strategies and pedagogy to enhance children's learning of life science, earth and space science, and physical science. Students also learn strategies for encouraging children to adopt healthy lifestyles, practice wellness concepts, and incorporate physical activity into their lives. *Prerequisites: Midpoint Application to the teacher education program must be made, or student must be enrolled in the Bible Teaching Program.*

**EDUC 4014 Classroom Management with Regular & Special Populations (3).** This course explores two areas of significance and potential difficulty for the beginning teacher: effective classroom management and successful organization of the inclusive classroom. In this course, participants study management theory and teacher style, and explore a variety of strategies for developing a plan for classroom management based on Christian principles. They also gain understanding of the special needs of the mainstreamed child and ways to meet these needs within an effective inclusive setting. *Special Consideration: This course is limited to students accepted into the teacher education program or the Bible Teaching Program.*

**EDUC 4064 Nature & Needs of the Gifted Child (3).** This course examines the particular nature, needs, and development of the gifted student. Pertinent issues such as creativity, cultural differences, gender, and underachievement are examined. The history of gifted education is explored, as well as how to recognize and identify giftedness in the classroom. Students also examine characteristics of the teacher of the gifted.

**EDUC 4074 Methods of Teaching the Gifted Child (3).** This online course provides learners with an understanding of the instructional needs of gifted students and the resources available to teach and enrich the education of these individuals. Emphasis is placed on curricular models, teaching strategies of differentiated instruction, and processes for learning.

**EDUC 4111 Reading Methods (3).** This methods course includes in-depth study of methods of teaching reading in early childhood, elementary, and middle grades classrooms. Students come to know, understand, and use appropriate practices for promoting and developing beginning literacy skills for integrating reading instruction across all subject areas and for enabling all children to become to become proficient and motivated readers. Students begin to develop skills in applying explicit approaches to support student acquisition of phonemic awareness, decoding, fluency, vocabulary, and comprehension. *Prerequisite: ENGL 1013 English Composition I or approved equivalent; and EDUC 3311 Language Arts Methods. Special Consideration: This course is limited to students accepted into the teacher education program or those enrolled in the Bible Teaching program..*

**EDUC 4112 Research, Integration & Learning (3).** This course assists students in integrating knowledge and skills learned in their methods courses into cohesive units of study that help children make connections in their learning. Students research integration and learning theory, and they apply those methods to comprehensive teaching units. *Prerequisites: Students who have completed a minimum of three method courses. Special Consideration: This course is limited to students who have been accepted into the teacher education program.*

**EDUC 4113 History & Philosophy of Christian Education (3).** This course examines the development of Christian education through the ages and philosophies that have influenced it. Major educational philosophers and schools of philosophy are discussed, and students are encouraged to apply insights to their own educational philosophy. *Special Consideration: This course is limited to students accepted into the teacher education program or enrolled in the Bible Teaching program.*

**EDUC 4115 Mathematics Methods (3).** This methods course is a comprehensive study of effective instructional strategies that integrate mathematical content and processes. Students develop knowledge, understanding, and skill in problem-solving, number operations, algebraic concepts, geometry, measurement, data analysis, probability, reasoning, communication, connections, and representations. Students apply those skills in planning effective units of study that develop these processes in children, and they integrate appropriate reading and technologies. *Special*

*Consideration: This course is limited to students accepted into the teacher education program or enrolled in the Bible Teaching program.*

**ELED 4400 Student Teaching: Elementary Education (12).** Candidates complete a semester of student teaching in Elementary Education Grades K-5. Prerequisite: Students must have passing PRAXIS II scores. Special considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies (K-5) from Johnson University. Permission must be given by the dean.

**ENGL 0101 Introduction to College Writing (1).** This is a co-requisite course for the Arts & Sciences core course ENGL 1013 English Composition for continual success in college-level writing. This course provides a review of writing and reading skills; it introduces students to the form, function, and meaning of written discourses so that they may engage more fully with one kind of discourse: academic writing. Writing as a process will be the focus so as to help students become more critical about their own writing habit & style. This course may be required in a student's first semester based upon English department assessment. Also, the course may be repeated until necessary skills are mastered.

**ENGL 1013 English Composition I (3).** This course introduces students to university-level writing and focuses on communication structure, rhetorical strategies, writing processes, argumentation, research, and documentation. The course also includes an emphasis on revision through workshops and other formats. This course is graded on an A, B, C, NC-, ND+, ND, ND-, NF scale. Any N grade indicates no credit earned for the course and will not affect the student's cumulative GPA. *NOTE: Students will be able to receive an N grade for the course only twice. Not achieving at least a C on the third try will result in an F for the course.*

**ENGL 1014 English Composition II (3).** A continuation of English Composition I, this class focuses on writing across the curriculum/writing in the disciplines. Students are introduced to the basics of reading and researching in various majors. The class is organized around a research project relating to the student's fields of interest. By the end of the semester, students learn how to: develop an actionable central research question, propose a research project, conduct primary and secondary research, design a research project for multimodal platforms, and present their research in an oral presentation. This course is graded on an A, B, C, NC-, ND+, ND, ND-, NF scale. Any N grade indicates no credit earned for the course and will not affect the student's cumulative GPA. *NOTE: Students will be able to receive an N grade for the course only twice. Not achieving at least a C on the third try will result in an F for the course. Prerequisite ENGL 1013 English Composition I.*

**ENGL 1110 Ancient Near Eastern Literature (3).** This course examines the first five books of the Hebrew Bible to establish a foundation for further study of the Old and New Testaments. The course provides a general overview of the biblical material, as well as a more detailed study of important theological and hermeneutical issues.

**ENGL 1150 Greco-Roman Literature I (3) [China-Gospel Narratives].** This course is a study of the life and teaching of Jesus as recorded in the four Gospels with special attention given to the emphases of His ministry.

**ENGL 1500 English Language Group I (0.5).** This small group study is designed to help international students improve their English language skills.

**ENGL 1600 English Language Group II (0.5).** This small group study is designed to help international students improve their English language skills.

**ENGL 2010 Survey of British Literature (3).** This course is a survey of British literature from the Anglo-Saxon period to the present. It involves reading, analyzing, and interpreting significant texts within their historical, social, and cultural contexts. *Prerequisite: English Composition I and II with a grade of C or higher.*

**ENGL 2020 Survey of American Literature (3).** This course is a survey of American writers and the literary genres in which they worked: political prose, religious prose, novel, short story, poetry, and drama. Instruction gives special consideration to language usage on analytical, critical, and artistic levels. *Prerequisite: English Composition I and II with a grade of C or higher.*

**ENGL 2100 Literature for Children & Adolescents (3).** This course surveys the field of children's literature. It includes an examination of effective ways to use literature with students in primary and intermediate educational settings. It is designed to enable students to become familiar with many books, authors, and illustrators.

**ENGL 2103 Poetry Reading (3).** Poetry Reading hones knowledgeable, close-examination skills for studying the poetic genre. This development broadens and deepens the reader's interpretation in: Definition & approach, form,

music, rhetoric, meaning, aesthetics, and oral interpretation, culminating in an informative survey for the collected works of two selected poets.

**ENGL 2110 Survey of World Literature I: Ancient (3).** This course is a survey of world literature, in both Western and Asian cultures, from 1000 B.C. through the European Renaissance. Instruction covers major literary achievements within significant philosophical and religious traditions. *Prerequisite: English Composition I and II with a grade of C or higher.*

**ENGL 2120 Survey of World Literature II: Modern (3).** This course presents a survey of world literature from the 18<sup>th</sup> century to the present, highlighting major movements in the works of the Western canon. Further, it explores literature from Asia, the Middle East, and developing countries in order to understand the differences and similarities in cultural and social influences in writings from the non-western canon. The literature will be explored as individual works on their own merit and as part of their historical and cultural contexts. *Prerequisite: English Composition I and II with a grade of C or higher.*

**ENGL 2250 Greco-Roman Literature II (3).** This course is a study of the early history, worship, organization, mission, and message of the church of the New Testament through an exegetical approach to the Acts of the Apostles.

**ENGL 2343 Creative Nonfiction Essays (3).** This course is a composition course that builds on writing competencies developed in English 1013 and ENGL 1014. The course focuses primarily on analyzing and writing creative nonfiction, specifically the personal essay. Instruction and content emphasize the ways that writing can (and often should) be both personal and persuasive. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 3200 Advanced Composition (3).** This course expands on and develops student writing for academic and professional contexts beyond the undergraduate degree. Instruction focuses on establishing proficiency in communicating with specified audiences, enhanced sophistication and style in presentation of ideas, and more effective incorporation of appropriate scholarly research. *Prerequisite: English Composition I and II with a grade of C or higher.*

**ENGL 3310 English Language: History & Grammar (3).** This course surveys the historical development of the English language from its Anglo-Saxon inception through its current proliferation in world communication. Furthermore, the course reviews the grammatical structure and application of English within communication contexts. *Prerequisites: English Composition I and II with a grade of C or higher; 2000-level English course.*

**ENGL 3313 Literary & Rhetorical Theory (3).** This course functions as an introduction to upper-level coursework in literature and rhetoric. The course provides an initial survey of modern critical theories relevant for the study of English and advanced instruction in applying critical theories to research and writing. *Prerequisites: English Composition I and II with a grade of C or higher; 2000-level English course.*

**ENGL 3350 Race & Representation in Literature & Film (3).** This course explores and examines representations of race in literature and film. Students will consider how narrative and cinematic texts construct notions of race in specific contexts shaped by class, immigration, war and/or refugee situations, colonization, and more. Students will examine appropriate readings in critical theory and analyze how these theories can be applied to the primary texts for the course to situate each work within its historical and cultural context. *Prerequisites: English Composition I and II with a grade of C or higher*

**ENGL 3353 Rhetoric of Prophetic Black Preachers (3).** African American preaching was born out of protest, and by virtue of such a birth, its essential character is prophetic. Preaching, in general, is a kind of truth-telling and communication on behalf of God by man to humankind in a contextualized situation or event. However, telling the truth has not always been advantageous for black preachers; nonetheless, preach they did and truth they told without fear. This course will explore this disadvantage historically; also, it will pursue discussions of black preachers as spiritual rhetoricians who spoke truth to powers by proclaiming a certain kind of speech concerning God's justice and mercy. Thus, the course will think of "prophetic" as a style and critical language practice more than through a theological lens, even though theology will, no doubt, emerge from the sermons. Students will read multiple texts from a myriad of black preachers (male and female) of the 19<sup>th</sup> to 21<sup>st</sup> century, like Frederick Douglass, Sojourner Truth, Maria W. Stewart, Malcolm X, M.L. King, Jr., and Vashti McKenzie. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 3410 19th Century Russian Writers (3).** This course examines four nineteenth century Russian novelists: Turgenev, Dostoevsky, Tolstoy, and Chekhov. Instruction covers novel and short story genres within the Realism tradition. The course gives special emphasis to the spiritual experiences and psychological observations as presented by these authors. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 3420 20th Century British Writers: The Inklings (3).** This course examines the lives and creative writing careers of three 20<sup>th</sup> century British novelists: J.R.R. Tolkien, C.S. Lewis, and Charles Williams. Instruction covers the Inklings' use of the fantasy genre and emphasizes the Christian themes developed in these writers' works. Texts include selections for young adults and adolescents. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 3440 Shakespearean Tragedies (3).** This course examines the ten tragedies by William Shakespeare. Instruction includes consideration of film and stage interpretation of these plays. From an overview reading, discussion examines politics, love, and personal dilemma as presented in the tragedies. *Prerequisite: English Composition I and II with a grade of C or higher.*

**ENGL 3450 African Literature & Cultures (3).** This course examines how African authors represent African culture and experiences across time and place. This is not to say, however, that these are monolithic representations. Rather, students analyze texts by men and women from four broad geographic areas (North, West, East, and South) and several individual countries to see how specific historical, cultural, colonial, linguistic, and religious influences shape African literary expressions. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 3460 Women Writers in World Literature (3).** This course examines ways that female authors represent and respond to issues particular to women across time and cultures. Students analyze the way context (e.g., culture, history) influences women writers' choices and concerns in their writings. More specifically, students pay particular attention to how sex, race, and class converge to shape female authored texts about finding a voice in patriarchal cultures, maternity, identity, and resistance. Additionally, students read appropriate works of Feminist/Gender theory and analyze how these theories can be applied to the primary texts for the course. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 3480 African American Literature (3).** This course examines literature by African American authors in several genres—slave narratives, essays, poetry, drama, and fiction—written for a variety of audiences, including young adults and adolescents. Students situate each work within its historical and cultural contexts and, in so doing, develop a better understanding of the range and scope of issues that African American authors confront in representing black experience in literature. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 4310 Technical & Professional Writing (3).** This course involves advanced study of the principles and practices of technical and professional writing. It includes planning, organizing, and writing technical descriptions, instructions, proposals, and recommendation reports, as well as designing visual aids and editing. Assignments include individual and group projects and at least one complete technical report. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 4320 Creative Writing (3).** This is a course on creative writing—creative nonfiction, poetry, prose, and drama—with concern for the relation of form to content, viewpoint, narrative, voice, audience, syntax, imagery, and diction. Students may take COMM 2998 spiritual Formation and Creativity as a substitute/equivalent for this course. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 4330 Journalism (3).** Students engage in intensive, advanced writing and reporting practice for the development of non-fiction articles for magazines, newspapers, and other print and online publications, focusing on human interest writing. Topics include legal and ethical issues, freelance writing techniques, working with editors, multimedia additions for online features, and in-depth interviewing and reporting. Students may take COMM 2100 Reporting for Mass Media as a substitute/equivalent for this course. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 4340 Special Topics in Writing (3).** This course offers advanced study and practice of one of the following genres of writing: technical and professional, creative, or journalism. Since the topics vary, students may repeat this course for credit. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 4350 Writers' Workshop (3).** This course integrates stylistic development with production output. Instruction considers formal expression and offers students a chance to hone their skills in one of the following

genres of writing: technical and professional, creative, or journalism. *Prerequisites: English Composition I and II with a grade of C or higher; an additional English writing course.*

**ENGL 4400 Immigrant Literature (3).** This course examines how immigrant authors represent immigrant experiences across time and place. Students analyze texts and films by men and women from several different primary cultures who are writing about first as well as second-generation immigrant experiences to several countries. The texts included in the course explore the immigrant experience from a variety of perspectives, including young adult and adolescent. Additionally, students read appropriate works of theory and criticism, as well as analyze how these theories can be applied to the primary texts. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 4450 Special Topics in Literature (3).** This course allows for the study of a genre, author, or time period not already represented within current course offerings. Since the content of the course will vary, the course may be repeated for credit. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 4460 Literature & Theology of Grief (3).** Grief presents both a theological and a practical problem. Theologically, grief seems to challenge the core of the Christian claim that Christ has overcome the conditions that produce grief, such as death, corruption, failure, shame, and loss. Grief would not seem to have a place within the church, because to grieve—to mourn a loss—challenges the truth of the gospel that Christians proclaim. At the same time, however, Christians and all humans continue to inhabit a world in which grief remains a universal experience, one that presents not only an intellectual problem but an existential one: how can we cope with something that is at once so common and so crippling? This course takes up these questions and proceeds from two closely related propositions: (1) that theology provides categories and practices for addressing the problem of grief, and (2) that literature offers us a framework for engaging the intersection between the problem of grief and the human, lived experience of it. Accordingly, we will use a critical reading of important literary, theoretical and theological texts to begin the process of reflecting on the problems of grief and loss and to begin the process of imagining what response to grief might look like. We will frame this discussion throughout as an explicitly theological attempt to construct a vision of Christian faith and practice that emphasizes the priority of healing and wholeness. *Prerequisites: English Composition I and II with a grade of C or higher.*

**ENGL 4998/COMM 4998 Spiritual Formation & Creativity (3).** Students are equipped with a biblical perspective on creativity, communication, and arts, and engage in the process of creativity from a Great Commission perspective. Students learn how to integrate and articulate the biblical foundations underlying creative endeavors, demonstrate the process of creativity, and develop the means to sustain creativity.

**ENSC 2100 Water Science (4).** This course explores the physical and chemical properties of water that drive the hydrologic cycle and the interaction of earth's hydrosphere with other global processes, ecosystems and human civilizations. Students will evaluate current challenges and opportunities relative to water availability and management for the growing human population. This course includes a weekly lab session.

**ENTR 3033 Entrepreneurship & Small Business Management (3).** Students will study how to turn a model or idea into a profitable product or service, launch a new business enterprise, and take over and manage an existing business. Students will develop a business plan to demonstrate their ability to synthesize their business acumen. *Prerequisite: MGMT 3013 Principles of Management*

**ENTR 4103 New Venture Creation (3).** The primary focus of this course is to identify and evaluate opportunities for the formation of a new venture. Topics include: industry analysis, market demands, competitive factors, idea positioning, customer behavior, and needs. *Prerequisite: ENTR 3033 Entrepreneurship & Small Business Management, MKTG 3013 Marketing*

**ENTR 4203 Entrepreneurial Finance (3).** This course focuses on funding opportunities for entrepreneurial ventures. Topics include: venture capital funding, start up financing sources, various business models and appropriate funding, and valuation. *Prerequisite: BUSN 3053 Business Finance, ENTR 3033 Entrepreneurship & Small Business Management*

**ENTR 4303 Entrepreneurship Growth Strategies (3).** This course addresses the growth phase of a new venture including managing for growth, scaling for growth, and creating growth that produces sustainability in the marketplace. *Prerequisite: ENTR 3033 Entrepreneurship & Small Business Management, MKTG 3013 Marketing*



**EPSY 2112 Educational Psychology (3).** This course includes a study of the physical, social, emotional and mental development of the child from birth to adolescence. This includes the role of preschool through eighth-grade teachers as they work with these children. Observations and assessments of children are included in this experience. Special attention is directed to working with students with emotional and family problems in early childhood, elementary and middle schools.

**ESED 2100 Foundations in Linguistics (3).** This course introduces students to the complexity of human language. It is designed to introduce material in three interrelated units, including the nature of language, the grammatical aspects of language, and the applied areas of language. The course focuses on issues such as how the brain and language are related, how language sounds are produced and formed into words and sentences, and how those words and sentences are used to convey meaning. The course also addresses applied areas, such as dialects of English, pragmatics, bilingualism, language acquisition, and language instruction. While covering these various aspects of language, the ways in which the content relates to education are addressed.

