ACADEMIC CATALOG 2019-2020

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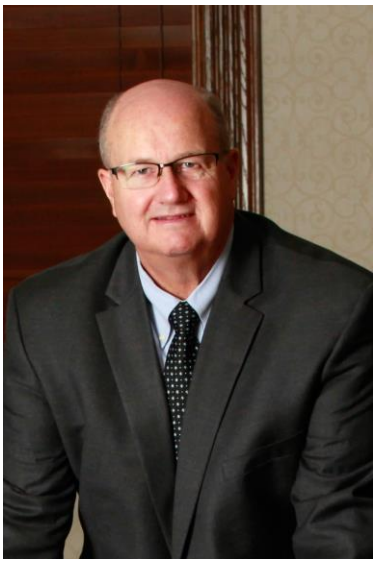


Dr. Tommy Smith, Johnson University President

For over 125 years, Johnson University has remained devoted to educating students for Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations. To accomplish this mission, Johnson has demonstrated a strong commitment to:

- Discipleship: our purpose is to prepare men and women for effective service of Christ utilizing their various skills, passions, and abilities in diverse opportunities and settings. Effective service is built on a foundation of 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 their service activities, 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 undergraduate students complete a core of Bible and theology courses which prepares them to understand and communicate God's Word, a common arts and sciences curriculum to help them comprehend God's world, and their choice of over 50 professional areas of study to equip them to accomplish God's work throughout the world. There are an additional 21 master's programs, 2 educational specialist programs, and 1 PhD program at the graduate level.
- Community: a unique dimension of our ethos is that we live in community. We believe that developing character in community is an essential part of preparing to be Christian leaders. The encouragement, guidance, and accountability we experience by living, working, eating, recreating, and studying together build strong bonds of friendship and unity that last a lifetime.
- Opportunity: from the very first years of the history of the school, Johnson established a concern for students who wanted to prepare to serve Christ but lacked the financial resources to fund such an education. We work at keeping the cost of our education low and rely on faithful partners to fund a generous scholarship program. We also continue to

provide multiple work-study opportunities to assist qualified students in obtaining financial resources for their education.

Johnson University values its heritage and core beliefs and continues to fulfill 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 as your choice for your educational experience, my prayer is that you will discover God's calling and realize God's "good work" (Philippians 1:6) in your life.

GENERAL INFORMATION
JOHNSON UNIVERSITY

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 Athletics and Recreation Complex (ARC) began in 2017 with an expected completion date of December 2018.

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-present. 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 (PhD, 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. In addition to his administrative and teaching responsibilities, Dr. Smith maintained an active speaking schedule including revivals, workshops, retreats, and seminars, and has conducted short-term mission trips to Haiti, Honduras, China and Ukraine. He has engaged in interim preaching ministries in Knoxville, Rockwood, Morristown, Farragut, Chattanooga, and Seymour, Tennessee, seeking to assist churches during important transitional periods. Tommy's wife, Deborah Hathaway Smith, has served in many roles on the Johnson campus and is well-prepared to serve effectively as first lady of Johnson University.

Johnson University Florida. In 2013 Johnson University acquired Florida Christian College (FCC) and established "Johnson University Florida" as a branch campus in Kissimmee. Founded in 1976 as Central Florida Bible College, FCC made significant kingdom impact in Florida and around the world with a reputation for thorough training in Bible and ministry. Highlights of the history of the school include:

- After many months of prayer and planning led primarily by representatives of the Florida ministerial associations, Central Florida Bible College began with a Freshman class of thirty-two students in September 1976. The College utilized the facilities of First Christian Church in Orlando. President John Hasty led the College for the first four years, obtaining its license by the Florida State Board of Independent Colleges and Universities and building the original faculty and curriculum. In the fall of 1979, the Clifford Chapman family in Kissimmee donated a forty-acre tract of land for campus development.
- Dr. Marion Henderson was inaugurated as the second chief executive of the College in February 1981. During his tenure as president, the College made the transition to its permanent campus in Kissimmee. With the move to the new campus came a change in name to Florida Christian College. In October 1985, FCC was granted membership in the Accrediting Association of Bible Colleges (now ABHE).
- FCC was led by presidents A. Wayne Lowen (1987-2001), Harold Armstrong (2002-2009), and Willam K. Behrman (2010-2013); key faculty members included Dr. James Smith, Dr. Roger Chambers, Dr. Michael Chambers, and Dr. Tony Buchanan. FCC was accredited by the Southern Association of College and Schools Commission on Colleges in December 1995.

- On July 1, 2013, Florida Christian College became part of the Johnson University system as a branch campus under the name "Johnson University Florida."
- Dr. David L. Eubanks, President Emeritus of Johnson University, began serving as Chief Operating Officer on April 10, 2013, and retired as Chancellor Emeritus of Johnson University Florida on October 27, 2015.
- Dr. Michael L. Chambers began serving as Chancellor and Vice Provost for Academics on June 1, 2015. His current title is Executive Vice President, Florida Campus.