**ESED 3133 English as a Second Language Methods & Materials for Teacher Education (3).** This course is required for students seeking licensure in ESL or TESOL credentials. Students learn how to integrate language learning methods and subjects taught in the elementary and middle school, with special emphasis on reading, writing, listening, speaking, and vocabulary development. Students focus on methods and approaches used by educators for language instruction and effective lesson preparation using those methodologies.

**ESED 4133 Special Topics in ESL K-12 (3).** This course is designed to assist students in integrating knowledge and skills they learned in their methods courses into cohesive units of study that will help children to make connections in their learning. Students will research integration and learning theory as well as applying those methods to comprehensive teaching units. *Prerequisites: EDUC 3311 Language Arts Methods, EDUC 3324 Science, Health and PE Methods, EDUC 3323 Bible & Social Studies Methods, and EDUC 4111 Reading Methods.*

**ESED 4527 Student Teaching: English as a Second Language (12).** Candidates complete a semester of student teaching in English as a Second Language Grades preK-12. Prerequisite: Students must have passing PRAXIS II scores. Special considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies (English as a Second Language preK-12) from Johnson University.

**EXSC 3210 Applied Exercise Anatomy & Physiology (3).** This course provides an introduction to the effects of exercise on major systems in the body, including cellular, skeletal, neuromuscular, cardiovascular, respiratory, glandular, and metabolic systems. Other factors influencing human exercise are also examined, including climate, altitude, weight, acute exercise stress, cardiovascular disease, and ergogenic aids. Knowledge and application of these scientific principles are necessary to develop peak performance in athletes and to maintain health and fitness in the general population. A lab component focuses on practical applications based on these studies. [ACSM-CPT, ACSM-GEI, ACSM-HFS, NSCA-CPT, NSCA-CSCS]

**FAMS 2013 Internal Family Dynamics (3).** Family Systems approach to the study of normative changes and non-normative events and their impact on marriage and family relationships; attention to variations in the socio-economic contexts of family transitions, and to methods for reducing the negative effects of such transitions. Topics include social processes, conflict and communication, relationship roles and dynamics, culture and socioeconomic issues, impact of stress, and special needs in families, including adoptive, foster, migrant, low income, military, and blended families as well as those members with chronic illness and/or disabilities.

**FAMS 2203 Human Development (3).** This course provides an overview of human development in the physical, cognitive, social, emotional, and spiritual domains from conception to death in old age. Emphases include the ecological context of human development; biological and environmental influences on development; developmental anomalies and their impact on the individual and family; and implications of the knowledge of human development for Christian ministry, counseling, and family life education.

**FAMS 3102/THEO 3102 Holistic Sexuality (3).** This course is a theological and biopsychosocial-spiritual investigation into human sexuality. Issues discussed in this course include, though are not limited to, characteristics of healthy and unhealthy sexual relationships, interpersonal dynamics of sexual intimacy, gender, marriage, and sexual orientation. Students will learn the art of theological reflection and worldview analysis as they explore sexuality in both ancient and modern contexts and address human sexuality from value-respectful positions. Additional attention will be given to investigating attitudes, behaviors, and decision-making as an expression of their

understanding. *Prerequisite: Theological Study 1 and THEO 2303 Biblical Interpretation (not applicable for A.S. Health Science)*

**FAMS 3310 Family & Community Resource Management (3).** This course focuses on individual and family use of resources, including time, energy, material possessions, and environment. The roles of the church and Christian community are discussed, and students engage strategies for assessing and maximizing the influence of these resources.

**FAMS 3410 Parent Education & Guidance (3).** Students identify and discuss how parents teach, guide, and influence children and adolescents, as well as the changing nature, dynamics, and needs of the parent-child relationship across the lifespan. Topics include significant childcare, work, media, and community issues, as well as communication techniques, values clarification, learning principles, disciplinary techniques, family dynamics, diverse family forms and functions, and a theological perspective on parenting children. *Prerequisite: FAMS 2203 Human Development or EPSY 2112 Educational Psychology.*

**FAMS 3520 Family Law & Public Policy (3).** This course examines historical and current trends in contemporary American society as they relate to community and family life. Significant attention is given to social and public policy as it intersects with issues of diversity and the impact these have on individual and family life. This course examines legal issues, policies, and laws influencing the well-being of families. It provides an understanding of policy processes, distinguishes between lobbying, policy evaluation, analysis, education, and advocacy. Students identify current law, public policy and initiatives, and the influence these have on services to community and family.

**FAMS 4210 Family Life Education Methodology (3).** This course provides an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs in a variety of setting (government, non-profit, faith based, etc.). An understanding and application of employing various strategies, educational principles, techniques and technologies, to meet the needs of diverse audiences are addressed. Special emphasis is given to the implementation of evidence-based programs.

**FLED 1031 Field Experience: School Observations (0.5).** This practical field experience is designed to acquaint entry-level students with a variety of schools and classrooms in the Knoxville area. Students examine various aspects of the classroom environment, management, and teaching methods in the classrooms they visit. This information is shared in written and oral form with their classmates and the faculty supervisor at regular meetings. This course is a prerequisite for other field experiences.

**FLED 2022 Field Experience: Tutoring (0.5).** This course is a one-on-one tutoring session with an at-risk child in partnership with Mooreland Heights Elementary and Johnson University.

**FLED 2121 Field Experience: Special Education I (0.5).** This course is a semester long experience spent in a classroom for moderately disabled students. It is a thirty-hour experience. It also includes a weekly meeting with the field experience coordinator to discuss their experiences and complete assigned tasks.

**FLED 2222 Field Experience: Early Childhood Learning Center (0.5).** In this term-long experience, students spend 20 hours working in Johnson University's Early Childhood Learning Center (ECLC). They observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 2522 Field Experience: English as a Second Language Grades 6-12 (0.5).** In this term-long experience, students spend 20 hours working in a Middle Grade/High School ESL classroom. They observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 3310 Field Experience: Team Teaching (0.5).** This course is a term-long experience spending after-school hours on Mondays at Bonny Kate Elementary School. Students work in teams preparing and teaching science lessons complete with hands-on activities, incorporate technology into lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 3311 Field Experience: Team Teaching (0.5).** This course is a semester-long experience spending time in a special education classroom working with a partner or in a small group with several special needs students. They will reflect and discuss experiences with the field experience coordinator, and complete assigned tasks.

**FLED 3312 Field Experience: General (0.5).** Teacher Education students are placed in local schools where they gain classroom-related experience. See the *Teacher Education Handbook* for the placements required for a given program.

**FLED 3314 Practicum: Day in School (0.5).** This course is a term-long experience for five full days at Maryville Christian School. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 3401 Practicum: School Music Program Elementary (0.5).** This is a thirty-hour practicum that takes place in one or more local elementary schools with a Music Education teacher. The teacher may travel to more than one location. Music Education candidates will observe and assist in a variety of settings at the elementary level. Opportunities to interact with exceptional students, disabled and gifted as well as diverse school populations are provided.

**FLED 3513 Practicum: Christian School (0.5).** This course is a term-long experience for 30 hours in a Christian school classroom. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 4001 Practicum: School Music Program Secondary (0.5).** This is a 30 hour practicum that takes place in one or more local middle or High Schools with a Music Education teacher. The teacher may travel to more than one location. Music Education candidates will observe and assist in a variety of settings at the middle and high school level. Opportunities to interact with exceptional students, disabled and gifted as well as diverse school populations are provided.

**FLED 4004 Practicum: English as a Second Language I (0.5).** This course is a term-long experience spending 40 hours in a public ESL classroom. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 4034 Practicum: English as a Second Language II (0.5).** This course is a term-long experience spending 40 hours in a private school ESL classroom. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 4061 Practicum: Exceptional Students (0.5).** This course is a term-long experience spending 40 hours in a public classroom with mainstreamed ESE students. Candidates observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 4101 Practicum: Inclusion (0.5)** This course is a semester long experience in special education interventionist. Students will spend time in RTI2 Tier II and Tier III. They will gain experience working with students with an IEP in a regular classroom and in a pull-out situation. This is a 30 hour experience where students reflect and discuss experiences with the field experience coordinator and complete assigned tasks.

**FLED 4124 Senior Practicum (0.5).** This course is a term-long experience working with literacy and reading activities, assessing an individual child's reading fluency and comprehension, preparing activities, and participating in Math Day at Gap Creek Elementary School. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FLED 4130 Senior Practicum Reading (0.5).** The course is a 40-hour field experience in a local public school taken with EDUC 4111 Reading Methods. Students will observe and practice what they are studying in their course in the public-school classroom.

**FLED 4208 Practicum: Public Preschool (0.5).** This course is a term-long experience spending 30 hours in a public preschool. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

**FYSC 1013 Success, Calling, & Purpose (3).** This course provides an orientation to college life for first-year students at Johnson University. The course supports the adjustment of students to college life by providing guidance on spiritual health, physical health, time management, organization, reading for comprehension, study skills, note taking, test taking, stress management, relating to others, and other skills necessary for a successful college experience. Students will also learn about the concepts of calling, purpose, vocation, and work in order to reflect on their own strengths and gifts and produce a personal purpose statement and action plan. *Note: must be taken in students' first term at Johnson University.*

**GREK 2100 Elementary Greek I (3).** Elementary Greek I introduces students to the basics of Koiné Greek grammar, syntax, and vocabulary, with particular reference to biblical texts (New Testament and Septuagint). Both this course and its follow-on, GREK 2200, develop a greater appreciation for the relation between the Greek New Testament and modern translations, and encourage students to explore the challenges and opportunities of communicating the ancient Word of God in contemporary global contexts.

**GREK 2200 Elementary Greek II (3).** Elementary Greek II continues the introduction of GREK 2100. Students translate a significant biblical text (e.g. 1 John) with the aid of appropriate Greek reference tools. Both this course and its predecessor, GREK 2100, develop a greater appreciation for the relation between the Greek New Testament and modern translations, and encourage students to explore the challenges and opportunities of communicating the ancient Word of God in contemporary global contexts. *Prerequisites: GREK 2100 Elementary Greek I.*

**GREK 3200 Intermediate Greek I (3).** This course enables students to improve their skills in translation and grammatical analysis, with an emphasis on translation from selected New Testament passages. *Prerequisites: GREK 2100 Elementary Greek I and GREK 2200 Elementary Greek II.*

**GREK 3210 Intermediate Greek II (3).** This course enables students to continue improving their skills in translation and grammatical analysis, with an emphasis on translation from Greek Judeo-Christian material. Students also learn how to apply their skills in congregational or missional settings. *Prerequisites: GREK 3200 Intermediate Greek I.*

**HEBR 2100 Elementary Hebrew I (3).** An introduction to elements of biblical Hebrew prose, including basic grammar, verb forms, and common vocabulary. This course and its follow-ups develop the ability to read and translate the Hebrew Old Testament for more insightful ministry in the contemporary world.

**HEBR 2200 Elementary Hebrew II (3).** A continuation of the study of biblical Hebrew grammar, morphology, and vocabulary as introduced in Elementary Hebrew I, aiming to complete the basic preparation that students will need to be able to read and translate biblical Hebrew prose. *Prerequisite: HEBR 2100 Elementary Hebrew I.*

**HEBR 3200 Intermediate Hebrew I (3).** Reading of selected prose texts from the Hebrew Bible in follow-up to Elementary Hebrew I–II, with focus on basics of Hebrew syntax and use of lexicons and other biblical Hebrew exegetical tools. *Prerequisites: HEBR 2100 Elementary Hebrew I and HEBR 2200 Elementary Hebrew II.*

**HEBR 3210 Intermediate Hebrew II (3).** Continuation of developing proficiency in reading selected prose texts from the Hebrew Bible, with focus on the use of biblical commentaries and other scholarly tools which are helpful for doing exegesis for preaching and teaching. *Prerequisite: HEBR 3200 Intermediate Hebrew I.*

**HIST 1100 World Civilizations I (3).** This course is a survey of World Cultures and Civilizations from the appearance of organized societies in the Ancient Near East until 1500AD. While political, cultural and economic events are covered, special emphasis is placed on the appearance and spread of religious and philosophical ideas, including Judaism, Hinduism, Greek Philosophy, Confucianism, Buddhism, Christianity, and Islam.

**HIST 1200 World Civilizations II (3).** This course is a survey of World Cultures and Civilizations from 1492 to the present. While political, cultural, and intellectual events are covered, special emphasis is placed on the effect of globalization on patterns of trade, religion, and migration.

**HIST 1913 The Historian's Craft I: Introduction to Historiography (3).** This course is an introduction to the scholarly discipline of history. Historiography includes the study of the theories and practice of writing history, the nature of historical research, major themes in historical interpretation, identifying and evaluating primary and secondary sources, and a basic introduction to the practice of historical research and writing.

**HIST 2100 American History I (3).** This is a study of the social, political, economic, religious and cultural developments of the United States from the era of exploration and settlement through the Civil War. It focuses on events and processes involved in the expansion of the United States to the Pacific Ocean and leading to the Civil War.

**HIST 2123 History of Christianity (3).** This is a survey of the history of Christianity from its Jewish and Greco-Roman contexts in the first century to its global present, examining the development of the church's theology, organization, spirituality, and social impact. The modern era emphasizes Stone-Campbell Movement origins and identity. *Note: Should be taken in a student's first two years.*

**HIST 2200 American History II (3).** This is a continuation of HIST 2100. It presents the development of the United States from the post-Civil War Reconstruction to the present time. Its focus is on America's modernization and emergence into a world leadership role.

**HIST 2923 The Historian's Craft II: Advanced Historiography (3).** This course builds on Historian's Craft I, furthering student knowledge and practice of the scholarly discipline of history. *Prerequisite: HIST 1913 The Historian's Craft I: Introduction to Historiography.*

**HIST 3081 History & Archaeology of Ancient Egypt (3).** This class surveys ancient Egyptian civilization by examining relevant geographical, historical, and archaeological data. Among other topics, the course will include a detailed study of references to Egypt in the Bible. We will use a variety of approaches and resources (e.g., readings, films, lectures, artifacts) to investigate the discipline of Egyptology.

**HIST 3201 World Christian History 1 (100–600) (3).** This course examines the expansion and development of Christianity around the world from the end of the apostolic era to 600. Students analyze the expansion of Christianity in Asia, Africa, and Europe by exploring topics which could include the Apostolic Fathers, martyrs, apologists, Gnosticism, formation of the canon, Bible interpretation, monasticism, church-state relations, Jewish-Christian relations, women, Trinitarian theology, Christology, Christian practices, Constantine, Augustine, pagan-Christian relations, Byzantine Christianity, missions, etc. Students also learn central theological ideas of this early Christian era.

**HIST 3211 World Christian History 2 (600–1600) (3).** This course examines the expansion, contraction, and development of Christianity around the world from the rise of Islam to the Protestant Reformations. Students analyze the development of Christianity in Asia, Africa, Europe, and the Americas by exploring topics which could include Muslim-Christian relations, Asian Christianity, Bible Interpretation and Genesis 1, the Crusades, monasticism, church-state relations, scholasticism, popular religion in the Middle Ages, Renaissance, Protestant Reformations, religious wars, early exploration and colonization, etc. Students also learn central theological ideas of the Middle Ages and Reformation.

**HIST 3231 World Christian History 3 (1600–Present) (3).** This course examines the expansion and development of Christianity around the world in the modern era. Students analyze the development of Christianity in Asia, Africa, Europe, and the Americas by exploring topics which could include evangelicalism, scientific developments, colonization, slavery, post-colonialism, nationalism, war, communism, the southern shift of world Christianity, ecumenism, Muslim-Christian relations, Vatican II, etc. Students also learn central theological ideas from diverse global perspectives, considering the practical and theological implications of the diverse witnesses of world Christianity.

**HIST 3241 Race and Religion in American History (3).** This course examines the complex roles of religion in the American story of "race" and race relations. Participants analyze the interconnections of race and religion in American history from the colonial Atlantic slave trade to the twenty-first century by covering select topics in depth. The course focuses on reading diverse primary sources which could include letters, journals, literature, speeches, sermons, autobiographies, movies, etc. Analysis of the scholarly and primary sources provides the foundation from which participants draw historical and theological insight for today. *Prerequisites: ANTH 1103 Encountering Cultures; HIST 2123 History of Christianity or HIST 1913 The Historian's Craft I: Introduction to Historiography.*

**HIST 3613 World History (3).** This course examines the global history of humanity from paleolithic times to the present. This will be accomplished by focusing on three inter-related topics: the relationship between human beings and the environment; the development of religious ideas and institutions; and the development of political, racial, economic, and gendered structures. *Prerequisite: HIST 2123 History of Christianity, HIST 1913 The Historian's Craft I: Introduction to Historiography, HIST 2100 American History I, or HIST 2200 American History II.*

**HIST 4200 History of the Restoration Movement (3).** This course examines the history of the American Restoration Movement from its inception within the Stone and Campbell traditions of the early 19<sup>th</sup> century to the contemporary era. Although a significant portion of the course is devoted to the early development of this "Reformation of the 19<sup>th</sup> Century," the entire scope of the movement, including current issues of importance, is addressed. *Prerequisite: HIST 2123 History of Christianity or HIST 1913 The Historian's Craft I: Introduction to Historiography.*

**HIST 4220 History of Christian Spiritual Formation (3).** This course examines the varieties of spiritual and devotional movements (the "devotional masters") throughout the history of Christianity. The strengths and

weaknesses of this rich Christian tradition of study, prayer, worship, and service are explored in order to appreciate the role of history and tradition in spiritual formation and to apply the valid spiritual principles to contemporary practice in individual and corporate contexts *Prerequisite: HIST 2123 History of Christianity or HIST 1913 The Historian's Craft I: Introduction to Historiography.*

**HIST 4400 History Senior Project/Internship (3).** Students pursuing a History Major develop a senior project or internship experience in consultation with their academic advisors. In most cases, students complete a major research paper. However, students may pursue an internship or a project that integrates historical research with teaching methods.

**HIST 4613 History Seminar (3).** This course will explore a special topic of interest to the professor that is not a part of the regular history curriculum. *Prerequisite: HIST 2123 History of Christianity or HIST 1913 The Historian's Craft I: Introduction to Historiography.*

**HIST 4913 History Tutorial (3).** This course allows the student to explore a topic of particular interest to the student under the guidance of the professor. This course may be used in preparation for the HIST 4400 History Senior Project/Internship.

**HLSC 1013 Health Science (3).** This course explores what it means for a person to be healthy in body, mind, spirit and relationships. Students will learn the basics of how to maintain a healthy body within current medical standards by learning and implementing behavioral recommendations for managing stress, eating a healthy diet and getting regular physical activity. Students will also learn techniques for maintaining healthy attitudes and relationships. All of these subjects will be taught within a framework of maintaining a healthy self in order to sustainably continue in God's kingdom work.

**HLSC 2011 Dosage Calculation for Nursing (1).** Introduction to calculating medication dosages for the professional nurse. Course includes reviewing basic math concepts involved in ratio/proportion equations, identifying current medication abbreviations and notation rules, understanding common equivalency and metric conversions, reading medication labels, measuring amounts in syringes, and solving basic dosage calculations for a one-time dose when given a drug order and drug label. *Prerequisite: MATH 1043 College Algebra.*

**HLSC 2203 Human Development for Health Sciences (3).** This course introduces students to human development across the lifespan. The course will discuss the major theories that explain our biophysical, cognitive, emotional, and social development through the various life stages—prenatal, infancy, toddlerhood, early childhood, middle childhood, adolescence, early, middle, and late adulthood. The class format will include pre-learning, lectures, videos, and application of the material through student presentations.

**HLSC 2213 Nutrition (3).** Students pursue a scientific study of the principles of nutrition, essential nutrients and functions, and their application in meeting nutritional needs throughout the life cycle. The course emphasizes nutrients and their relationship to optimal health and selected disease states, diet application, nutritional misinformation, controversial diets, obesity, food supplements, consumer fallacies, and exercise. An exploration of holistic approaches to health is utilized in order to attain optimal health toward the end of honoring and glorifying God through our bodies.

**HONR 2100 Honors Colloquium (0.5).** This seminar is specifically designed for Honors Program students and enhances the learning in HUMN 1603 and 2103. The course meets during Wednesday chapel/mentor groups and is repeated during the first four semesters of the Honors Program.

**HONR 4200 Senior Project Honors (3).** The primary criterion for the senior project is to select a topic of great interest to the student, which a Johnson University professor can supervise. It must sustain the interest of both parties for a term. The three-hour course must include reading, research, and writing, but the project can take different forms (e.g., substantial research paper, reading and book reviews, field project, ministry). The HP coordinator should be involved in the process from the beginning and must approve the topic and plan, but the supervisory professor is also involved – and is even more important to the process. The student registers for HONR 4200, but the professor and subject can come from any department or area of study.

**HUMN 1203 Personal Spiritual Formation (3).** Personal Spiritual Formation equips students for the life-long transforming and learning experience that emerges from our communion with Christ. This communion involves the joyful sharing and participation in the life and love of the Father, Son and Spirit. This class introduces students to

classic disciplines involving both solitude and community in preparation for a life of personal flourishing and other-centered service in whatever career God might call them.

**HUMN 1603 Service Learning and Change (3).** This course will bridge connections between students' field of study and their service-learning placement. The core focus will be to cultivate reflective service and spiritual formation through self-awareness, metacognition, and thoughtful engagement in a variety of cultural settings. Students will explore poverty, development, and personal and community change as it relates to their service placement. *Note: Should be taken in a student's second or third term at Johnson University. Prerequisite: ANTH 1103 Encountering Cultures.*

**HUMN 2013 Cross-Cultural Experience (3).** A variable content course designed to allow students first-hand cross-cultural experiential learning while participating in a faculty/staff-led multi-cultural experience including traveling, living, and studying in a cross-cultural setting domestically or abroad. Completion of the course requires documentation and reflection of experiences. Course fees vary based on location. May be repeated for credit. *Prerequisites: ANTH 1103 Encountering Cultures; HUMN 1603 Service Learning and Change.*

**HUMN 2023 Research Methods for Service Learning (3).** This course equips students to analyze qualitative and quantitative research projects in service learning settings. Students will design their own action research proposal including a review of literature, and an exploration of methodology, data collection, and analysis. *Prerequisites: ANTH 1103 Encountering Cultures; HUMN 1603 Service Learning and Change.*

**HUMN 3133 Christian Thought and Film (3).** This course offers instruction in discerning theological elements inherent in modern film. Films selected for study feature examples of either Christian theology or theologies in competition with Christianity. Students receive tools for making moral decisions about movie-going and for evaluating a film's content. *Prerequisites: THEO 1303 Orientation to Theology.*

**HUMN 3500 Literature and Theology of Race (3).** Martin Luther King gave his famous "I Have a Dream" speech more than 50 years ago, but the problem of racial relationships remains as troubling and divisive today as it was then. Deep-seated mistrust and antagonism between races continues to pervade our social landscape. This course proceeds from three closely related propositions: (1) that racial division contradicts the Gospel, (2) that theology provides categories and practices for addressing the problem of racial division, and (3) that literature offers us a framework for engaging the intersection between racial division and the theological application of reconciliation. Accordingly, we will use a critical reading of important literary, theoretical and theological texts to begin the process of reflecting on the problems of racial division and to begin the process of imagining what racial reconciliation might look like. We will frame this discussion throughout as an explicitly theological attempt to construct a vision of Christian faith and practice that emphasizes the priority of racial reconciliation. *Prerequisites: English Composition I and II with a grade of C or higher.*

**HUMN 4200 Senior Capstone Seminar (3).** As an interdisciplinary course designed as the culmination of four years of undergraduate study at Johnson University and integrating the Bible, Arts & Sciences, and professional areas of the curriculum, the senior capstone seminar focuses on the Christian worldview, especially the discipline of ethics. It makes significant connections between course content, skills learned, and application to life and ministry, and serves as a bridge to life-long education. *Prerequisites: Students must have completed 90 credit hours and be classified as a senior. Special Consideration: Since this course is unique to the Johnson University curriculum, few transfer courses may be substituted.*

**HUMN 4999 Special Topics in Humanities (1-6).** This course provides students the opportunity to earn credits for humanities courses (including foreign languages) taken through Acadeum or other sources that do not align with existing courses. May be repeated for credit.

**ICEL 2203 Structure of the English Language (3).** This course helps students understand the system of rules that comprise the real grammar of English and leads students systematically from an understanding of the structures themselves to an ability to use this understanding in an ESL/EFL classroom, as well as in more informal "tutoring" situations. The course deals more with concepts and content than with application.

**ICEL 3360 English as a Second Language/English as a Foreign Language Methods & Materials (3).** This course examines the four second/foreign-language learning skills (reading, writing, listening, and speaking) and introduces students to a variety of instructional methodologies developed by ESL practitioners. Attention is also given to the teaching of grammar, the creation and use of placement and testing instruments, the critical examination of classroom texts, the study of contemporary theories of second/foreign language teaching, and to further study of

current theory regarding language acquisition. Development of classroom lessons implementing methodologies discussed in class, especially the production of instructional visuals, is emphasized. *Prerequisite: ICST 3200 Teaching Cross-Culturally, ICLI 2100 Introduction to Linguistics.*

**ICEL 4700 Topics in English as a Second Language/English as a Foreign Language Instruction (3).** This senior-level course completes the examination of the four second/foreign language learning skills begun in ICEL 3360 ESL/EFL Methods & Materials by stressing strategies for teaching reading and writing. The course provides more in-depth study of teaching methods, pronunciation instruction techniques, lesson planning, and English for Special Purposes. The course also examines the use of video production and instructional technology for the ESL classroom, explores topics in curriculum development, and examines ESL standards by grade/age level. Additionally, students investigate research in ESL classroom communication, the role of culture in ESL instruction, development of ESL ministries, and other relevant topics. *Prerequisites: ICEL 3360 ESL/EFL Methods & Materials*

**ICIS 2310 Islam: History, Beliefs, and Practices (3).** This course provides a survey of Islam's history and the beliefs and practices of Muslims. We will consider the development of Islam's doctrines and focus on the modern period. Class participants will use a variety of resources to acquire historical perspective and theological understanding – including readings, films, websites, and lectures. Students should learn how to analyze and discuss the topics we consider in a critical, honest, and fair manner. *Prerequisites: ANTH 1103 Encountering Cultures; HIST 2123 History of Christianity or HIST 1913 The Historian's Craft I: Introduction to Historiography.*

**ICIS 3115 Modern Middle East (3).** This course is a study of major geographical, political, economic, cultural, and religious factors in the Middle East that explain some of the regional problems that dominate today's headline news. The course enables students to understand the background of these contemporary conflicts, some of which have lengthy and complex histories. *Prerequisites: ANTH 1103 Encountering Cultures; HIST 2123 History of Christianity or HIST 1913 The Historian's Craft I: Introduction to Historiography.*

**ICLI 2100 Introduction to Linguistics (3).** This course introduces the process of language analysis with the goal of enhancing the student's ability to learn language. Students gain a framework for understanding and identifying the sound systems and grammatical structures of different languages.

**ICLI 2200 Second Language & Culture Acquisition (3).** This course introduces students to the process of language and cultural acquisition among people served on the field. An array of tools and practices are introduced.

**ICLI 3100 Phonetics & Phonology (3).** Phonetics and Phonology focuses on understanding the use of sound in human language. This includes a general understanding of description, production, and transcription of sounds based upon the International Phonetic Alphabet, as well as the identification of phonemes and phonological processes within specific languages. *Prerequisite: ICLI 2100 Introduction to Linguistics.*

**ICLI 3410 Grammatical Analysis (3).** This course provides tools for the analysis of language on morphological and syntactic levels. *Prerequisite: ICLI 2100 Introduction to Linguistics.*

**ICLI 4410 Sociolinguistics (3).** This course offers a view of language as a context-dependent social phenomenon. Students examine how cultural attitudes, expectations, behaviors, and contexts affect the use of language. With a particular emphasis on multilingual communities, this course introduces foundational principles for socio-linguistic survey. *Prerequisite: ICLI 2100 Introduction to Linguistics.*

**ICME 3360 Introduction to Arabic Language & Middle Eastern Cultures (3).** This course introduces the student to the diversity of Middle Eastern Cultures and Modern Standard Arabic. Elements include greetings, acquisition of the Arabic alphabet, and both manual and printed script. Equal emphasis is placed on the four skills of language: reading, writing, speaking and listening.

**ICME 4710 Faith Communities in Middle Eastern Contexts (3).** This course provides an overview of the theology, theory, and practice of planting churches cross-culturally and in a Middle Eastern context. Special attention is given to the mission of the church, house churches, indigenous church planting movements, making the gospel relevant to culture, and accountability-oriented discipleship that leads to the multiplication of churches. Church planting specialists assist, and field trips to new church plants are included in the course schedule.

**ICST 1010 Introduction to Intercultural Studies (3).** This course provides students with biblical and practical resources for exploring callings and possibilities in intercultural contexts, establishing healthy personal and interpersonal skills for intercultural effectiveness, and embracing the role of higher education in equipping for intercultural service.



**ICST 2133 Intercultural Communication (3).** This course examines the unique problems and strategies for communicating the gospel effectively in intercultural contexts. Special attention is given to the student's personal role in intercultural communication, including language, behavior, and sensitivities needed to bridge cultural boundaries.

**ICST 2233 Foundations of Working Cross-Culturally (3).** Students explore the dynamics of cross-cultural ministry, fundamental team building, and issues of attending to personal and familial spiritual growth during ministry in a cross-cultural setting. Special emphasis is given to avoidance of placing children in at-risk situations due to the ministry of the parents. *Prerequisite: ANTH 1103 Encountering Cultures.*

**ICST 3003 Engage Knoxville I (1.5).** This is a 16-week off-campus, experience-based course that provides students with a missional opportunity to explore urban ministry and city dynamics in Knoxville within a residential framework of intentional community, spiritual formation, academic integration, and mentoring. Engage Knoxville I is offered in the fall term, Engage Knoxville II is offered in the spring term. This course can be repeated for credit.

**ICST 3004 Engage Knoxville II (1.5).** This is a 16-week off-campus, experience-based course that provides students with a missional opportunity to explore urban ministry and city dynamics in Knoxville within a residential framework of intentional community, spiritual formation, academic integration, and mentoring. Engage Knoxville I is offered in the fall term, Engage Knoxville II is offered in the spring term. This course can be repeated for credit.

**ICST 3013 History of the Expansion of Christianity (3).** This course surveys the origin and growth of Christian missionary activity from its origin in the Middle East to the modern period. Students will examine how Christian faith achieved its global status through the work of key individuals from various traditions, who employed a wide range of methods. Survey textbooks, films, lectures, and case studies provide insight into how Christianity overcame significant geographical, cultural, and linguistic barriers.

**ICST 3100 Dynamics of World Religions (3).** This course provides an introduction to the world's major living religions through the study of primary and secondary sources. Students learn about the history and practices of these religious traditions through a variety of media. Each religion is allowed to speak for itself, but the course employs a comparative approach. Key aspects of Christian faith and practice are examined during the entire process.

**ICST 3120 International Community Development (3).** This course explores issues of poverty, primary health care, and microfinance for grassroots initiatives, as well as educational, economic, medical, and physical needs for community development.

**ICST 3134 Cross-Cultural Church Planting & Growth (3).** This course introduces the process of planting and growing a network of biblically- and culturally-relevant faith communities in their setting. Building upon biblical methods, students explore the implications of contextualization in message formulation and the resulting communities of faith.

**ICST 3200 Teaching Cross-Culturally (3).** Students consider the challenges and joys of the cross-cultural educator. This course seeks to develop cultural teachers who understand their own culture of learning and teaching, while also becoming effective teachers in a context other than their own. Cross-cultural teaching methods, techniques, appropriate lesson planning, and more are addressed for those who teach in cross-cultural or multicultural settings. Special attention is given to teaching English and teaching the Bible in both formal and non-formal contexts, while students will also have opportunities to focus on teaching topics relevant to them.

**ICST 3300 Global Eco-Mission (3).** Missional stewardship of creation is the focus of this course. Environmental sustainability is a world-wide concern. Eco-Mission is increasingly the focus of the global church. This course explores the biblical grounding for eco-practice in communities, both local and international, and examines practical project-based ministry in creation care.

**ICST 3400 Strategies for Intercultural Engagement (3).** This course presents a comprehensive and dynamic view of the mandate for Christian missionary activity. Students are challenged to a growing awareness that world evangelism is four-dimensional: biblical, historical, cultural, and strategic. A special emphasis is given to issues revolving around cultural and cross-cultural communication, along with how sensitivity in these areas can help further realize God's global purpose. *Prerequisite: ANTH 1103 Encountering Cultures.*

**ICST 3521 Cross-Cultural Internship Preparation (1).** Typically completed during the spring term, this course consists of orientation meetings, required paperwork, required reading, cultural research, application for the student's internship and other necessary preparations for the field internship. Students will work with their academic

advisor, the instructor of this course, and other faculty to pursue internship opportunities within their major and concentration areas. *Prerequisites: C+ in ANTH 2300 Cultural Anthropology and ICST 2133 Intercultural Communication.*

**ICST 3522 Cross-Cultural Internship (1).** This course leads students to apply lessons learned in the classroom to actual intercultural and/or multicultural contexts under the guidance of an experienced field mentor. Students accomplish various vocational tasks, observe intercultural service situations, and reflect on their experiences to further develop intercultural and interpersonal skills. The internship generally occurs between students' junior and senior years, and students should seek internship opportunities within their concentration area. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval; C+ in ICST 3521 Cross-Cultural Internship Preparation.*

**ICST 3523 Cross-Cultural Internship Assessment (1).** This course is typically completed during the fall semester, upon students' successful completion of ICST 3521 and ICST 3522. During this course, students will successfully complete all paperwork and other debriefing requirements for their time on the field in internship. Elements such as debriefing, field reports, and supporter reports are a part of this course. Successful completion of all course components is required. *Prerequisites: ICST 3521 Cross-Cultural Internship Preparation, ICST 3522 Cross-Cultural Internship.*

**ICST 3889 Intercultural Commerce Extended Internship (6-12).** This internship provides on-the-job training under the supervision of an approved mentor and practitioner. Intercultural Commerce Extended internships offer students the opportunity to gain experience, skills and knowledge in their chosen field in a cross-cultural setting. Internships test students' aptitude for intercultural commerce and provide a laboratory for the application of classroom-learned theory. These additional internship hours will count toward general elective requirements. Details of the internship must be approved by the internship coordinator and the School of Christian Ministries Dean.

**ICST 4109 God's Story—Our Story (3).** This course invites students to explore how God's story—as revealed in scripture—intersects with their own stories—their passions, interests, callings, and vocations. Emphasis is placed on appreciating the coherence of the biblical narrative from Genesis to Revelation and developing missional approaches to local and global contexts in which students may live and work.

**ICST 4311 The Gospel & Culture (3).** This course explores the intersection of God's Word, the cultural context, and the local faith community as they come together to develop a healthy church in context. The inspiration of Scripture, how God's Word is perceived, and how God's Word enters a context are addressed.

**ICST 4413 Intercultural Studies Practicum (3).** Under the supervision of a qualified practitioner, students engage in a field context experience that integrates practice and theory related to cross-cultural life, specialized work, and growth.

**ICST 4415 Understanding the Muslim World (3).** This course expands the student's knowledge and understanding of Muslim culture, worldview, and practices.

**ICST 4416 Animism (3).** This course enables students to develop a deeper understanding of folk religions and animism. Special attention is given to folk religions and animistic beliefs found in the world today, cultural differences, significant barriers to the gospel, and channels for better understanding.

**ICST 4600 Living & Leading Cross-Culturally (3).** This course focuses on practical strategies of evangelism and discipleship in a cross-cultural setting that result in indigenous-led churches which reproduce themselves by planting more churches. Special attention is given to contextualization, creative access strategies into closed countries, personal spiritual development, spiritual warfare, raising support, communicating with supporters, family dynamics, choosing an organization, and the changing role of the western missionary. *Prerequisite: ICST 3400 Strategies for Intercultural Engagement.*

**ICST 4720 Church Planting & Discipleship (3).** This course gives students an overview of the theology, theory, and practice of planting churches locally and cross-culturally. Special attention is given to the mission of the church, contemporary models of church planting, indigenous church planting movements, making the gospel relevant to culture, and accountability-oriented discipleship which leads to the multiplication of churches. Church-planting specialists assist, and field trips to new church plants are included in the course schedule.