Mission Statement

Johnson University educates students for Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations.

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, any person who holds to the Lordship of Jesus and meets the other admission requirements is welcome at Johnson University. Yet, in order to understand the nature of the University, you should know that every trustee, administrator, and teacher holds the following items to be true, and that students may not use the campus as a place to actively promulgate teachings greatly out of line with these:

1. There is one true God of the Old and New Testaments.

   The God of the Old Testament, Israel's God, is supreme as sole Creator and Ruler of all that exists (Genesis 1:1; Exodus 20:1-11; Deuteronomy 6:4-5). The New Testament reveals in Christ—incarnate in the world, in submission to God the Father, and exercising authority that belongs to God alone—and the Holy Spirit—sent by the Father and the Son, doing their will, witnessing to them, and doing what God alone can do—that God is Triune (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, which by faith through grace will bring the remission of sins and eternal redemption.

   The faithful of Israel received the books of the Law, the Prophets, and the Writings as God's word through the prophets, poets, and sages whom he inspired, as witnessed by their declaration that their message was God's message (Exodus 20:1-2; Psalm 1; 119; Isaiah 1:10; Malachi 1:1). Thus the New Testament treats the Old Testament as the inspired, authoritative word of God, in continuity with the faithful of Israel (John 10:35; 17:17; 2 Timothy 3:16). The church of Christ received Gospels telling the story of Jesus, letters applying that Gospel to the church's faith and life, and the Apocalypse describing the church's present and future in God's plan, as bearing divine authority like Israel's Scriptures (Matthew 28:18; John 16:13; Colossians 4:16; 2 Peter 3:15-16; Revelation 1:1-3).

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.

   Jesus' virgin conception is consistently affirmed or assumed in the New Testament (Matthew 1:18-25; Luke 1:26-38; 2:1-7; 3:23; John 8:41; Galatians 4:4). He is identified by title and type as Israel's divinely promised King who establishes God's rule, that is, the Christ (Matthew 2:15; 16:13-17:8; Mark 1:1; Romans 1:1-7; Hebrews 1:1-4; Revelation 1:12-20; 5:1-14). As such he alone grants salvation (Acts 2:36-38; 4:12); he is the greatest of the prophets (Luke 11:29-32, 48-51); he is the great high priest (Hebrews 4:14-5:10); and the promised "anointed one," "Son of David," God's promised King (Matthew 21:5; 25:31-46; 27:37; John 1:43-51; Acts 17:7; 1 Timothy 6:13-16; Revelation 17:14)

4. Jesus died on the cross for the whole human race and for all ages, and His sacrificial death and resurrected life cleanses from all sins, on the conditions expressed in the New Testament.

   Jesus described his death and resurrection in terms that recalled the substitutionary nature of Israel's temple sacrifices for propitiation and forgiveness of sin (Mark 10:45; Luke 22:14-23). The New Testament explicitly describes Jesus' death and resurrection as offering forgiveness for all humanity (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.

   Jesus' death and resurrection is pivotal to the story of Scripture (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). The New Testament affirms Jesus' resurrection as an event in space and time, not merely an internal religious experience or private vision, using the term "resurrection" according to common Jewish usage and affirming that Jesus' empty tomb and resurrected body were witnessed by many in a relatively brief span of time and narrow range of places, against their prior beliefs and expectations.

6. Jesus gave the Great Commission through the Apostles to the Church to embrace all nations and all ages to the end of time.

   The Bible frames the ministry, death, and resurrection of Jesus as God's victory over the forces of rebellious evil, the beginning of the restoration of his purpose for humanity. The work begun by Jesus is to be carried out by his followers who proclaim his message so that rebellious humanity can place faith in Jesus and thereby be restored to their Creator's blessing and purpose (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 empower, equip, encourage, and comfort followers of Jesus in their service to Christ.

   Sent in fulfillment of the promise that God would empower all of his people with his Spirit (Numbers 11:26-30; Isaiah 44:1-5; 59:14-21; Ezekiel 36:22-38; 37:1-14; 39:25-39; Joel 2:28-32), the Holy Spirit, given by Jesus to his followers (Luke 24:49; John 20:21-23; Acts 1:4-8; 2:1-21, 38-39; 1 Corinthians 12:12-13), empowers them to live out the true life of God's people (Galatians 5:16-26) and thereby to be prophetic messengers of God's good news (John 14:15-25; 16:5-15; Acts 4:29-31).