**ICUR 2503 Dynamics of City Transformation (3)** This course serves as an orientation to the sociological, physical, and political structures and systems of the city and exposes students to the work of faith-based ministries

and urban churches that work in the ongoing transformation of cities. Special attention is given to issues of wealth and poverty, power and marginalization, race, ethnicity, class, community development, biblical justice, and mobilization.

**ICUR 3360 Urban Anthropology (3).** This course focuses on contemporary issues salient to selected people and groups in the city (such as, but not necessarily including, African-American, Hispanic-American, drug culture, the homeless), and—as appropriate—historical background (including migration patterns). The course also relates these issues and people groups to the *Missio Dei*, or Mission of God. Topics vary by term.

**IECE 3225 Integrated Early Childhood Methods (3).** This course explores various early childhood teaching principles and strategies. This course will provide guidance for identifying and choosing approaches that promote child engagement, learning, and independence in everyday activities, routines, and transitions. Topics covered include child directed strategies, working with professionals in planning and instruction, an in-depth look at early childhood standards including but not limited to NAEYC standards, Tennessee Literacy standards, and the CEC's Division for Early Childhood.

**IECE 3400 Administration of Early Childhood Programs (3).** This course considers principles of administration and their application to early childhood programs. Students examine the role of state standards, national accreditations, and childcare center licensing requirements as they relate to the principles and administration in early childhood programs. Principles from this course can also be applied to children's programs at church.

**IECE 4310 Play Based Learning (3).** Theoretical and experiential base for designing play based, inclusive, and developmentally appropriate curriculum for young children which promotes discovery and problem solving in mathematics, sciences, and social studies. Play-based learning enhances the early childhood curriculum by creating play opportunities in the classroom. Explore options for embedding play in the classroom aligned with the curriculum and supported by research. Implement checklists for observing and assessing play and acquiring strategies to support students' academic and social-emotional development. Participants develop a play-based activity based on research and reflect on the outcome in the early childhood classroom. Students in this course will also study the contemporary research-based perspective of learning through play in early childhood and how it supports optimal brain development and executive function skills. Coursework also explores biblical integration, administration and management principles, parent involvement, and community resources.

**INTS 4600 Integrative Studies Seminar (3).** As the final course in the Integrative Studies major, this course focuses on synthesizing and integrating the two areas of concentration into a research project that the student completes under the supervision of one or more professors. The project should focus on placing the chosen areas of specialization in conversation with an eye toward future applications.

**JASC 0101 Skills for Academic Success (1).** This course is open to any student with a desire to improve skills needed in a university setting. The course is designed to empower students to reach their educational goals. It improves student performance by introducing college resources, strategies, and techniques used in reading, writing, studying, note-taking, test-taking, and time management. It includes online learning opportunities. Students are teamed with an academic coach who helps oversee their progress. Students are not allowed to withdraw from JACS 0101.

**MART 1023 Drawing and Ideation (3).** Students are introduced to the principles of 2D design, color and type elements as they relate to print, film/television, and the internet with an emphasis on drawing and ideation.

**MART 2010 History of Media Arts (3).** This course is a survey of the history of visual storytelling, including graphic design, film, and animation from its beginnings with cave paintings to its multidisciplinary present. Students will examine the development of pictorial representation, typographic forms, sequential images, printing, photography, cinematography, animation in its various forms (drawing, stop motion, digital forms), and digital storytelling forms (such as websites, social media, video games, etc.). Note: This course should be taken in a student's first two years.

**MART 2043 3D Animation (3).** Students are introduced to basic and intermediate 3D animation techniques. Topics to be covered include hierarchical linking, keyframing, function curves, animated modifiers, basic morphing, animated cameras, and an introduction to character animation. Students will research and create models based on anatomy and technical reference materials as well as character modeling/rigging. Students experiment with three-dimensional design, motion, and animation.

**MART 2073 Graphic Design I (3).** Students explore elements and principles of basic two-dimensional design with an emphasis on composition, color theory, and craftsmanship.

**MART 2083 Graphic Design II (3).** Students explore elements and principles of basic three-dimensional design with an emphasis on spatial organization, color, and planning and craft. *Prerequisite: MART 3023 Typography.*

**MART 2093 2D Animation (3).** Students develop concepts related to pre-production for interactive media, live action, and animation, as well as skills relevant to design of characters and objects. Students use timeline animation in the development of motion graphics, interactive interfaces and basic character animation.

**MART 3000 Arts Entrepreneurship (3).** Students gain insight into structures, management, processes, the economics of and issues surrounding Media and the Arts. An emphasis is placed on financial stability and profitability in a changing media market.

**MART 3023 Typography (3).** Students explore the development and application of typography for design and layout. *Prerequisite: MART 2073 Graphic Design I.*

**MART 3030 Graphic Design III (3).** Students use the principles of 2D design, color and type elements as they relate to design for printed objects and showcasing of those products through photography and video. Students will fuse photography with design products to display successful presentations of package design products. *Prerequisite: MART 2083 Graphic Design II.*

**MART 3033 Graphic Arts & Design Processes (3).** Students examine and experiment with design and production processes in preparation for project presentation in a variety of mediums.

**MART 3053 Integrated Animation (3).** Students complete a self-directed study using a combination of animation techniques. Possible focuses include character animation, motion graphics, or information video. Students will create a finished animated piece based on research interests. *Prerequisite: MART 2043 3D Animation or MART 2093 2D Animation.*

**MART 3060 Portfolio I (3).** Students create a substantial body of work in their chosen Visual Media Production and Design Discipline (Video, Graphic Design, Animation, Writing) with supporting elements from the adjacent disciplines. This is designed as the first course in a 3-course sequence for portfolio production. The end goal of the three courses is a completed portfolio. A system of feedback and analysis at checkpoints will be used throughout.

**MART 4010 Portfolio II (3).** Students create a substantial body of work in their chosen Visual Media Production and Design Discipline (Video, Graphic Design, Animation, Writing) with supporting elements from the adjacent disciplines. This is designed as the second course in a 3-course sequence for portfolio production. The end goal of the three courses is a completed portfolio. A system of feedback and analysis at checkpoints will be used throughout. *Prerequisite: MART 3060 Portfolio I.*

**MART 4011 Portfolio III (3).** Students create a substantial body of work in their chosen Visual Media Production and Design Discipline (Video, Graphic Design, Animation, Writing) with supporting elements from the adjacent disciplines. This is designed as the third course in a 3-course sequence for portfolio production. The end goal of the three courses is a completed portfolio. A system of feedback and analysis at checkpoints will be used throughout. *Prerequisite: MART 4010 Portfolio II (not applicable for Media Arts Major, Media Arts Minor, Graphic Arts and Design Minor)*

**MATH 0101 Academic Support Algebra (1).** This course is a corequisite to MATH 1043 required for students with an ACT Math score below 19 (or SAT Math below 500 or ALEKS score below 46). Topics relevant to College Algebra will be supported and supplemented in a small group setting to facilitate student success in MATH 1043. This course may be repeated until necessary skills are mastered.

**MATH 1013 Introduction to Mathematics (3).** This is the first class of a two-semester study of the basic concepts of elementary mathematics, including the nature and structure of the real number system, number theory, whole numbers and integers, and rational and irrational numbers. Basic concepts of algebra, geometry, and measurement are studied, including applications of percent, metric conversions, probability, data analysis, and statistics.

**MATH 1023 Quantitative Literacy (3).** This course increases students' mathematical literacy—the ability to reason with numbers and mathematical ideas. The course emphasizes logic, reasoning skills, the identification of fallacies, the use of statistical data and charts, unit conversions, critical reasoning skills, the correct use of percentages, and the use of mathematics in finance.

**MATH 1033 Mathematics Concepts (3).** This is the second class of a two-semester study of basic concepts of elementary mathematics, including the nature and structure of the real number system, number theory, whole numbers and integers, rational and irrational numbers. Basic concepts of numeration systems, algebra, geometry, and measurement are studied, including applications of percent, metric conversions, probability, data analysis, and statistics.

**MATH 1043 College Algebra (3).** This course is a functional approach to algebra that incorporates the use of appropriate technology. Topics include linear, polynomial, rational, exponential, and logarithmic functions and their graphs and linear regression models. Appropriate applications are included. *Prerequisites: Math readiness placement in Tier 1.*

**MATH 1050 Math for Life Sciences (4).** This course is an introduction to a variety of mathematical topics that are relevant for analyzing problems in the life and health sciences and provides the mathematical background required for a course in calculus. Topics include descriptive statistics, linear regression, exponential and logarithmic functions, difference equations, matrix algebra, and basic discrete probability theory. *Prerequisite: Math readiness placement in Tier 2.*

**MATH 1060 Precalculus (3).** This course prepares students for Calculus I. Review of algebraic, trigonometric, logarithmic and exponential functions.

**MATH 1103 Elementary Statistics (3).** An introduction to probability and statistics without calculus. Students learn to use statistical reasoning and apply statistical techniques to problems in various health and life science contexts. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing, and linear regression. *Prerequisite: Math readiness placement in Tier 2.*

**MATH 1104 Calculus I (4).** Introduction to the basic concepts of differential and integral calculus and their applications. Limits, continuity and derivatives; the definite integral and the Fundamental Theorem of Calculus. *Prerequisite: Math readiness placement in Tier 3.*

**MATH 1114 Calculus II (4).** Techniques and applications of integration, indeterminate forms, improper integrals, sequences and series. *Prerequisite: MATH 1104 Calculus I.*

**MATH 2010 Discrete Mathematics (3).** Discrete Mathematics serves as a foundational mathematics course for computer science. This course explores mathematical structures and concepts essential for reasoning about discrete objects and problems. It emphasizes theoretical foundations and practical applications in the field of computer science. *Prerequisite: MATH 1104 Calculus I.*

**MATH 2012 Introduction to Proofs (2).** An introduction to the principles of logic and the methods of proof necessary for the successful study of mathematics. This course serves as a transition from calculus to advanced mathematics courses. *Prerequisite: MATH 1104 Calculus I.*

**MATH 2022 Introduction to Scientific Computing (2).** An introduction to the field of scientific computing. Students will use algorithmic reasoning, mathematical software and programming as tools in mathematical modeling and problem solving. *Prerequisite: MATH 1104 Calculus I.*

**MATH 2034 Linear Algebra (4).** Systems of linear equations, matrices, vector spaces, linear transformations, inner product spaces, determinants, eigenvectors and eigenvalues. *Prerequisite: MATH 2012 Introduction to Proofs.*

**MATH 2044 Calculus III (4).** Vectors and parametric equations; functions of two variables; partial and directional derivatives; multiple integrals; line integrals. *Prerequisite: MATH 1114 Calculus II.*

**MATH 2054 Ordinary Differential Equations (4).** A first course emphasizing solution techniques of first order differential equations, linear equations of higher order, systems of differential equations; mathematical modeling, numerical methods, existence and uniqueness of solutions and qualitative techniques. *Prerequisite: MATH 1114 Calculus II.*

**MATH 3014 Modern Geometries (4).** Axiomatic and historical development of Euclidean and non-Euclidean geometries. This course will introduce students to the foundations of Neutral and Euclidean Geometry and to some of the subsequent developments in Non-Euclidean Geometries. *Prerequisite: MATH 2012 Introduction to Proofs.*

**MATH 3034 Numerical Analysis (4).** An introduction to the field of numerical analysis. Students will learn numerical techniques for solving equations in one variable, interpolation and polynomial approximation, numerical

differentiation and integration, and solving initial value problems for ordinary differential equations. *Prerequisite: MATH 1114 Calculus II and MATH 2022 Introduction to Scientific Computing.*

**MATH 3044 Probability and Statistics (4).** An introduction to single variable probability and statistics. Discrete and continuous random variables, conditional probability, expectation, moment generating functions, law of large numbers, central limit theorem; elements of statistical inference, estimation, and hypothesis testing. *Prerequisite: MATH 1114 Calculus II.*

**MATH 4014 Advanced Calculus (4).** An introduction to the theory of sequences, series, differentiation, and Riemann integration of functions of one or more variables. *Prerequisite: MATH 2012 Introduction to Proofs.*

**MGMT 3013 Principles of Management (3).** This course is a study of the functions, roles, and levels of the manager. Students will study classical and contemporary management theories and principles. Other topics include *planning* (strategy and goal setting, environment), *organizing* (organizational culture & structure, communication), *leading* (leadership, motivation, diversity, managing conflict), and *controlling* (decision making, change management).

**MGMT 4013 Operations Management (3).** Students learn the principles, problems, and practices of operations management. Emphasis is placed on managerial processes for effective operations in producing goods and providing services. *Prerequisites: MGMT 3013 Principles of Management, BUSN 3063 Business Analytics & Decision Making*

**MGMT 4023 Management Science (3).** This course is an introduction to the application of the scientific approach to managerial decision making. A study of the quantitative methods used to solve business problems is provided. *Prerequisites: MGMT 3013 Principles of Management, BUSN 3063 Business Analytics & Decision Making*

**MGMT 4033 Human Resource Management (3).** This course examines the role managers play in the successful administration of the organization's human resources. Topics include: the functions of human resource management, relationships within the organization, policies and procedures, workplace diversity, and the role of human resources in a global economy. *Prerequisite: MGMT 3013 Principles of Management*

**MGMT 4043 Negotiation and Conflict Resolution (3).** Students will learn the concepts, processes, strategies, and ethical issues related to negotiation and conflict resolution. Students will engage in simulated negotiations to improve their negotiation skills.

**MKTG 3013 Marketing (3).** This course is a study of the activities and processes used to create value for customers through product, price, place, and promotion decisions.

**MKTG 3033 Promotion Strategy (3).** One of the key elements of the marketing mix, this course is the study of finding the appropriate target market for a product and/or service and formulating the most appropriate promotion mix to influence that market to become a customer. *Prerequisite: MKTG 3013 Marketing*

**MKTG 3043 Sales Management (3).** This course will focus on the functions of a sales manager including: developing sales structures, forecasting sales, budgeting, ethics, and the planning and development of salespeople for organizational effectiveness. *Prerequisite: MKTG 3013 Marketing*

**MKTG 4013 Consumer Behavior (3).** This course is designed to provide an understanding of consumer behavior and the major influences on the consumption process. Perception attitudes, values, consumer decision making, and customer satisfaction, among other topics, will be discussed. *Prerequisite: MKTG 3013 Marketing*

**MKTG 4023 Marketing Research (3).** This course emphasizes the marketing research process, information needs, research formulation and design, and the relationship of research to strategic marketing, planning, and problem solving. *Prerequisite: Senior Standing*

**MUAP 1250 Violin I (1).** Students receive private instruction in violin tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

**MUAP 1260 Violin II (1).** Students receive private instruction in violin tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

**MUAP 1310 Voice I (1).** Voice I includes one-half hour of individual instruction per week and requires a minimum of three hours practice each week, as well as participation in solo class. Students are instructed in proper vocal technique and song interpretation. Music majors with voice as their primary or secondary instrument must present a

jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 1320 Voice II (1).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with voice as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 1330 Advanced Voice I (2).** Advanced Voice I includes one hour of individual instruction per week and requires a minimum of six hours practice each week, as well as participation in solo class. Students are instructed in proper vocal technique and song interpretation. Students taking Advanced Voice I must present a jury performance before the Communication & Creative Arts faculty at the completion of the term to receive credit.

**MUAP 1340 Advanced Voice II (2).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 1350 Drum Set I (1).** This course provides individual instruction in drum set. Techniques applicable to different styles of music are covered. One-half hour lesson per week, solo class participation, and appropriate practice are required.

**MUAP 1360 Drum Set II (1).** Students receive private instruction in drum set tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 1410 Piano I (1).** This course provides individual instruction in piano technique and classical music appropriate for the level of each student. One half-hour lesson per week and solo class participation are required. Music majors with piano as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 1420 Piano II (1).** Students receive private instruction in piano tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with piano as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 1430 Advanced Piano I (2).** This course includes a one-hour lesson per week, solo class participation, and a jury performance before the Communication & Creative Arts faculty at the completion of the term.

**MUAP 1440 Advanced Piano II (2).** Students receive private instruction in piano tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 1510 Guitar I (1).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 1520 Guitar II (1).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 1530 Advanced Guitar I (2).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 1540 Advanced Guitar II (2).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 1610 Synthesis I (1).** This course gives students an individualized introduction to digital synthesis and computer music programming within Cycling 74's Max MSP. Upon successful completion of the course, students

will be able to code basic synthesis models, connect theoretical principles of sound design and music theory with practical programming skills, troubleshoot programming issues, and interpret signal flow in other patch work. The first half of the course is dedicated to the basics of computer music programming and the second half is devoted to student interests.

**MUAP 1620 Synthesis II (1).** This course will further develop the student's facilities in digital synthesis and computer music programming through individualized instruction. Upon successful completion of the course, students will be able to code basic synthesis models, connect theoretical principles of sound design and music theory with practical programming skills, troubleshoot programming issues, interpret signal flow in other patchwork, and effectively design rudimentary creative projects. The first half of the course is dedicated to synthesis modeling and the second half to student interests.

**MUAP 1630 Synthesis III (1).** This course will further develop the student's facilities in digital synthesis and computer music programming through individualized instruction. Upon successful completion of the course, students will be able to code basic synthesis models, connect theoretical principles of sound design and music theory with practical programming skills, troubleshoot programming issues, interpret signal flow in other patchwork, and effectively design rudimentary creative projects. The first half of the course is dedicated to synthesis modeling and the second half to student interests.

**MUAP 1640 Synthesis IV (1).** This course will further develop the student's facilities in digital synthesis and/or computer music programming through bi-weekly, individualized instruction. Upon successful completion of the course, students will be able to code basic synthesis models, connect theoretical principles of sound design and music theory with practical programming skills, troubleshoot programming issues, interpret signal flow in other patchwork, and effectively design rudimentary creative projects. This course is entirely dedicated to the student's interests within the field.