8. God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.

   The Bible epitomizes the story of humanity in the pre-patriarchal narratives (Genesis 1-11), the patriarchal narratives (Genesis 12-50), and the grand narrative of Israel as one of headstrong rebellion against the Creator. Thus, all humanity is estranged from God and unable to redeem itself (Romans 3:9-20; Ephesians 2:1-3). Christ is the divinely provided solution to this dilemma (Romans 3:21-26; Ephesians 2:4-10). His gift is received by those who acknowledge their rebellion and helplessness, turning to God for mercy (Matthew 3:6; 4:17; Luke 24:47; Acts 2:38; 3:19; 11:18; 26:20; 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.

   Faith (Acts 16:30-31), giving assent to the truth of the gospel and placing trust in it, is the foundational response in receiving Christ's gift. Repentance (Matthew 4:17; Acts 2:38; 17:30), the turning from rebellion against God to seek God's mercy, and confession (Romans 10:9-10), giving overt expression to faith, are immediate consequences of faith. Baptism by immersion, in which the passive supplicant calls out to God in Christ for cleansing and new life, expresses and encapsulates all these and is therefore consistently in the New Testament associated with conversion from the old life to the new (Acts 2:38; 22:16; Romans 6:1-6; 1 Corinthians 12:13; Galatians 3:27; Colossians 2:11-14; Titus 3:5; 1 Peter 3:21).

10. The teachings of the New Testament provide the basis on which followers of Jesus may achieve the unity for which Jesus prayed to the end that the world may believe on Him.

    Jesus' prayer for his followers' unity (John 17:20-26) is founded on the unity of Father, Son, and Spirit and has the world's reclamation as its final aim. That unity is revealed in the gospel, authoritatively delivered to us in New Testament Scripture that shows realization and fulfillment of God's promises as revealed to Israel and authoritatively delivered to us in Old Testament Scripture. While deep, rich, diverse traditions inform Christians' life and thought, Christians must continually test and reform those traditions with the authoritative deposit of Scripture.

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.

    Jesus' death and resurrection inaugurate the fulfillment of God's promises to reclaim rebellious humanity. The merciful offer of forgiveness and reconciliation through Christ is made through proclamation of the gospel which demands a response of repentant faith. In his mercy God restrains final judgment on rebellious humanity to give all the opportunity to turn to him (Acts 2:34-35; Ephesians 1:20-24; Colossians 3:1-4; 2 Peter 3:1-10). But realization of God's final purpose will not be forever delayed. Therefore, Christ promises to return at a time known only to the Father, to bring final defeat on his enemies and blessing and vindication on his people (Matthew 24:29-44; Acts 1:11; 1 Thessalonians 1:10; 3:11-13; 4:13-5:11; Revelation 22:20).

One University—Three Campuses

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 Florida. Johnson University Florida, a branch campus, is located in the heart of the Sunshine State in Kissimmee. The Orlando International Airport, Walt Disney World, and other Central Florida attractions are only a short drive from campus.

Directions to Johnson University Florida

From the ORLANDO INTERNATIONAL AIRPORT: From the parking garage, follow the signs reading "To Exit and Area Attractions." Follow the *brown* signs for "South Exit—Kissimmee-Via Toll Road 417." Toll Road 417 is 4 miles south of the airport. Continue straight past it on Boggy Creek Road one more mile to the next traffic light. Turn right at the Circle K store. This is Simpson Road. Continue about 3 miles, passing Buenaventura Lakes Blvd and Lakeside Drive. As you approach the next traffic light, bear right onto Fortune Road. Continue about ½ mile on Fortune Road. As you pass over the Florida Turnpike the campus becomes visible on the left. Turn left at the light onto Bill Beck Blvd and left again onto the campus.

From the WEST and Tampa (via I-4): From Interstate 4, take the Route 192 East exit. Continue approximately 12 miles through Kissimmee on Route 192 to the Bill Beck Blvd intersection, which features a Burger King, Kentucky Fried Chicken/Taco Bell, 7-Eleven, and the Kissimmee St. Cloud Convention and Visitor's Bureau. Turn left onto Bill Beck Blvd. Continue about ½ mile and turn right at the campus entrance.

From SOUTH FLORIDA (via the Florida Turnpike): Take the Florida Turnpike North to Kissimmee exit 242. Turn left at the light. Drive approximately 2 miles on U.S. Highway 192 to the Bill Beck Blvd intersection, which features a Burger King, Kentucky Fried Chicken/Taco Bell, 7-Eleven, and the Kissimmee St. Cloud Convention and Visitor's Bureau. Turn right onto Bill

Beck Blvd. Continue about ½ mile and turn right at the campus entrance.

From the NORTH (via the Florida Turnpike): Take the Florida Turnpike South to Kissimmee exit 244. Turn right and continue approximately 1 mile through Kissimmee on Route 192 to the Bill Beck Blvd intersection, which features a Burger King, Kentucky Fried Chicken/Taco Bell, 7-Eleven, and the Kissimmee St. Cloud Convention and Visitor's Bureau. Turn right onto Bill Beck Blvd. Continue about ½ mile and turn right at the campus entrance.