**MUAP 1720 Band: Concert & Big Band Ensemble (1).** This concert and big band ensemble is open to all students, staff, faculty and community members who know the fundamentals of their instrument. This ensemble performs standard concert and big band repertoire, along with other music for campus, chapel, and select community events. (Offered when warranted.)

**MUAP 1801 Electronic Music Workshop (1).** Electronic Music workshop is an ensemble performance group that studies music employing electronic media, including real-time digital signal processing, multimedia, and live performance. Technical aspects of the course focus on programming using visual programming languages to create interactive projects and algorithmic compositions.

**MUAP 1810 Bass Guitar I (1).** This course provides individual instruction in bass guitar. Techniques applicable to different styles of music are covered. One-half hour lesson per week, solo class participation, and appropriate practice are required.

**MUAP 1820 Bass Guitar II (1).** Students receive private instruction in bass guitar tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 2000 University Choir (1).** University Choir is a select ensemble open to any student, faculty, staff, or community member by interview and/or audition. The ensemble represents the University in local public relations programs, local churches, conferences, and campus events. . The choir sings a wide variety of collegiate and sacred music that reflects the diverse musical nature of the ensemble.

**MUAP 2100 Pop/Rock/Jazz Ensemble (1).** This ensemble pursues the technical study, practice, and performance of music from the popular, rock, blues, and jazz repertoire. The ensemble is open to students, staff, faculty, and members of the Johnson community who know the fundamentals of their instrument. Ensemble membership and participation may require an audition at the instructor's discretion. Public performance of works is expected.

**MUAP 2250 Violin III (1).** Students receive private instruction in violin tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

**MUAP 2260 Violin IV (1).** Students receive private instruction in violin tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

**MUAP 2310 Voice III (1).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per



week. Music majors with voice as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 2320 Voice IV (1).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with voice as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 2330 Advanced Voice III (2).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 2340 Advanced Voice IV (1).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 2350 Drum Set III (1).** Students receive private instruction in drum set tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 2360 Drum Set IV (1).** Students receive private instruction in drum set tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 2410 Piano III (1).** Students receive private instruction in piano technique, literature and repertoire tailored to the maturation level of each student. The instructor provides one half-hour lesson per week. Music majors with piano as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 2420 Piano IV (1).** Students receive private instruction in piano technique, literature and repertoire tailored to the maturation level of each student. The instructor provides one half-hour lesson per week. Music majors with piano as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 2430 Advanced Piano III (2).** Students receive private instruction in piano technique, literature, and recital repertoire tailored to the maturation level of each student. The instructor provides a one-hour lesson per week.

**MUAP 2440 Advanced Piano IV (2).** Students receive private instruction in piano technique, literature, and recital repertoire tailored to the maturation level of each student. The instructor provides a one-hour lesson per week.

**MUAP 2510 Guitar III (1).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 2520 Guitar IV (1).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 2530 Advanced Guitar III (2).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 2540 Advanced Guitar IV (2).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 2600 Vox Royale (1).** This select, primarily a cappella ensemble is open to any student or community member by audition. The ensemble performs a wide repertoire of music that includes chamber music, church music, modern worship, vocal jazz, and modern a cappella. The ensemble represents Johnson University at select events, retreats, conferences, and worship services on and off campus. Vox Royale members rehearse with the University Choir one day a week and rehearse as a separate ensemble one day a week.

**MUAP 2810 Bass Guitar III (1).** Students receive private instruction in bass guitar tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 2820 Bass Guitar IV (1).** Students receive private instruction in bass guitar tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 3000 Junior Recital (1).** Candidates for Bachelor of Music degrees are required to present a Junior Recital on their primary instrument (Piano or Voice). This recital will include standard works from either the piano or vocal repertory. The private instructor and student will choose selections for the recital and these selections must be approved by the music faculty of the School of Communication and Creative Arts. A “hearing” of the recital will be presented before the music faculty at least two weeks prior to the scheduled recital performance. The music faculty will then have the opportunity to either approve the performance of the recital or require the student to postpone the recital until further preparation takes place.

**MUAP 3110 Contemporary Guitar Methods (1).** An introduction to and exploration of playing techniques and rehearsal strategies for acoustic guitar, electric guitar, and electric bass suitable for pop/commercial and modern worship music styles. Course requires an understanding of basic music fundamentals. *Prerequisite: MUSC 1111 or permission of instructor.*

**MUAP 3120 Contemporary Keyboard Methods (1).** An introduction to and exploration of playing techniques and rehearsal strategies for acoustic piano and electronic keyboard/synthesizer suitable for pop/commercial and modern worship music styles. Course requires an understanding of basic music fundamentals. *Prerequisite: MUSC 1111 or permission of instructor.*

**MUAP 3130 Contemporary Percussion Methods (1).** An introduction to and exploration of playing techniques and rehearsal strategies for drum set/kit and auxiliary percussion suitable for pop/commercial and modern worship music styles. Course requires an understanding of basic music fundamentals. *Prerequisite: MUSC 1111 or permission of instructor.*

**MUAP 3140 Contemporary Vocal Team Methods (1).** An introduction to and exploration of vocal physiology, pedagogy, arranging techniques, and rehearsal strategies for solo voice, vocal teams, and choirs suitable for pop/commercial and modern worship music styles. Course requires an understanding of basic music fundamentals. *Prerequisite: MUSC 1111 or permission of instructor.*

**MUAP 3250 Violin V (1).** Students receive private instruction in violin tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

**MUAP 3260 Violin VI (1).** Students receive private instruction in violin tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

**MUAP 3300 Collaborative Piano (1).** This course is designed to provide students with training and experience in collaborating and accompanying singers and instrumentalists in both private lessons and performances. It will also give students the opportunity to accompany a variety of ensembles both in rehearsals and performances.

**MUAP 3310 Voice V (1).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with voice as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 3320 Voice VI (1).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with voice as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 3330 Advanced Voice V (2).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 3340 Advanced Voice VI (2).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 3350 Drum Set V (1).** Students receive private instruction in drum set tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 3360 Drum Set VI (1).** Students receive private instruction in drum set tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 3410 Piano V (1).** Students receive private instruction in piano technique, literature, and repertoire appropriate for the level of each student. The instructor provides one half-hour lesson per week. Music majors with piano as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 3420 Piano VI (1).** Students receive private instruction in piano technique, literature and repertoire appropriate for the level of each student. The instructor provides one half-hour lesson per week. Music majors with piano as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 3430 Advanced Piano V (2).** Students receive private instruction in piano technique, literature, and recital repertoire appropriate for the level of each student. The instructor provides a one-hour lesson per week.

**MUAP 3440 Advanced Piano VI (2).** Students receive private instruction in piano technique, literature, and recital repertoire appropriate for the level of each student. The instructor provides a one-hour lesson per week.

**MUAP 3510 Guitar V (1).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 3520 Guitar VI (1).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 3530 Advanced Guitar V (2).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 3540 Advanced Guitar VI (2).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty.

**MUAP 3810 Bass Guitar V (1).** Students receive private instruction in bass guitar tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 3820 Bass Guitar VI (1).** Students receive private instruction in bass guitar tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 4000 Senior Recital (1).** Students in music-related majors present an hour-length public performance on the principal and secondary instruments. The recital may also include a worship set. Guidelines are provided by the Music Department. Worship Leadership majors may opt to present a senior recital as per recommendation of primary instrument instructor.

**MUAP 4100 Senior Recital (0).** Candidates for the Bachelor of Music Education will be required to present a senior recital on their primary instrument (Piano or Voice). This recital will include standard works from either the piano or vocal repertory. The private instructor and student will choose selections for the recital and these selections must be approved by the music faculty of the School of Communication and Creative Arts. A "hearing" of the recital will be presented before the music faculty at least two weeks prior to the scheduled recital performance. The music faculty will then have the opportunity to either approve the performance of the recital or require the student to postpone the recital until further preparation takes place.

**MUAP 4250 Violin VII (1).** Students receive private instruction in violin tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

**MUAP 4260 Violin VIII (1).** Students receive private instruction in violin tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

**MUAP 4310 Voice VII (1).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with voice as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 4320 Voice VIII (1).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with voice as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 4330 Advanced Voice VII (2).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 4340 Advanced Voice VIII (2).** Students receive private instruction in the technique of singing and the interpretation of song tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 4350 Drum Set VII (1).** Students receive private instruction in drum set tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 4360 Drum Set VIII (1).** Students receive private instruction in drum set tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 4410 Piano VII (1).** Students receive private instruction in piano technique, literature and repertoire tailored to the maturation level of each student. The instructor provides one half-hour lesson per week. Music majors with piano as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 4420 Piano VIII (1).** Students receive private instruction in piano technique, literature and repertoire tailored to the maturation level of each student. The instructor provides one half-hour lesson per week. Music majors with piano as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 4430 Advanced Piano VII (2).** Students receive private instruction in piano technique, literature, and recital repertoire tailored to the maturation level of each student. The instructor provides a one-hour lesson per week.

**MUAP 4440 Advanced Piano VIII (2).** Students receive private instruction in piano technique, literature, and recital repertoire tailored to the maturation level of each student. The instructor provides a one-hour lesson per week.

**MUAP 4510 Guitar VII (1).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 4520 Guitar VIII (1).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week. Music majors with guitar as their primary or secondary instrument must present a jury performance before the Communication & Creative Arts faculty and/or perform in a student recital at the completion of the term to receive credit.

**MUAP 4530 Advanced Guitar VII (2).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 4540 Advanced Guitar VIII (2).** Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides a one-hour lesson per week.

**MUAP 4810 Bass Guitar VII (1).** Students receive private instruction in bass guitar tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUAP 4820 Bass Guitar VIII (1).** Students receive private instruction in bass guitar tailored to the maturation level of the individual student. The instructor provides a one half-hour lesson per week.

**MUED 2100 Introduction to Music Technology (1).** This course is a survey of the technology used to create, prepare, perform, and distribute music, with an emphasis on technologies for application in elementary and secondary school settings.

**MUED 3320 Vocal Pedagogy (3).** This course covers the structure and function of the vocal mechanism with application to both performance and the teaching of singing. Topics include exploring the relationship of function to artistry, breathing, coordination of vocal process, historic traditions, vocal health, methods for self-evaluation, performance challenges, teaching skills and studio management.

**MUED 3323 Vocal Choral Pedagogy (3).** Students learn the science, mechanics, and methodologies available to twenty-first century instructors of voice and lead them to be able to apply these in both private voice lessons and in vocal ensemble rehearsals. In addition to providing the student with proven methods for achieving the best possible sounds from singers, the course helps them determine the most effective ways to practice, develop mental skills, understand performance psychology, and structure learning for the best possible outcome.

**MUED 3520 Instrumental Methods (3).** This course is designed to teach the basic skills, fingerings, proper care of the instruments, teaching methods, and available materials in woodwind and brass instruments. Students will be required to reach a proficiency level on one woodwind instrument and one brass instrument.

**MUED 3900 Teaching Internship (1).** This course is designed to provide students with “hands-on” training and experience in teaching students piano/voice under the guidance of an experienced teacher. Students will both observe private lessons being taught and will be given opportunity to teach beginning and intermediate students from a variety of age groups. If possible, students will also have the opportunity to work with special needs students.

**MUED 4110 Methods for Teaching Music in Elementary School (3).** Students develop critical thinking as they cultivate teaching skills and examine the role of an elementary music teacher as an integral component in the musical, aesthetic, and social development of elementary children. The course will prepare students with competencies necessary to creatively formulate, plan, teach and evaluate a thorough elementary music program.

**MUED 4220 Methods for Teaching Music in Secondary School (3).** Students explore the philosophical basis, methods, and materials for teaching general music in secondary schools, as well as developing a firm grounding in the philosophy, methods, and materials used to enlist, engage, and train singers to produce expressive music through vocal ensembles at the secondary level.

**MUED 4450 Piano Pedagogy (3).** This course is a one-term upper-level music course that uses resources and literature to acquaint music majors with current methods and materials in piano teaching and their practical applications. This course also includes insights on business practices for music teachers, and an introduction to the latest music teaching technology, apps for iPad to enhance piano lessons.

**MUED 4460 Piano Pedagogy II (3).** This course is a continuation of the work began in MUED 4450 and is designed to provide students with the information, tools, and skills so they can effectively teach piano students from a variety of age groups and in a variety of situations. Topics will include not only teaching the physical act of playing the piano but also mental strategies for successful performances. The business of piano teaching will also be addressed.

**MUED 4500 Student Teaching: Music Education (12).** This course is completed after a student has earned their degree in Music Education. The candidate completes two student teaching placements to receive Tennessee licensure to teach K-12 Music Education. Prerequisite: Students must have passing Praxis II scores.

**MUSC 1100 Musicianship Skills (3).** This course is required for music majors whose music reading ability is deficient as determined by the “Music Reading Diagnostic Examination.” This course is also available for non-music majors who wish to learn to read music. Topics considered include principles of pitch and rhythmic notation, intervals, major and minor scales, major and minor key signatures, and chords with their respective inversions.

**MUSC 1111 Music Theory I (3).** This course briefly considers the fundamental elements of music theory, including notation, scales, intervals, key signatures, meter and rhythm, and triads and their respective inversions.

The majority of the course focuses on harmonic analysis, figured bass, cadences, non-harmonic tones, melodic organization, and texture/textural reduction.

**MUSC 1131 Music Theory Lab I (1).** This course is devoted to the development of musicianship skills through ear training, sight singing, and functional keyboard instruction. Course content includes the recognition and execution of intervals, diatonic melodic and rhythmic patterns in symmetrical meters, scalar materials, and triads and seventh chords found in folk, pop, and classical music by chanting, singing, playing, and transcription. *Prerequisite: Permission of instructor is required for non-music majors.*

**MUSC 1221 Music Theory II (3).** This course is designed as a continuation of the work encountered in MUSC 1111. Course contents include voice leading and melodic motion, cadences and harmonic progression, secondary chords structures, modal mixture, an introduction to modulation, and modern song forms. Applicable content from classical, popular, and world music is examined. *Prerequisite: MUSC 1111 Music Theory 1 or equivalent.*

**MUSC 1241 Music Theory Lab II (1).** This course is a continuation of the work encountered in MUSC 1131. Course content includes continued development of rhythmic, melodic, and harmonic reading and recognition skills, scalar materials, non-diatonic chords, recognizing modern song forms, basic Nashville numbers, chord chart, and lead sheet realization, basic harmonization techniques, harmonic progression, and basic ornamentation and improvisation by chanting, singing, playing and transcription. *Prerequisite: MUSC 1131 Music Theory Lab 1 or equivalent.*

**MUSC 1300 Group Piano I (1).** To meet the demands of the everyday musician, students engage with a variety of functional keyboard skills including technique, sight-reading, harmonization, transposition, improvisation, and other performance activities.

**MUSC 1400 Group Piano II (1).** To expand on a variety of functional keyboard skills including basic choral warmups, improvisation, technique, sight-reading, harmonization, transposition, and other performance activities.

**MUSC 2000 Survey of Western Music History (3).** This course investigates the development of music in Western civilization. Emphasis is given to the significant role of church music in this history. The hallmarks of musical literature representing major periods of music history are studied along with composers, performers, processes, and historical/political/religious events. Music of the ancient Greeks, the Middle Ages, the Renaissance, the Baroque Period, the Classical Period, the Romantic Period, and music of the 20th and 21st centuries will be addressed.

**MUSC 2043 History of Commercial Music (3).** This course is a study of commercial music from vaudeville to the Internet and beyond with an emphasis on music technology and how it has enabled the music industry and commercial music to explore ever-expanding paths.

**MUSC 2100 Music Appreciation (3).** This course exposes students to the fundamentals of musical notation and literature. It introduces music from historical perspectives (Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century) of Western civilizations, as well as composers and forms of music from each of these perspectives. The course also addresses cultural and historical aspects of each historical perspective and how these influenced composers and their music. The course addresses non-Western music as an individual unit in addition to highlighting similarities between Western and non-Western music throughout the term. An overview of Old Testament and New Testament music is also included.

**MUSC 2113 Music History & Literature I (3).** This course investigates the development of music in western civilization. Emphasis is given to the significant role of church music in this history. The hallmarks of musical literature representing major periods of music history are studied in detail. Also, personalities, processes, and contemporary events are discussed, along with specific musical compositions. Music of antiquity through the early Baroque periods is examined. Special consideration is given to the development of polyphony, along with the evolution of certain genres, such as the Mass and the motet.

**MUSC 2211 Music Theory III (3).** This course is designed as a continuation of the work begun in MUSC 1221 Music Theory II. The course covers secondary chord structures; binary and ternary forms; 18<sup>th</sup>-century counterpoint; extended and chromatic harmonic materials; an introduction to Classical period forms; and the continued development of part-writing, compositional, and analytical skills as they pertain to all musical materials and forms covered in this course. *Prerequisite: MUSC 1221 Music Theory II or equivalent.*

**MUSC 2221 Music Theory IV (3).** This course is designed as a continuation of the work begun in MUSC 2211 Music Theory III. The course covers fugal, sonata, rondo, and other large forms; characteristics of music from the

Romantic period and the 20<sup>th</sup> century, including extended tonalities and harmonic structures, modal and scalar resources, dissonance, atonality and twelve-tone techniques, and advanced rhythmic elements; an overview of musical elements found in popular music; and the continued development of compositional and analytical skills as they pertain to musical materials and forms covered in this course. *Prerequisite: MUSC 2211 Music Theory III or equivalent.*

**MUSC 2223 Music History & Literature II (3).** This course is a continuation of the study begun in MUSC 2113, Music History and Literature I. In the study of Music History and Literature II, the development of the music of Western civilization will be investigated with emphasis being given to the significant role of church music in that history. The hallmarks of musical literature representing the major periods of history will be studied in detail. Also, composers and performers, processes, and contemporary events will be discussed. During this second term of study, music of the classical period through the 20<sup>th</sup> century will be covered. Special consideration will be given to the development of particular genres (categorizations or classifications of music), such as the symphony, the sonata, etc.