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 Sites.
Johnson University offers coursework related to the B.A./B.S. in Strategic Ministry and Master of Strategic Ministry in the Phoenix and Indianapolis areas at the following ExtendEd locations:

Christ's Church of the Valley (CCV)
7007 W. Happy Valley Road
Peoria, AZ 85383

Indian Creek Christian Church
6430 S. Franklin Road
Indianapolis, IN 46259

Johnson University offers limited coursework for the M.A. in Educational Technology at two sites in the People's Republic of China:

No. 47 Middle School and High School
No. 9, Guangdian Road
Zhengzhou, Henan Province, China 475000

Henan Institute of Education
Wenyuan North Road
Longzi Lake Area of University
Zhengzhou, Henan Province, China 450046

Academic Calendar

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

- Each calendar year includes three 16-week "terms" (excluding special events and school holidays). "Spring Term" typically extends from early January through early May, "Summer Term" from early May through late August, and "Fall Term" from late August through mid-December.
- Each 16-week "term" includes two 8-week "sessions" referred to as "Spring 1, Spring 2, Summer 1, Summer 2, Fall 1, and Fall 2." Session courses are typically 7 weeks in length, and run weeks 1-7 or weeks 2-8 in an 8-week session, which allows time for 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 undergraduate 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 (16 weeks)		**SPRING TERM (16 weeks)**		**SUMMER TERM (16 weeks)**	
Fall 1 (8 weeks)	**Fall 2 (8 weeks)**	**Spring 1 (8 weeks)**	**Spring 2 (8 weeks)**	**Summer 1 (8 weeks)**	**Summer 2 (8 weeks)**

Traditional Academic Year

- For undergraduate students, 12 credits per term constitute "full-time" status. For master's students, 9 credits per term constitute "full-time" status. For doctoral students, 6 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.

2019-2020 Academic Calendars. The 2019-2020 Academic Calendars for the Tennessee Campus, Florida Campus, and 7-Week Online Programs appear below:

JOHNSON UNIVERSITY TENNESSEE ACADEMIC CALENDAR Traditional Face-to-Face Programs and Full-Term Courses	
JUTN Fall Term 2019 (August 26 – December 22)	
Residence Halls Open for New Students	Aug. 23, 9:00 a.m. – 5:00 p.m.
New Student Orientation	Aug. 24, 9:00 a.m. (all day)
Residence Halls Open for Continuing Students	Aug. 24, 9:00 a.m. – 7:00 p.m.
Classes Begin	Aug. 26
Convocation	Aug. 27, 9:00 a.m.
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	Aug. 30
Labor Day (no classes)	Sept. 2

Freshmen Cornerstone Retreat 1	Sept. 17, 4:00 p.m. – Sept. 19, 12:00 p.m.
SGA All Student Community Service Day (no classes)	Wednesday, Sept. 18
Freshmen Cornerstone Retreat 2	Sept. 20, 4:00 p.m. – Sept. 22, 12:00 p.m.
Senior Capstone Retreat	Oct. 10-12
Midterm Examinations Week	Oct. 14-18
Deadline to Submit "Intent to Graduate May 2020" Form	Oct. 15
Midterm Grades Due in my.JohnsonU.edu Portal	Oct. 23, 5:00 p.m.
Fall Break (no classes)	Oct. 24-25
Last Day to Withdraw from Course without Academic Penalty	Nov. 1
Spring Term 2020 Registration	Nov. 4-8
Thanksgiving Break (no classes)	Nov. 23-Dec. 1
Festival of Christmas Joy	Dec. 7
Miller-Scott Christmas Banquet	Dec. 9
Final Exams	Dec. 16-19
Residence Halls Close	Dec. 20, 9:00 a.m.
December Commencement	Dec. 21
Fall Term Ends	Dec. 22
Final Grades Due in my.JohnsonU.edu Portal	Dec. 27, 12:00 p.m.
JUTN Spring Term 2020 (January 6 – May 10)	
J-Term Begins	Jan. 6
Residence Halls Open	Jan. 12, 1:00 p.m.
New Student Orientation	Jan. 13, 9:00 a.m. (all day)
Traditional Classes Begin	Jan. 13
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	Jan. 17
Martin Luther King, Jr. Day (no classes)	Jan. 20
Homecoming and Preaching Rally (no classes Wednesday, Feb. 26)	Feb. 25-27
Senior Capstone Retreat	Feb. 27-29
Midterm Examinations	Mar. 2-6
Midterm Grades Due in my.JohnsonU.edu Portal	Mar. 11, 5:00 p.m.

J-Term Grades Due in my.JohnsonU.edu Portal	Mar. 11, 5:00 p.m.
Last Day to Withdraw from Course without Academic Penalty	Mar. 20
Week of Evangelism and Service Learning (no classes)	Mar. 21-29
Summer Term 2020 Registration	Mar. 23-27
Fall Term 2020 Registration	Mar. 30-Apr. 3
Preaching Emphasis Week	Mar. 31-Apr. 2
Good Friday Holiday (no classes)	Apr. 10
Founders' Day Chapel (no classes)	Apr. 23, 9:00 a.m.
Errosthe	Apr. 28
Awards Chapel	Apr. 30, 9:00 a.m.
Final Examinations	May 4-7
Commencement Rehearsal	May 8
Spring Commencement	May 9
Spring Term Ends	May 10
Residence Halls Close	May 10, 3:00 p.m.
Final Grades Due in my.JohnsonU.edu Portal	May 18, 12:00 p.m.
Summer 2020 Full-Term Courses (May 11 – Aug. 23)	
Classes Begin	May 11
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	May 15
Deadline to Submit "Intent to Complete Degree Dec. 2020" Form	July 15
Last Day to Withdraw from Course without Academic Penalty	July 17
Summer Term Ends	Aug. 23
Final Grades Due in my.JohnsonU.edu Portal	Aug. 26, 12:00 p.m.

JOHNSON UNIVERSITY FLORIDA ACADEMIC CALENDAR Traditional Face-to-Face Programs and Full-Term courses	
JUFL Fall Term 2019 (August 26 – December 22)	
Apartments Open for New Students	Aug. 23, 1:00 - 5:00 p.m.
New Student Welcome Assembly	Aug. 23, 3:30 p.m.
Apartments Open for Continuing Students	Aug. 24, 9:00 a.m. - 4:00 p.m.
New Students Meet w/Faculty for Lunch in The Commons	Aug. 24, Noon

Classes Begin	Aug. 26
Convocation	Aug. 27, 9:00 a.m.
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	Aug. 30
Labor Day (no classes)	Sept. 2
Senior Capstone Retreat	Oct. 10-12
Midterm Examinations	Oct. 14-18
Deadline to Submit "Intent to Graduate May 2020" Form	Oct. 15
Midterm Grades Due in my.JohnsonU.edu Portal	Oct. 23, 5:00 p.m.
Fall Break (no classes)	Oct. 24-25
Last Day to Withdraw from Course without Academic Penalty	Nov. 1
Spring Term 2020 Registration	Nov. 4-8
Thanksgiving Break (no classes)	Nov. 23-Dec. 1
Night of Noel	Dec. 14, 3:00 & 7:00 p.m.
Final Examinations	Dec. 16-19
Apartments Close	Dec. 21
Fall Term Ends	Dec. 22
Final Grades Due in my.JohnsonU.edu Portal	Dec. 27, 12:00 p.m.
JUFL Spring Term 2020 (January 6 – May 10)	
J-Term Begins	Jan. 6
Apartments Open for Continuing Students	Jan. 11
Traditional Classes Begin/ New Student Orientation and Move-in	Jan. 13
Convocation	Jan. 14, 9:00 a.m.
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	Jan. 17
Martin Luther King, Jr. Day (no classes)	Jan. 20
Midterm Examinations	Mar. 2-6
Midterm Grades Due in my.JohnsonU.edu Portal	Mar. 11, 12:00 p.m.
J-Term Grades Due in my.JohnsonU.edu Portal	Mar. 11, 12:00 p.m.
Last Day to Withdraw from Course without Academic Penalty	Mar. 20
Spring Break (no classes)	Mar. 21-29
Summer Term 2020 Registration	Mar. 23-27
Fall Term 2020 Registration	Mar. 30-Apr. 3

Good Friday Holiday (no classes)	Apr. 10
Deadline to Submit "Intent to Graduate August 2020" Form	Apr. 15
Senior Chapel	Apr. 21, 9:00 a.m.
Baccalaureate Chapel	Apr. 28, 9:00 a.m.
Awards Chapel	Apr. 30
Final Examinations	May 4-7
Senior Grades Due in my.JohnsonU.edu Portal	May 6
Commencement Rehearsal	May 8
Commencement	May 8
Apartments Close	May 9, 12:00 p.m.
Spring Term Ends	May 10
Final Grades Due in my.JohnsonU.edu Portal	May 18, 12:00 p.m.
JUFL Summer 2020 Full-Term Courses (May 11 – Aug. 23)	
Classes Begin	May 11
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	May 15
Deadline to Submit "Intent to Complete Degree Dec. 2020" Form	July 15
Last Day to Withdraw from Course without Academic Penalty	July 17
Summer Term Ends	Aug. 23
Final Grades Due in my.JohnsonU.edu Portal	Aug. 26, 12:00 p.m.