**MUSC 2231 Music Theory Lab III (1).** This course is a continuation of the work begun in MUSC 1241 Music Theory Lab II. Course contents include sight-singing of diatonic and basic chromatic music materials, part singing, the use of Kodaly solfege hand signals, melodic and harmonic dictation of diatonic musical materials, rhythmic dictation, and functional piano/ keyboard skills that include all one-octave major and minor scales, playing two-voice and simple three-voice parts, realizing basic chord lead sheets, seventh chords, and chord voicings. *Prerequisite: MUSC 1241 Music Theory Lab II or equivalent.*

**MUSC 2241 Music Theory Lab IV (1).** This course is a continuation of the work begun in MUSC 2231 Music Theory Lab III. Course contents include diatonic and chromatic sight singing, melodic and harmonic dictation of diatonic and chromatic musical materials, advanced rhythmic dictation, and functional piano/keyboard skills that include multi-octave major and minor scales, playing four-voice parts, realizing advanced chord lead sheets, and additional chord voicings. *Prerequisite: MUSC 2231 Music Theory Lab III or equivalent.*

**MUSC 2300 Group Piano III (1).** To further expand on functional keyboard skills including score reading, major/minor scales, and accompanying.

**MUSC 2310 Commercial Music Lab (1).** This course pursues the recognition and execution of elements found in popular and jazz music. Course content includes extended and altered chords, keyboard voicings, articulation, rhythmic patterns, advanced harmonic progression, improvisation techniques, basic reharmonization, chart realization and creation, related song forms and composition, stylistic considerations, and basic arranging of vocals, rhythm section, strings, and horns for jazz and popular music styles. *Prerequisites: MUSC 1221 Music Theory 2 or equivalent, and MUSC 1241 Music Theory Lab 2 or equivalent.*

**MUSC 2400 Group Piano IV (1).** To further expand on functional keyboard skills including score reading, black-key major/harmonic minor scales, and solo and accompanying repertoire.

**MUSC 3300 Entrepreneurship in Music (3).** Students examine economic and fundraising issues related to music and employee entrepreneurial solutions to help in fundraising, financial viability, and marketing of music and music programs. Students examine elements of business plans, financial structures, finance, marketing, and management and organizational behavior, and leadership.

**MUSC 3313 Conducting I (3).** Choral conducting requires the development of physical coordination and the mental discipline necessary to elicit expressive music making from a choral ensemble. Students learn the physical skills of traditional conducting patterns, entrances, and cutoffs. They develop a philosophical basis for choral conducting and the mental skills involved with score study, analysis, teaching basic vocal technique, how to pronounce words to produce the desired choral sound, and rehearsal preparation and techniques. Students conduct rehearsals of choral music in class. *Prerequisites: MUSC 2211 Music Theory III and MUSC 2231 Music Theory Lab III or permission of instructor.*

**MUSC 3420 Conducting II (3).** Students develop advanced skills in conducting choral music, gain an introduction into instrumental conducting and a basic understanding of reading an instrumental score, and learn to develop total musicianship in the members of a choral ensemble through the organization and prosecution of effective and expressive choral rehearsals. *Prerequisite: MUSC 3313 Conducting I.*

**MUSC 4220 Arranging & Orchestration (3).** This course is designed to provide students with the basic skills and knowledge necessary to read, orchestrate, and arrange music for orchestra, band, and choir. It covers the study of

orchestral and band instruments, their playing techniques, and their properties; instrumental transcription; scoring principles for band and orchestra; choral sound; scoring principles for choirs; and arranging techniques for choral music with and without orchestral accompaniment. *Prerequisite: MUSC 2211 Music Theory III or permission of instructor.*

**MUSC 4501 Music Internship Fall (1.5).** The Music Internship is designed to provide practical experience in the areas of music and music education. The internship must be a minimum of five weeks in length and take place in a school setting or any approved music institution. It must be supervised by a full-time music educator, teaching supervisor or director, who holds at least a four-year degree in music. *Prerequisites: EDUC 2013, EDUC 3110, EDUC 2112, MUSC 3313*

**MUSC 4502 Music Internship Spring (1.5).** The Music Internship is designed to provide practical experience in the areas of music and music education. The internship must be a minimum of five weeks in length and take place in a school setting or any approved music institution. It must be supervised by a full-time music educator, teaching supervisor or director, who holds at least a four-year degree in music. *Prerequisites: EDUC 2013, EDUC 3110, EDUC 2112, MUSC 3313*

**MUSC 4503 Music Internship (3).** The Music Internship is designed to provide practical experience in the areas of music and music education. The internship must be a minimum of ten weeks in length and take place in a school setting or any approved music institution. It must be supervised by a full-time music educator, teaching supervisor or director, who holds at least a four-year degree in music. A part-time internship in the spring term and in the fall term of the same year is also possible, as per approval of Internship Coordinator. *Prerequisites: EDUC 2013, EDUC 3110, EDUC 2112, MUSC 3313*

**MUSC 5115 Internship I: Music (6)** The Music Internship is designed to provide practical experience in the areas of music and music education. The internship must be a minimum of five weeks in length and take place in a school setting or any approved music institution. It must be supervised by a full-time music educator, teaching supervisor or director, who holds at least a four-year degree in music. *Prerequisite: Students must have passing PRAXIS II scores.* Special Considerations: This course is for students who have graduated with a Bachelor in Music Education from Johnson University.

**MUSC 5225 Internship II: Music (6)** The Music Internship is designed to provide practical experience in the areas of music and music education. The internship must be a minimum of ten weeks in length and take place in a school setting or any approved music institution. It must be supervised by a full-time music educator, teaching supervisor or director, who holds at least a four-year degree in music. *Prerequisite: Students must have passing PRAXIS II scores.* Special Considerations: This course is for students who have graduated with a Bachelor in Music Education from Johnson University.

**MUTC 2000 Digital Musicianship (3).** The study of popular music from the perspective of practicing its foundational elements as an arranger/planner for musical events. *Prerequisite: MUSC 1221 Music Theory II.*

**MUTC 2013 Live Production I (3).** Students develop a comprehensive foundation of live production principles, both from the perspective of production engineers and worship leaders.

**MUTC 2023 Studio Recording I (3).** To introduce students to the theories, practices, and tools used in digital audio production. Upon successful completion of the course, students will be able to operate audio signal equipment technically and creatively, effectively plan, set-up, and engineer recording sessions, select appropriate equipment for a variety of recording standards, use outboard gear practically, and develop auditory facets through critical listening and perceptual engagement.

**MUTC 2033 Live Production II (3).** Students continue to develop skills in live audio, video, and stage production, building on the skills gained through MUTC 2013 Live Production I. *Prerequisites: MUTC 2013 Live Production I.*

**MUTC 2300 Media Composition (3).** Students apply concepts of acoustic orchestration to digital applications for commercial multimedia including film scores, video games, television, advertisements, and virtual reality. *Prerequisite: MUTC 2000 Digital Musicianship, MUED 2100 Introduction to Music Technology, or MUTC 3302 Sound Design & Audio Postproduction.*

**MUTC 3010 Studio Recording & Acoustics (3).** To introduce students to the theories, practices, and tools used in studio production environments. Upon successful completion of the course, students will be able to operate audio signal equipment technically and creatively, effectively plan, set-up, and engineer recording sessions, select



appropriate equipment for a variety of recording standards, use outboard gear practically, and develop auditory facets through critical listening and perceptual engagement.

**MUTC 3011 Electrical Engineering Lab (1).** To give the student an introduction to electronic circuitry to create control points for electronic devices. Upon successful completion of the course, students will be able to create build rudimentary electronic devices utilizing Arduino, read basic schematic diagrams, breadboard, solder, and connect theoretical principles of electronics with technical and practical music applications.

**MUTC 3013 Electrical Engineering for Audio Devices (3).** To give the student an introduction to electronic circuitry to create control points for electronic devices. Upon successful completion of the course, students will be able to create build rudimentary electronic devices utilizing Arduino, read basic schematic diagrams, breadboard, solder, and connect theoretical principles of electronics with technical and practical music applications.

**MUTC 3033 Audio Engineering & Perception (3).** This course expands upon the student's work in the recording industry by introducing the concepts, software, and applications of mixing and mastering. Upon successful completion of the course, students will be able to create digital mockups of a variety of ensembles; apply mixing and mastering techniques to drums, instruments, and vocals; critically analyze spectral domains; prepare audio for physical and virtual dissemination; and effectively utilize industry-standard software.

**MUTC 3041 Building Electronic Instruments I Lab (1).** Students use a combination of audio components, software, synthesis, 3D Printing technology, computer science, and electrical engineering to design and build electronic instruments. Taken in conjunction with the Building Electronic Instruments course. *Co-requisites: MUTC 3043 Building Electronic Instruments I.*

**MUTC 3043 Building Electronic Instruments I (3).** Students study and create expressive sound by building electronic instruments. Using sonic goals as inspiration for design features. Topics include contact microphones, basic synthesizers, digital controllers, and physical enclosures. *Prerequisites: MUTC 3013 Electrical Engineering for Audio Devices and MUTC 3900 Computer Science for Audio Development I.*

**MUTC 3051 Building Electronic Instruments II Lab (1).** Students use a combination of audio components, software, synthesis, 3D Printing technology, computer science, and electrical engineering to design and build electronic instruments. Taken in conjunction with the Building Electronic Instruments course. *Co-requisites: MUTC 3053 Building Electronic Instruments II.*

**MUTC 3053 Building Electronic Instruments II (3).** Students continue to study and create electronic instruments. Students also consider ways distinct objects can unite to form a musical performance system. Topics include: musical listening and design, resonance of different materials, creating an enclosure, and expressive interaction with instruments. *Prerequisites: MUTC 3043 Building Electronic Instruments I.*

**MUTC 3300 Intermedia Composition (3).** Students apply historical and modern techniques of intermedia composition within acoustic, electronic, and multimedia modalities. Students also engage with advanced comprehensive music theories and models for auditory perception. *Prerequisites: Grade of B- or better in MUSC 1221 Music Theory II and at least six credits with the MUTC prefix.*

**MUTC 3302 Sound Design and Audio Postproduction (3).** Students develop skills related to capturing, creating and manipulating sonic materials for film and video. Students explore techniques for developing and presenting audio materials for a variety of narrative situations.

**MUTC 3500 Music Technology Praxis I (3).** Students focus on career advancement practices and professional portfolio development within one of their chosen music technology disciplines. Selections may include audio engineering and sound design, digital art, electrical engineering and instrument modeling, intermedia composition, live production, media composition, music software development, notation and engraving, spatial audio, and studio production, among others. Portfolio elements may be supported with elements from adjacent fields. This is the first in a 3-course sequence dedicated to portfolio production and student autonomy. The end goal of the praxis sequence is a completed professional portfolio. *Prerequisites: Grade of B- or better in MUAP 1810 Synthesis I and at least nine credits with the MUTC prefix.*

**MUTC 3600 Music Technology Praxis II (3).** Students continue to focus on career advancement practices and professional portfolio development by creating a substantial body of work within their chosen music technology discipline(s). Disciplines may include audio engineering and sound design, digital art, electrical engineering and instrument modeling, intermedia composition, live production, media composition, music software development,

notation and engraving, spatial audio, and studio production, among others. MUTC 3600 is the second in a 3-course sequence dedicated to portfolio production and student autonomy. The end goal of the praxis sequence is a completed professional portfolio. *Prerequisites: MUTC 3500 Music Technology Praxis I*

**MUTC 3900 Computer Science for Audio Development I (3).** To give the student a thorough overview of theoretical and creative applications of computer music programming as it relates to electronic music and sound design. Upon successful completion of the course, students will be able to create sound producing and transforming patches to satisfy creative projects/problems, adapt real-time control methods, analyze peer or professional patches for signal flow, accurately troubleshoot programming issues, and connect theoretical principles of sound design and music theory with practical programming skills.

**MUTC 3910 Computer Science for Audio Development I Lab (1).** Students engage and experiment with sound design, signal flow, and practical computer music programming skills. Co-requisites: MUTC 3900 Computer Science for Audio Development I.

**MUTC 3998 Computer Science for Audio Development II (3).** To expand on theoretical and creative applications of computer music programming as it relates to electronic music, synthesis, and sound design. Upon successful completion of the course, students will be able to create sound producing and transforming patches to satisfy creative projects/problems, adapt real-time control methods, accurately troubleshoot programming issues, integrate custom hardware, and build virtual software for digital audio and studio applications.

**MUTC 4013 Ambisonics & Electroacoustic Music (3).** Students explore the creative and technical applications of digital signal processing and electroacoustic sound design to multichannel audio transmission modalities. Students develop large-scale stereo, 5.1 surround, octophonic, and/or ambisonic media works for electroacoustic applications, interactive media, and virtual reality. *Prerequisite: MUTC 3302 Sound Design & Audio Postproduction or MUTC 3300 Intermedia Composition*

**MUTC 4200 Media Composition (3).** Students apply concepts of acoustic orchestration to digital applications for commercial multimedia including film scores, video games, television, advertisements, and virtual reality. *Prerequisite: MUTC 2000 Digital Musicianship.*

**MUTC 4500 Music Technology Praxis III (3).** Students aim to further develop and finalize the major components of their professional portfolio. MUTC 4500 is the third in a 3-course sequence dedicated to portfolio production and student autonomy. The end goal of the praxis sequence is a completed professional portfolio. Students may repeat MUTC 4500 to substitute elective credits. *Prerequisites: MUTC 3600 Music Technology Praxis II*

**ORCC 1000 Online Readiness Certification Course (0).** This course helps prepare students to succeed in online courses offered by Johnson University. It is prerequisite for all students taking online courses.

**PHED 4400 Student Teaching: Physical Education (12).** Candidates complete a semester of student teaching Physical Education Grades K-12. *Prerequisite:* Students must have passing PRAXIS II scores. Special considerations: This course is for students who have graduated with a B.A./B.S. in Sport & Fitness Leadership (Physical Education Grades K-12) from Johnson University.

**PHIL 2013 Philosophical Ethics (3).** Students consider a variety of moral dilemmas that prevail in societies and organizations. They gain a deep understanding of the complexity of such moral dilemmas by establishing and applying ethical principles derived from philosophical and theological perspectives on how humans can and should interact ethically and morally.

**PHIL 2110 Philosophy of Religion (3).** This course critically examines and reflects on beliefs, assumptions, and arguments central to the human religious experience. Topics include the relation between theology and philosophy, the nature of religion, the existence of God, the relation between God and the world, the problem of evil, and the nature of religious language and experience. Students engage in critical dialogue about religion in order to develop personal commitment and intellectual honesty in a religiously pluralistic world.

**PHYS 2010 General Physics I (4).** This algebra-based physics course includes the basic principles of physics: mechanics, heat, and wave motion including sound. This course includes a laboratory session. *Prerequisite: Math readiness placement in Tier 2.*

**PHYS 2020 General Physics II (4).** This course is a continuation of PHYS 2010. It covers electricity and magnetism, optics, and modern physics. This course includes a laboratory session. *Prerequisite: PHYS 2010.*

**PRMN 1000 Service Learning (0).** The Service Learning program enables students to apply classroom learning to real-life situations by providing voluntary service in the church and community. While the recipients benefit from the services of student volunteers, students also benefit from identifying their gifts and strengths, learning to work with others, developing skills in critical thinking and problem solving, confirming their career decisions, and gaining a lifelong commitment to community involvement and civic engagement. Students choose their areas of service and are expected to be supervised during service for accountability purposes. PRMN 1000 is a pass/fail requirement.

**PRMN 1300 Chapel (0).** This experience offers students to the opportunity to learn through worship. Students are introduced to varied speakers, different types of worship, and the cultural differences that can be seen in worship. All on-ground students taking 6 to 11.9 credits are required to attend. PRMN 1300 is a noncredit pass/fail requirement.

**PRMN 1500 Chapel (0).** This experience offers students to the opportunity to learn through worship. Students are introduced to varied speakers, different types of worship, and the cultural differences that can be seen in worship. All full-time, on-ground students are required to attend. PRMN 1500 is a noncredit pass/fail requirement.

**PSYC 1100 Interpersonal and Family Relationships (3).** This course introduces students to concepts and practices of healthy personal and social interactions. It emphasizes a Christian worldview when considering topics such as communication skills, problem solving, personality styles, relationship stages, relationship enhancement and enrichment, societal expectations, and the impact of family dynamics, interpersonal violence, and unhealthy coping strategies on relationships. Additional areas receiving special attention include conflict management styles, cultural diversity, special needs in families, stress, and relationship management.

**PSYC 2013 Statistics (3).** This course examines the application, interpretation, and analysis of statistics. It introduces basic concepts including descriptive statistics, elementary probability, estimation, and hypothesis testing in both nonparametric, parametric, and normal models. It also covers analytical topics including data summary and visualization, study design, elementary probability, categorical data, comparative experiments, statistical inferences, and model diagnostics.

**PSYC 2100 Introduction to Psychology (3).** This course introduces the field of psychology—the scientific study of human behavior and experience. Students are acquainted with the major concepts and terminology of the discipline, providing a broader understanding of self and others. The course includes brief studies of the history and systems of psychology, human neuroanatomy, sensation, perception, learning and thinking, human development, personality, social interaction, health psychology, and abnormal psychology. There is also an emphasis on applied psychology so that students are prepared for advanced courses in social science and other professional studies.

**PSYC 2103 Substance Abuse & Addictions (3).** Course content includes analyzing theories, development, and treatment of substance abuse and addictions. We will discuss addiction and intervention from intrapersonal, interpersonal and family perspectives. Students will examine clinical and biblical concepts of substance abuse and will practice integrating these perspectives. Upon completion, students should have an understanding of the theoretical basis of addictions and an ability to assess and identify treatment options and interventions. *Prerequisite:* PSYC 2100 Introduction to Psychology.

**PSYC 2303 Interviewing & Counseling Skills (3).** This course presents the interviewing and counseling process and trains students in the use of foundational micro-skills (attending, observation, checking out, questions, encouraging, paraphrase, summarization, reflection, focusing, influencing, and confrontation). Students are taught basic concepts, observe experienced practitioners, and practice skills in role play and peer counseling. Upon completion, students should be able to listen, conduct a well-formed interview, and focus their interventions in a Human Services environment. *Prerequisite or concurrent enrollment:* PSYC 1100 Interpersonal & Family Relationships.

**PSYC 3013 Research Methods & Design (3).** Students will investigate psychological research and design methods in social psychological settings. Theoretical and applied aspects of experimental design are utilized, including data collection, analysis, and interpretation, in qualitative, quantitative, and mixed methods. Students will apply these methods in an original research project. *Prerequisites:* PSYC 2013 Statistics, ENGL 1014 English Composition II.