JOHNSON UNIVERSITY NON-TRADITIONAL ACADEMIC CALENDAR 7-Week Online Programs	
Fall Term 2019 (August 26 – December 22)	
Fall Session 1 (August 26 – October 20)	
Courses Begin*	Aug. 26
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	Aug. 28
Last Day to Withdraw from Course without Academic Penalty	Sept. 27
Spring Term 2020 Registration	Oct. 14-18
Deadline to Submit "Intent to Graduate May 2020" Form	Oct. 15
Fall Session 1 Ends	Oct. 20

Final Grades Due in my.JohnsonU.edu Portal	Oct. 25, 12:00 p.m.
Fall Session 2 (October 21 – December 22)	
Courses Begin*	Oct. 21
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	Oct. 23
Last Day to Withdraw from Course without Academic Penalty	Nov. 22
Fall Session 2 Ends	Dec. 22
Final Grades Due in my.JohnsonU.edu Portal	Dec. 27, 12:00 p.m.
Spring Term 2020 (January 13 – May 10)	
Spring Session 1 (January 13 – March 8)	
Courses Begin*	Jan. 13
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	Jan. 15
Last Day to Withdraw from Course without Academic Penalty	Feb. 14
Summer 2020 Registration	Mar. 2-6
Spring Session 1 Ends	Mar. 8
Final Grades Due in my.JohnsonU.edu Portal	Mar. 13, 12:00 p.m.
Spring Session 2 (March 9 – May 10)	
Courses Begin*	Mar. 9
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	Mar. 11
Spring Break	Mar. 23-29
Fall Term 2020 Registration	Mar. 30-Apr. 3
Deadline to Submit "Intent to Graduate August 2020" Form	Apr. 15
Last Day to Withdraw from Course without Academic Penalty	Apr. 17
Spring Session 2 Ends	May 10
Final Grades Due in my.JohnsonU.edu Portal	May 18, 12:00 p.m.
Summer Term 2020 (May 11 – August 23)	
Summer Session 1 (May 11 – June 28)	
Courses Begin*	May 11
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	May 13
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.

Summer Session 2 (June 29 – August 23)	
Courses Begin*	June 29
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	July 1
Deadline to Submit "Intent to Complete Degree Dec. 2020" Form	July 15
Last Day to Withdraw from Course without Academic Penalty	July 31
Summer Session 2 Ends	Aug. 23
Final Grades Due in my.JohnsonU.edu Portal	Aug. 26, 12:00 p.m.

*The official start and end dates of these courses are the 8-week session start and end dates. The courses run for 7 weeks. Some 7-week courses run weeks 1 through 7, and other courses run weeks 2 through 8 of each 8-week session. Check with your advisor for the start and end dates of each 7-week course.

Summer Session Master of Strategic Ministry (June 1 – July 18, 2020)	
Courses Begin	June 1
Add/Drop Period Ends/Last Day to Register in my.JohnsonU.edu	June 3
Last Day to Withdraw from Course without Academic Penalty	July 3
Courses End	July 18
Final Grades Due in my.JohnsonU.edu Portal	Aug. 26, 12:00 p.m.

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.

Johnson University Florida operates and grants degrees under the jurisdiction of the Florida Department of Education (325 W. Gaines St., Suite 1414, Tallahassee, FL 32399-0400; Telephone: 850-245-0505).

Johnson University Florida is approved as an eligible private institution for receipt of federal and state financial aid by the U.S. Department of Education and the Florida Department of Education.

Johnson University is authorized by The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, Indiana 46204-4206.

SACSCOC Institutional Accreditation. Johnson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, www.sacscoc.org) to award associate's, baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Johnson University. 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.

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of educational quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students. Accreditation by SACSCOC signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers and that indicate whether it is successful in achieving its stated objectives.

ABHE Programmatic Accreditation. Programs in the School of Bible & Theology and the School of Congregational Ministry 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).

The Association for Biblical Higher Education's Commission on Accreditation is recognized as a national, faith-related accrediting agency by the Council for Higher Education Accreditation (CHEA). The agency's official scope of CHEA recognition is as follows: Institutions and programs in the United States, Canada, and related territories that offer certificates, diplomas, associate, baccalaureate or graduate degrees aimed at preparing students for Christian ministries through Biblical, church-vocational, and general studies. The ABHE Commission on Accreditation provides programmatic accreditation for institutions whose missions include programs outside the scope of biblical higher education. Nonetheless, these institutions offer specific programs that meet the requirements of biblical higher education and lead to credentials in biblical and theological studies as well as specific ministry-related careers. Programmatic accreditation indicates that specific program offerings meet the standards of excellence in biblical higher education.