**PSYC 3100 Abnormal Psychology (3).** This is a study of the theory of abnormal psychology and how this relates to Human Services. Focus is on how to determine the identified pathology in an individual, couple, family or a larger system, and includes the use of the *Diagnostic and Statistical Manual of Mental Disorders* and other

assessment tools. The meaning of “abnormal” thought, affect, behavior, and related concepts are examined within biblical, historical, and cultural contexts. *Prerequisite: ENGL 1014 English Composition II.*

**PSYC 3210 Theories of Counseling & Psychotherapy (3).** This course is designed to present the qualities and resources of an effective counselor (basic elements of counseling relationships, the current theories of counseling with a study of the variety of techniques utilized, and integration of psychology and counseling theory with theology and a Christian worldview). Individual, marriage and family, and group approaches are addressed. Ethical issues in counseling and an eclectic approach to counseling are discussed. Students have the opportunity to apply theoretical approaches in role play and peer counseling, and to integrate the approaches into a personal counseling style. *Prerequisite: ENGL 1014 English Composition II.*

**PSYC 3510 Understanding Diversity in Human Services (3).** This course explores various forms and influences of diversity in the human service field, with special attention given to the impact of diversity in a counseling setting. Christian worldview is discussed as it interacts with topics such as culture, race, ethnicity, gender, class, faith and religious values, and sexual identity. Students develop self-awareness of their own experiences related to diversity, as well as an awareness of how diversity is understood from multiple perspectives. *Prerequisites: ENGL 1014 English Composition II.*

**PSYC 3803 Special Topics (3).** This course is designed to address issues in the social and behavioral sciences field not already represented within current course offerings. Since the content of the course will vary, the course may be repeated for credit.

**PSYC 4013 Personality Theory (3).** This course teaches students to describe and differentiate among the major psychological approaches which explain personality, define and apply key personality concepts, terms, and theories, and practically apply acquired insight of personality to one’s own life.

**PSYC 4101 Ethics & Professional Practice (3).** This course provides an understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice. It investigates areas of convergence and divergence between Human Services and spiritual approaches to the human condition. Various models of integration are explored, and ethical principles from contemporary codes of ethics (e.g., American Counseling Association code, NCFR’s Family Life Educator code) are applied. Topics addressed include ethical and legal considerations, the role of personal beliefs and values in professional practice, and professional development as a leader in the field of Human Services. *Prerequisite: Successful completion of 75 hours of undergraduate study.*

**PSYC 4913 Internship Orientation (0)** This course prepares students for their upcoming internship experience by guiding them through essential pre-internship requirements. Students will attend a virtual orientation meeting, engage in the process of securing an approved internship site, formalize contractual agreements, complete a background check, and obtain liability insurance. Successful completion of the Internship Orientation is a mandatory prerequisite for enrollment in the Internship course.

**PSYC 4914 Internship (3).** This internship is designed to provide students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Students serve 125 clock hours of supervised field experience, which includes a minimum number of direct service hours based on their future goals. Students serve with and are mentored by full-time faculty and professional practitioners in the field at a site approved by the instructor. *Prerequisite: Senior standing. PSYC/FAMS 4913. Special Considerations: Program permission required to enroll. Liability insurance and TBI/FBI background check required.*

**PSYC 4915 Advanced Internship (3).** The Advanced Internship provides students with an additional 125 hours of field experience beyond the basic internship. Students continue at their basic practicum site or may choose another site, allowing them to deepen or broaden their real-life experiences. The Advanced Internship, in conjunction with the concurrent seminar that incorporates individual and group supervision, helps students further clarify and establish goals for vocational ministry and /or graduate study. *Prerequisite: PSYC 4914 Internship. Special Considerations: Program permission required to enroll. Liability insurance and TBI/FBI background check required.*

**PSYC 4951 Counseling Lab (3).** Students apply counseling principles and techniques to actual case studies to sharpen skills learned in previous courses. An emphasis is on the analysis of case dynamics and the development of treatment procedures. The course integrates Christian principles with therapeutic techniques. *Prerequisites: PSYC*

*3100 Abnormal Psychology or PSYC 3210 Theories of Counseling & Psychotherapy. Special Considerations: Program permission is required to enroll. Liability insurance and a TBI/FBI background check are required.*

**RELS 2200 Cults, Sects, & New Religions (3).** This course provides a survey of a variety of relatively new religions that developed in the United States. Many of these religious systems, both large and small, derive from Christianity, while some find their origins in other world religions or combine elements of two or more religions. Many of these groups fall into the broad category described as quasi-religious and offer a worldview with a philosophical and ethical foundation.

**RELS 3100 Christian Apologetics (3).** Christian apologetics is the study of how believers present a rational defense for the Christian faith. As such, the course considers various objections to belief and examines the historic responses to such doubt. The course considers the long-term and lively interaction between theology and philosophy, logic, history, religious pluralism, and science.

**RELS 3260 History & Theology of Judaism (3).** In this course, students consider the historical and theological development of one of the world's great living religions, which is also important for the background of Christianity and Islam. Through readings, films, and lectures, the course examines major events and persons of Judaism from ancient, medieval, and modern history. This study focuses on the sacred literature that provides the foundation for Jewish faith and practice.

**RELS 3300 History of the Bible (Text, Canon and Versions) (3).** This course provides a survey of the Bible's history – i.e., the composition and transmission of the text, formation of the canon, and production of the versions. We will identify the significant people and events in this story, along with their historical contexts. Course activities including readings, films, lectures, projects, and a final essay.

**RELS 3310 C.S. Lewis: Life and Non-fiction Apologetics (3).** A critical study of the life and work of Clive Staples (C.S.) Lewis (1898–1963), a major figure in the history of Christian apologetics. In this course, we will examine Lewis' biography – including his spiritual pilgrimage – and his understanding of the Christian faith. We will investigate these topics through assigned readings, films, and discussion sessions.

**RELS 4110 Ancient Near Eastern Religions (3).** Students examine the major religions of ancient Egypt, Syria-Palestine, Mesopotamia, and surrounding regions. They study these beliefs and practices by reading religious texts and by considering archaeological evidence from these regions. This study serves an important role by providing essential background for the biblical narratives.

**RELS 4120 Religions of Ancient Greece & Rome (3).** Students examine major religions of the Greco-Roman world, broadly defined. The course covers religious beliefs and practices from the Hellenistic and Roman periods, which students examine through the reading of ancient texts and the study of archaeological remains. This course provides important background for biblical narratives.

**RELS 4200 Religious Studies Internship (3).** An internship for the Religious Studies Major requires students to experience long-term contact with a different religion or worldview from the Western or non-Western world. This can take place in the United States or in an international setting (e.g., campus ministry, foreign mission). Students initiate an internship through the School of Arts & Humanities and other key contacts. Each internship includes a field experience, along with preparatory reading and a follow-up writing assignment.

**SCCA 1000 Digital Arts Forum (0.25).** Students engage in a community forum dedicated to the exploration of the digital arts and technology. Students will receive critiques on their technical and creative works, participate in group discussions, engage with guest presentations, and explore related fields such as grant writing, entrepreneurship, and career development.

**SCCA 4603 Internship (3).** Under the supervision of a qualified professional, interns gain real-world experience in a Arts environment. *Prerequisite: Senior status (90+ university credits).*

**SCCA 4999 Integrated Project (3).** Students demonstrate a culmination of skills developed during their Communication studies. Students produce a final communication project, utilizing a variety of skills and media equipment, which showcases practical communication skills and an understanding of legal, ethical, and moral issues in communication studies. *Prerequisites: Students must have completed 33 credits of Communication Major coursework and hold senior status (90+ university credits), or secure permission from the Dean of the School of Communication & Creative Arts.*

**SCIN 1013 Certified Nursing Assistant (3).** The Certified Nursing Assistant course is designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. At the conclusion of this course, if students have logged 40 hours of classroom instruction and 20 hours of clinical instruction, and if they have completed 40 hours of site-based clinical with at least 24 of those hours spent in a long-term care facility (LTCF), then they are eligible to take the certification as a Certified Nursing Assistant (CNA).

**SCIN 2100 Medical Terminology (3).** Medical Terminology is intended for students studying in the health occupational fields. This course requires the student to recognize and apply basic medical terminology by providing basic knowledge of prefixes, suffixes and root words. The student will move from basic word parts to recognition and application of medical terms to various body systems.

**SCIN 3199 Student Research (0.5-6).** Students will design and conduct a laboratory or field research project under the supervision of a faculty member. Students will conduct foundational literature research, learn appropriate recordkeeping methods and will implement laboratory and/or mathematical analytical methods and models through hands-on practice. A written report and/or academic poster presentation is required. Credit hours determined at the discretion of the supervising faculty member based on nature and duration of the project. This course may be repeated. *Prerequisite: Permission of supervising instructor.*

**SCIN 3204 Science Concepts & Methods with Lab (4).** This course is an integrated science course encompassing major concepts and principles of physics, chemistry, astronomy, or earth sciences. The emphasis is on these concepts and principles and their application to real-world views.

**SCIN 3224 Introduction to Meteorology (4).** This course introduces students to basic weather principles, including fronts, air pressure, jet stream, and heat and energy distribution. Students gain awareness of their world through understanding how complex interactions of weather elements produce various weather systems. Students learn how to locate and interpret weather data, including a surface map and how to analyze available data to forecast weather. In the laboratory portion of the course, students learn to read, record and report on data collected from a weather station, with the ultimate goal of creating a local weather forecast based on interpretation of personally-collected data.

**SFFS 3013 Motor Learning (3).** This course focuses on motor skill acquisition; variables that influence learning and performance of motor skills; and the relationship between skill acquisition, growth, development, and adaptation. Students apply these principles in teaching and coaching motor skills. *Prerequisite: SFIT 2013 Introduction to Sport & Fitness Leadership.* [ACSM-CPT, ACSM-GEI, ACSM-HFS, NSCA-CPT, NSCA-CSCS]

**SFFS 3023 Essentials of Strength Training & Conditioning (3).** This course focuses on theories, organization, methods, and techniques involved in the teaching and coaching of strength training, physical conditioning, and personal training. It includes an introduction to biomechanical principles and their application. *Prerequisite: SFIT 2013 Introduction to Sport & Fitness Leadership. Recommended Preparation: HLSC 1013 Health Science and BIOL 2034 Anatomy & Physiology I with Lab.* [ACSM-CPT, ACSM-GEI, ACSM-HFS, NSCA-CPT, NSCA-CSCS]

**SFFS 3033 Health & Fitness Testing, Evaluation & Prescription (3).** This course provides practical experience in using laboratory instruments and methodologies to evaluate health-related components of physical fitness. Special emphasis is placed on testing protocols, interpretation, risk identification and stratification, and the application of American College of Sports Medicine (ACSM) guidelines in prescribing a health and fitness regimen. *Recommended Preparation: SFIT 2013 Introduction to Sport & Fitness Leadership and SFFS 3023 Essentials of Strength Training & Conditioning, HLSC 1013 Health Science and BIOL 2034 Anatomy & Physiology I with Lab.* [ACSM-CPT, ACSM-GEI, ACSM-HFS, CSRM 2, NSCA-CPT, NSCA-CSCS]

**SFFS 3040 Anatomical Kinesiology (4).** This course is designed to help students understand the most common muscles and muscle groups relevant to exercise and body movements. The course will focus on muscle origin, insertion, and action which will better equip the students to understand what exercises target and which body movements are generated by specific muscles and muscle groups. This course will give students additional knowledge that will help improve body awareness, which, over time is helpful for lifetime health and fitness. Content of this course is a solid foundation for understanding and explaining body movement. Improving one's

understanding of body movement is important for lifetime wellness, adapting exercise to one's abilities, as well as provide some context of understanding with musculoskeletal medical needs.

**SFIT 1011 Aerobics (1).** This course develops skills in aerobics. May be repeated for credit.

**SFIT 1021 Basketball (1).** This course develops skills in basketball with emphasis on its rules, tactics, and strategies. May be repeated for credit.

**SFIT 1031 Royal Wellness Program (1).** The Royal Wellness Program provides practical application of health and fitness principles in an exercise class setting. Students learn and apply various techniques and appropriate implementation strategies for exercise class development and execution. Proper weight loss and weight control principles are discussed, and methods for accurate and practical monitoring for body composition improvements are utilized. May be repeated for credit.

**SFIT 1041 Golf (1).** This course develops skills in golf with emphasis on its rules, tactics, and strategies. May be repeated for credit.

**SFIT 1051 Lifesaving (1).** This course develops skills in lifesaving. May be repeated for credit.

**SFIT 1061 Racquetball (1).** This course develops skills in racquetball with an emphasis on its rules, tactics, and strategies. May be repeated for credit.

**SFIT 1071 Running (1).** This course develops skills in running with an emphasis on effective strategies. May be repeated for credit.

**SFIT 1081 Self Defense (1).** This course develops skills in self-defense with an emphasis on its tactics and strategies. May be repeated for credit.

**SFIT 1091 Soccer (1).** This course develops skills in soccer with an emphasis on its rules, tactics, and strategies. May be repeated for credit.

**SFIT 1101 Softball (1).** This course develops skills in softball with an emphasis on its rules, tactics, and strategies. May be repeated for credit.

**SFIT 1111 Swimming (1).** This course develops skills in swimming with an emphasis on effective strategies. May be repeated for credit.

**SFIT 1121 Tennis & Badminton (1).** This course develops skills in tennis & badminton with an emphasis on their rules, tactics, and strategies. May be repeated for credit.

**SFIT 1131 Volleyball (1).** This course develops skills in volleyball with an emphasis on its rules, tactics, and strategies. May be repeated for credit.

**SFIT 1141 Weight Training (1).** This course develops skills in weight training with an emphasis on effective strategies. May be repeated for credit.

**SFIT 1150 Royals Athletics (1).** This course is designed for students who participate in Johnson University athletics. Christian student-athletes will be expected to think how their identities as a Christian, student, and athlete are integrated. Being able to do this within the context of sport will allow for a practical opportunity to grow as a Christian sportsperson. May be repeated for credit.

**SFIT 1261 Practicum (1).** Students gain practical experience with management of tasks through experiential learning. Students will assist with planning, organizing, leading, and evaluating various sport and fitness activities, events, and games. Topics also include best practices and procedures with operating and maintaining athletic facilities. Students will be expected to log approximately 30 hours outside of the classroom. May be repeated for credit.

**SFIT 1291 Functional Fitness (1).** This course develops versatile fitness skills, using minimal equipment, with an emphasis in speed, agility, quickness, as well as form, technique, and program development generated from current research and best practices from the field. Students will integrate strength training and flexibility to complement functional fitness goals. May be repeated for credit.

**SFIT 1301 Triathlon Skills (1).** This course develops skills in triathlon training with an emphasis on its rules, techniques, and strategies. Students will learn basic swimming, cycling, and running fundamentals. May be repeated for credit.

**SFIT 1321 Indoor Sports & Games (1).** This course develops skills in indoor sports, including, but not limited to, volleyball, futsal, basketball, goal ball, table tennis, various adapted sports and games, etc. with an emphasis on each sport's rules, techniques, and strategies. May be repeated for credit.

**SFIT 1331 Lifetime Sports & Games (1).** This course develops skills in lifetime sports, including, but not limited to, golf, tennis, disc golf, pickle ball, table tennis, etc. with an emphasis on their rules, techniques, and strategies. May be repeated for credit.

**SFIT 1341 Outdoor Sports & Games (1).** This course develops skills in outdoor team sports, including, but not limited to baseball, softball, beach volleyball, flag football, Chicago ball, ultimate frisbee, capture the flag, Spike Ball, Kan Jam, various adapted sports and games, etc. with an emphasis on each game's rules, techniques, and strategies. May be repeated for credit.

**SFIT 2013 Introduction to Sport & Fitness Leadership (3).** The course serves as an introduction and foundation to the Sport and Fitness Leadership major. Students will examine how physical activity permeates all aspects of life. A strong emphasis will be placed on career exploration, career opportunities, and professional development. This will entail the creation of resumes and cover letters, bringing in guest speakers from the field of kinesiology, and enhancing student professionalism and leadership skills.

**SFIT 2023 Sport & Exercise Psychology (3).** This course is devoted to assisting students in learning and using theoretical and practical information related to the psychology of sport and physical activity. Effective mental training skills for successful sport and life performance are also discussed. Lectures, labs, discussions, role playing, and guest speakers are used to illustrate the theoretical and applied foundations of sport psychology.

**SFIT 2030 Care & Prevention of Injuries (3).** This course provides instruction and practice in prevention, care, and evaluation of common sport-related injuries. Students will learn how to manage injury and emergency situations in the absence of an athletic trainer or medical professional.

**SFIT 2040 Sociology of Sport (3).** This course provides an introduction to the sociology of sport by raising critical questions to explore the relationships between sports, culture, and society. This text takes an issues-oriented approach to the study of sports in society and encourages the discussion of current sports-related controversies. Students develop critical thinking skills by considering their own personal experiences, families, schools, communities, and societies.

**SFIT 3013 Sports Ministry Models (3).** This course begins with a historical overview of the use of sports in Christian evangelism and discipleship (e.g. athletic metaphors of the Apostle Paul, the "Muscular Christianity" of the Victorian era, and the contemporary Sports Ministry movement), along with biblical, theological, and philosophical foundations for sports ministry (a theology of competition, victory, unity, character formation, and sportsmanship). Students then explore a variety of proven methods and models for using sports to share Christ with youth and adults (church leagues, sports mission trips, training camps, and clinics). Successful sports ministry programs serve as case studies providing ideas, lessons, and inspiration for their own outreach efforts. Participants learn about resources and organizations that promote sports ministry (such as the Association of Church Sports and Recreation Ministers and the Fellowship of Christian Athletes), as well as professional opportunities in the field.  
*[CSRM 1, CSRM 2] Prerequisite: SFIT 2013 Introduction to Sport & Fitness Leadership*

**SFIT 3031 Internship Orientation (1).** The interactive seminar introduces the parameters of the internship experience and provides an in-depth look at various internship settings. The seminar includes a discussion of student requirements, responsibilities, policies, expectations, and support prior to and during the Sport & Fitness Internship. Topics include professional etiquette and behaviors, an overview of workplace policies and laws, and enhancing professional development competencies. Seminar students construct professional goals and objectives and then research and contact prospective Practicum site supervisors. By the conclusion of the seminar, students are required to secure a practicum site and supervisor who agrees to supervise, mentor, and evaluate the student during the Internship experience. The Internship Orientation is a prerequisite for the Internship; the Internship Orientation is recommended to be taken the term immediately before taking the Internship. *Prerequisite: SFIT 2013 Introduction to Sport & Fitness Leadership*



**SFIT 3100 Exercise Physiology (3).** This course provides instruction and practice in prevention, care, and evaluation of common sport-related injuries. Students will learn how to manage injury and emergency situations in the absence of an athletic trainer or medical professional.