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/). 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.

In addition, Johnson University has acquired authorization in other states that do not participate in NC-SARA or its current marketing, recruiting, and online learning activities do not require authorization in certain states. Residents of these states and U.S. territories may also apply for distance education programs at Johnson University: California, Florida, Massachusetts, and Puerto Rico.

Master of Arts in Counseling. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following concentrations within the Master of Arts in Counseling Program: Clinical Mental Health Counseling (M.A.) and School Counseling (M.A.).

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

Johnson University Florida's academic programs are approved by the Bureau of State Approving for Veterans' Training for persons eligible under laws administered by the Veterans Administration.

Memberships

Johnson University is a member of the Appalachian College Association (ACA), the North American Coalition for Christian Admissions Professionals (NACCAP), the Tennessee Independent Colleges and Universities Association (TICUA), and the Tennessee Conference of Graduate Schools (TCGS). Johnson University is an affiliate member of the Council for Christian Colleges and Universities (CCCU).

Policy on Student Privacy

Security of Student Records. Johnson University holds student records at all locations 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 data to secure external media in a rolling one-week backup system.

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, home church and church affiliation, 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 user name and password to all new students. They receive an email with their user name 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 http://JohnsonU.edu/password.

For more information, see the *Johnson University Tennessee Student Handbook* or *Johnson University Florida Student 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:
Tennessee: https://www.johnsonu.edu/Tennessee/Student-Life/Student-Grievance.aspx

Florida: https://www.johnsonu.edu/Florida/Student-Life/Student-Grievance.aspx

Online:
https://www.johnsonu.edu/Online/Current-Students/Campus-Resources/Student-Grievance.aspx

The Vice Provost for Academic Services 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 Provost for Academic Services 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 faculty representatives on the Academic Council, and one student representative selected by the president of the Student Government Association (SGA). The committee will interview the parties involved and render a judgment about the validity of the complaint and remedies for the complaint if any are needed.
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 (www.sacscoc.org/pdf/081705/complaintpolicy.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) 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).

State of Florida Complaint Procedures. If the institution is not be able to resolve the student complaint, the student also has the right to contact the state of Florida 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 Florida Department of Education and shall be reviewed and handled by the Commission for Independent Education (http://www.fldoe.org/policy/cie/file-a-complaint.stml).
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Florida Office of the Attorney General and shall be reviewed and handled by the Consumer Protection Division (http://myfloridalegal.com/pages.nsf/Main/18A7753257FE439085256CC9004EC4F7).

Out-of-State Complaint Procedures. Students are urged to exhaust all possible internal avenues for resolution before filing complaints with external agencies. In the unlikely event that an issue cannot be resolved by the University, out-of-state students may file a complaint with their respective state licensing authority. See the Johnson University website (http://www.johnsonu.edu/Online/About/State-Contact-Info.aspx) for a list of student complaint processes by state.

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 and employees 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 students for "Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations." 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 these policies to Dr. Gregory L. Linton, Vice Provost for Academic Services, Johnson University, 7900 Johnson Drive, Box 94, Knoxville, TN 37998. Telephone: 865-251-2364. Email: glinton@johnsonu.edu.

Graduation and Placement Rates Johnson University's graduation rate for first-time degree-seeking students who entered in 2008 was 71% (Source: *Registrar's Reports*). The average

graduation rate for similar Tennessee colleges and universities for this same period was 60% (Source: *TICUA 2014 Annual Report*). Based on the 2012, 2013 and 2014 Alumni Surveys, 56.8% of Johnson University graduates are employed in the field for which they prepared. About 77% are engaged in church-related or mission-related work of some type, either as paid staff or as volunteers.

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 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."