**SFIT 4013 Legal, Ethical & Professional Standards for Sports Professionals (3).** This culminating course for the Sport & Fitness Leadership Major focuses on legal, ethical, and professional standards for sports professionals. It gives attention to issues related to church, school, and community settings. *Prerequisite: SFIT 2013 Introduction to Sport & Fitness Leadership. [ACSM-GEI, ACSM-HFS, CSRM 2, NSCA-CPT]*

**SFIT 4033 Sport & Fitness Internship (3).** Students integrate theory, praxis, and faith through a supervised leadership experience in a church, school, or community setting. Journaling and small group discussions facilitate reflection, mentoring, and growth. *Prerequisites: SFIT 2013 Introduction to Sport & Fitness Leadership and SFIT 3031 Internship Orientation. [ACSM-CPT, ACSM-GEI, TDOE]*

**SFIT 4040 Sport & Fitness Extended Internship (12).** Students integrate theory, praxis, and faith, under the guidance of an experienced field mentor, through an immersive leadership experience in a church, school, or community setting with the SFIT industry. Students will earn 12 credit hours for successfully completing the course requirements, which includes logging approximately 400 clock hours at their internship site. Journaling, collaborative projects, professional mentorship, and performance reviews are designed to facilitate reflection and holistic personal, professional, vocational, and leadership development. *Prerequisites: SFIT 2013 Introduction to Sport & Fitness Leadership and SFIT 3031 Internship Orientation.*

**SFPE 3013 Introduction to Coaching (3).** This course includes an overview of the roles, qualifications, responsibilities, and skills required of coaches during the season and off season. It addresses principles and philosophies of coaching, as well as issues affecting coaches both on and off the field. *Prerequisite: SFIT 2013 Introduction to Sport & Fitness Leadership . [ACSM-CPT, NSCA-CPT]*

**SFSA 3013 Organization & Administration of Athletic Programs (3).** Students explore practical aspects of administering athletic programs, including planning, organization, scheduling, staffing, recruiting and training volunteers, budgeting, promotion, fundraising and sponsorships, tournament and event management, working with coaches and officials, church and community resources, facility care, goal-setting, and evaluation. *Prerequisite: SFIT 2013 Introduction to Sport & Fitness Leadership . [ACSM-HFS, CSRM 1, CSRM 2, NSCA-CSCS]*

**SFSA 4013 Principles of Sport Marketing (3).** Students examine principles of marketing and apply fundamental concepts of pricing, product decisions, distribution channels, promotional strategies, and public relations to the sport industry. Topics also include marketing research and assessment, branding decisions, endorsements and sponsorships, licensing and logos, and trends in technology and media. *Prerequisite: SFIT 2013 Introduction to Sport & Fitness Leadership .*

**SPAN 1100 Spanish I (3).** This course lays a foundation for ongoing language acquisition by devoting time and attention to all four language skills—listening, speaking, reading, and writing. It facilitates discussion and experience of Spanish culture, both inside and outside the classroom. *Prerequisite: Without the instructor's permission, this course is not open to students with more than two years of high school Spanish or more than one term of college-level Spanish or its equivalent. Course fee may apply.*

**SPAN 1200 Spanish II (3).** This course furthers the goals and objectives set forth for SPAN 1100. It expands the foundation of language acquisition, with attention given to all four-language skills—listening, speaking, reading, and writing. It facilitates opportunities for discussion about and the experiencing of Spanish cultural practices, both inside and outside the classroom. *Prerequisite: SPAN 1100 Spanish I or equivalent.*

**SPAN 2300 Spanish III (3).** This course builds upon the foundation of communicative skills developed in SPAN 1100 and SPAN 1200 through increased emphasis on setting the language within its “natural” historical, literary, and socio-cultural contexts and through a corresponding decrease in emphasis on grammar-as-grammar. *Prerequisites: SPAN 1100 Spanish I, SPAN 1200 Spanish II or equivalents. Special Consideration: Without the instructor's permission, this course is not open to students with more than three years of high school Spanish or more than one year of college-level Spanish or its equivalent. Course fee may apply.*

**SPAN 2400 Spanish IV (3).** This course continues the emphases of SPAN 2300, broadening and deepening the “passive” and “active” communication skills previously developed, through an increased emphasis upon using the

language within its “natural” historical, literary, and sociocultural contexts. *Prerequisite: SPAN 2300 Spanish III or equivalent.*

**SPED 3113 Techniques for Inclusion of Diverse Learners (3).** This course discusses the principles of inclusion, how to work with students with disabilities in an inclusive setting; the role of the special educator in an inclusive setting and ways to team teach with the general education teacher. Theories of inclusion will be discussed.

**SPED 3223 Instructional Methods for Special Education (3).** Students will explore the content, materials and methods of all areas of the curriculum except reading and language arts giving special attention to meeting the needs of the student with disabilities. *Special Consideration: This course is limited to students accepted into the teacher education program.*

**SPED 3313 Characteristics & Needs of the Mildly & Moderately Disabled (3).** Emotional, behavioral characteristics, assessment and intervention strategies and theories will be examined with particular reference to the needs of the mildly and moderately disabled student.

**SPED 3323 Managing Challenging Behaviors & Special Education Law (3).** Students will explore special education legislation regarding the rights of persons with disabilities and the effect on our educational system and society. Consideration will be given to major current problems and issues concerning persons with disabilities and those with learning problems. Specific attention will be given to those with severe challenging behaviors. The class will guide students into developing a model for appropriate interaction with persons with disabilities informed by Christian principles, values and dispositions.

**SPED 3333 Assessment & Diagnosis of Persons with Disabilities (3).** Terms and constructs used in describing and interpreting test results will be studied with the uses, purpose, nature and procedures of formal and informal tests. A brief history of psychometric testing will be presented. The student will learn to transform the assessment data into programmatic guidelines for instructional objectives. *Special Consideration: This course is limited to students accepted into the teacher education program.*

**SPED 4213 Diagnosis & Remediation of Reading Problems (3).** This course examines the ways to diagnose errors and reading problems and then offers students tools to remediate these problems. *Prerequisite: This course is limited to students accepted into the teacher education program who have taken EDUC 4111 Reading Methods.*

**SPED 4313 Nature & Needs of the Gifted (3).** This course examines the particular nature, needs, and development of the gifted student. Pertinent issues such as creativity, cultural differences, gender, and underachievement are examined. The history of gifted education is explored, as well as how to recognize and identify giftedness in the classroom. Students also examine characteristics of the teacher of the gifted.

**SPED 4323 Methods for Teaching the Gifted (3).** This course provides learners with an understanding of the instructional needs of gifted students and the resources available to teach and enrich the education of the individuals. Emphasis is placed on curricular models, teaching strategies of differentiated instruction, and processes for learning.

**THEO 1303 Orientation to Theology (3).** What is theology? How is it studied? What are its challenges and benefits? Questions like these offer structure to a study of key doctrinal issues relating to a God-centered life: Christology, salvation, work of the Spirit, community living, and Christian formation are considered.

**THEO 2303 Biblical Interpretation (3).** Learning to read, interpret, and apply the biblical text is a skill set built upon specific presuppositions and principles. Biblical Interpretation teaches learners how to recognize these presuppositions and use these principles to study Scripture with care and understanding. *Prerequisites: BIBL 1103 Orientation to Old Testament, BIBL 1203 Orientation to New Testament, and THEO 1303 Orientation to Theology.*

**THEO 2323 God and the Human Person (3).** How do we understand ourselves within a relationship to God and the Christian story? How do past, present, and future acts shape us and lead us to God? These questions suggest the pursuit of personal formation and ethics within the scope of Christian thought. *Prerequisite: THEO 1303 Orientation to Theology.*

**THEO 3013/BIOL 4013 Special Topics in Life Sciences/Biology Ethics (3).** Topics include discussions of the nature of science and faith, bioethics and science-informed public policy. Students will use historical perspective, theological framework, and scientific literature to evaluate chosen topics and case studies. Students will employ metacognition in their writing and in creating presentation for peer teaching during the class period. *Prerequisites:*

*THEO 2303 Biblical Interpretation and BIOL 3013 Ecology. This course may be repeated, as different topics are explored between offerings.*

**THEO 3102/FAMS 3102 Theology & Human Sexuality (3).** This course is a theological and biopsychological-spiritual investigation into human sexuality. Issues discussed include, but are not limited to, characteristics of healthy and unhealthy sexual relationships, interpersonal dynamics of sexual intimacy, gender, marriage, and sexual orientation. Students learn the art of theological reflection and worldview analysis as they explore sexuality historically and address human sexuality from value-respectful positions. Additional attention is given to investigating attitudes, behaviors, and decision-making as an expression of understanding. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THEO 3104 The Person and Work of Christ (3).** This course explores the doctrines of Christology and Atonement, offering an in-depth analysis both doctrinally and historically into questions of the union of divinity and humanity in Christ, as well as how his incarnation, life and teachings, suffering, death, resurrection, and ascension bring about our reconciliation with God. Attention is given to the biblical witness as well as to major figures and texts addressing these issues throughout the history of the church. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THEO 3106 Topics in Theology (3).** This course covers individual topics, movements, and figures in the history of Christian theological reflection: among them, the study of God, Christ, the Holy Spirit, the Church, Salvation, and the nature of Scripture. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THEO 3107 Contemporary Theology (3).** A study of major theological figures and movements in the 19th, 20th, and early 21st centuries. The course provides a broad perspective on theological developments within the time period while focusing on in-depth analysis of the primary sources. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THEO 3112 Biblical Interpretation Across Cultures (3).** Different cultures read the biblical text with different eyes. They notice what other cultures do not. They apply the text differently based on their own cultural location. This course enables students to recognize their own cultural lenses and learn to read through the lenses of others in order to come closer to an intercultural “crowdsourced” reading. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THEO 3115 Theology of the Trinity (3).** A study of the doctrine of the Trinity from the Scriptures to modern times. Students will read and discuss primary texts and contemporary treatments in order to better understand the place of the doctrine of the Trinity in Christian theology. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THEO 3117 Creaturely Theology (3).** Creaturely theology blends biological and ecological field work on campus and in nearby areas with theological reflection on non-human creatures (plants and animals), spiritual formation in nature, and theological reflection on creation care and stewardship in order to better understand ourselves and non-human creatures in a way that approximates how God understands and cares for such creatures. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation. NOTE: Course Fee may apply.*

**THEO 3120 Theological & Biblical Foundations of Christian Worship (3).** This course explores biblical-theological foundations of Christian worship. It seeks to develop a theology of worship based on the concepts and practices of worship modeled in Scripture and applies that theology in contemporary worshipping contexts. This course is taught by and for the Worship Ministry Program of the School of Communication and Creative Arts. *Prerequisite: THEO 2303 Biblical Interpretation.*

**THEO 3121 History of Christian Worship (3).** This course surveys the development of Christian worship from the close of the New Testament era to the present day. Attention is given to the worship practices of the Stone-Campbell Movement. The course aids the student to develop his or her own practical approach to worship. This course is taught by and for the Worship Ministry Program of the School of Communication and Creative Arts. *Prerequisite: THEO 2303 Biblical Interpretation.*

**THEO 3123 Women in the Bible (3).** This course studies the place of women in the Bible with attention to the texts’ historical and literary contexts. Particular attention is also given to the subsequent interpretation of texts about women in the Bible and the impact those interpretations have had on the church. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THEO 3133 Christian Thought and Film (3).** This course offers instruction in discerning theological elements inherent in modern film. Films selected for study feature examples of either Christian theology or theologies in competition with Christianity. Students receive tools for making moral decisions about movie-going and for evaluating a film's content. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THEO 3143 Christian Pilgrimage Today (3).** This course is an academic supplement to a study-abroad experience in the lands of the Bible, regions integral to the historic development of biblical literature and home to three diverse text-oriented communities, namely Judaism, Christianity, and Islam. Observation and engagement allow learners to reflect upon Christian thinking and personal ministry in an increasingly complex world. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation. Note: course fee may apply.*

**THEO 3999 Global Theology (3).** This course introduces students to principles and processes for developing a theology of mission for the context in which they serve. Emphasis is placed on biblical precedent, exegesis, and a practical approach to the local context. *Prerequisites: Theological Study 1 and THEO 2303 Biblical Interpretation.*

**THTR 1100 Introduction to Theatre (3).** This course integrates various approaches to the study and appreciation of the theatre, including its performance and historical and literary aspects. The major project includes production work on the current school play.

**THTR 1200 Acting I (3).** Students learn theories and skills for the oral performance of various types of literary texts, including dramatic literature, prose, and poetry. They also examine the development of theme in programs.

**THTR 1300 Acting II (3).** Students analyze and create roles for performance. Students will develop technical performance skills through scene work. Theories of acting will be analyzed and applied.

**THTR 2000 Dramatic Practicum (1).** Credit will be granted to persons who make major contributions to a theatrical production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to three credit hours may be earned in this manner. Determination of credit and major contribution is to be judged by the faculty member directing the production. Each practicum hour will require approximately four working hours per week.

**THTR 3000 Directing (3).** The course examines the directorial process from script analysis to actual theatrical production. This course examines such topics as dramaturgy, blocking, stage movement, casting, rehearsal, production, and play analysis.

**THTR 3100 Dramatic Literature & History (3).** This survey course examines representative plays from each period of theatre history. Special attention is paid to the cultural and historical factors influencing the development and decline of each period.

**THTR 3200 Playwriting & Devised Theatre (3).** Students develop a practical understanding of the art of playwriting in theory and in practice. Students will analyze playwrights and their plays written in different styles, genres, and historical eras. They will determine the tools and habits they would like to incorporate into their own playwriting and understand the process of developing ideas and practice receiving and applying feedback.

**WORS 1001 Worship Leadership Orientation (1).** This course introduces first semester students to the Worship Leadership program by overviewing key areas of the curriculum, including the value of music studies, the importance of biblical, theological, and historical inquiry, the necessity of improving one's practical ministry, musical and production skills, and developing a philosophy in Christian gathered worship. The course aims to orient the student to the program's expectations and design in order to prepare them for success in their study of Worship Leadership. Students participate in a weekend retreat/seminar as part of this course.

**WORS 2000 Chapel Worship Leadership Team (1).** This team of students will be involved in the practical experience of planning, preparing and leading weekly chapel services. This provides a "laboratory" for the application of the principles of Christian worship as taught in the Worship Leadership program courses. *Prerequisite: Open only to upperclassmen Worship Leadership majors and by invitation of instructor.*

**WORS 2010 Worship & Culture (3).** This course is designed to introduce students to biblical principles and pastoral considerations regarding the dynamic relationship between worship and culture. The course aims to aid students in developing a practical approach to worship leadership that is (1) grounded in the eternal and universal nature of Christian worship, and (2) informed by the specific cultural and demographic context of their local congregation.

**WORS 3023 Songwriting & Composition (3).** This course will introduce the elements and procedures of song composition useful in a church setting. Basic concepts of the creative writing process will be explored, with specific focus on the craft of songwriting. The class will focus on disciplines that not only aid in songwriting but help shape a broader understanding of Kingdom-minded artistic endeavors.

**WORS 3140 Worship Design and Leadership (3).** This course introduces basic worship leadership skills as well as core biblical, theological, historical, philosophical, and pastoral considerations for gathered worship. Attention is given to (1) form and patterns of worship; (2) crafting the actions and elements of worship; (3) designing and planning worship; (4) executing the actions of worship; (5) leadership skills; and (6) time and the narrative of Christian worship. Students actively demonstrate learning of course principles through several service learning experiences in class, on campus, or in a local ministry setting. Recommended prerequisite or co-requisite: THEO 3120.

**WORS 3150 Worship Ministry & Administration (3).** This course presents the foundational elements of pastoral worship ministry and administration in the local church. Attention is given to (1) worship pastor role, function, and responsibilities; (2) cultivating relations with the worship team, staff, pastor, and congregation; (3) shepherding a worship team; (4) conducting special services (funeral, wedding, ordination, dedication) as a worship pastor; (5) the administrative services (communication, budget, scheduling and organization, curation of song & music library, technical) of a pastoral worship ministry in the local church; and (6) present issues in worship ministry. Recommended prerequisites or co-requisites: THEO 3120, WORS 3140.

**WORS 3230 Worship & Live Production Technology (3).** Students in this course will gain practical experience in live audio, video, and stage production through involvement in chapel services, on-campus worship events, and/or local church settings. This hands-on experience serves to develop both the student's operating skills and pastoral sensibilities.

**WORS 4110 The Arts in Christian Worship (3).** This course will aid the student in developing a philosophy of the use of arts in worship. This course explores how the content, form, and styles of worship are enlivened through the expression of the arts. With attention given particularly to visual and performing arts, the course covers the history of the use of the arts in worship and the application of arts in ministry today. *Prerequisites: THEO 3120 Theological & Biblical Foundations of Christian Worship and THEO 3121 History of Christian Worship.*

**WORS 4403 Worship Leadership Internship (3).** This 10-week internship is designed to provide practical experience for Worship Leadership majors to observe, analyze, participate, and lead in the music and worship ministry of a local church under the guidance of a minister of music and/or minister of worship. This internship must be supervised by a full-time minister of music and/or worship minister employed by the church, or by a part-time minister of music and/or worship minister employed by and actively involved in the church, who has earned an undergraduate degree in music and/or worship studies. All internships must receive approval from the WORS 4403 instructor/supervisor, and in some instances may require approval from the entire Communication & Creative Arts faculty. *Prerequisite: THEO 3120 Biblical and Theological Foundations for Christian Worship and WORS 3140 Worship Design and Leadership.*