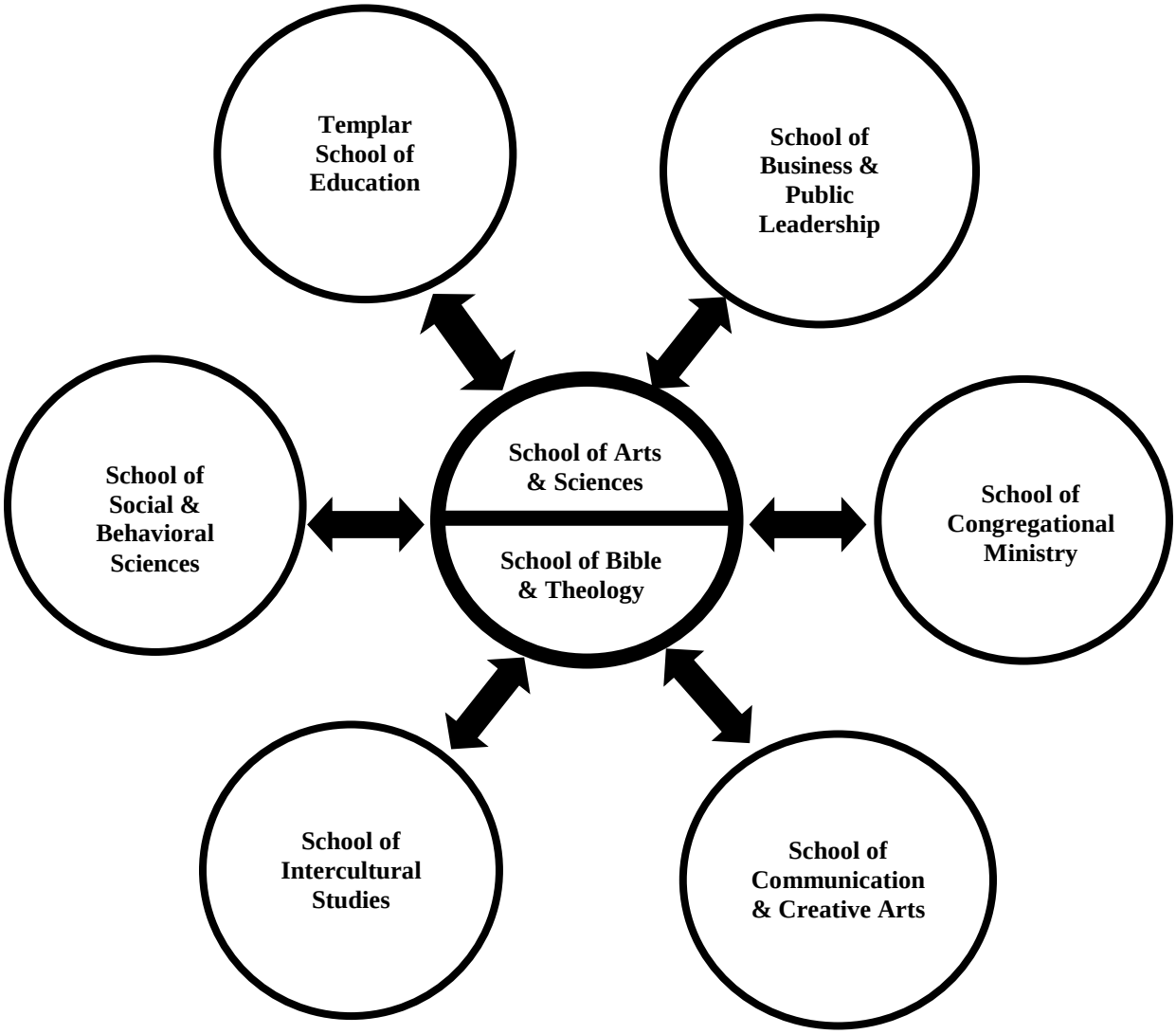
It is the responsibility of the student to read the Catalog and other information Johnson University provides; stay informed about program revisions; and know and comply with all current policies, procedures, and requirements.

INTRODUCTION TO JOHNSON UNIVERSITY ACADEMICS

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 President's Cabinet. 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 eight "Schools" focusing on various professional fields and academic disciplines. They include the (1) School of Arts & Sciences; (2) School of Bible & Theology; (3) School of Business & Leadership; (4) School of Congregational Ministry; (5) School of Communication & Creative Arts; (6) School of



Intercultural Studies; (7) School of Social & Behavioral Sciences; and (8) 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.

The Schools function in relation to one another as a "hub and spokes" (see diagram on previous page). The School of Bible & Theology, together with the School of Arts & Sciences, form the "hub" called "Johnson Bible College." This hub plays a central role in the university by providing every student with a strong biblical foundation and general education. The professional schools radiate from the hub like "spokes," forming multiple pathways by which students may engage the world for Christ. The hub and spoke schools work together to accomplish Johnson University's mission of "educating students for Christian ministries and strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations" (see below under "Educational Approach").

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

Academic Council. 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 Academic Council—or, in some cases, by the faculty as a whole (e.g. admission standards, academic calendar, Arts & Sciences Core requirements). Chaired by the Provost, the Academic Council focuses primarily on issues related to educational programs, policies, assessment, quality control, and accreditation. It evaluates proposals not only from the perspective of student learning, but also with regard to their implications for strategic planning, marketing, recruiting, financial aid, library resources, support services, and other aspects of university operations. The Academic Council consists of vice provosts, associate provosts, assistant provosts, school deans, key directors and administrators, and representatives of the faculty at large. Current members include:

Vice President for Academic Affairs/Provost—Jon Weatherly, Ph.D.
Executive Vice President, Florida Campus—Michael L. Chambers, Ph.D.

Vice Provost for Academic Services—Gregory L. Linton, Ph.D.
Associate Provost for Online Education—John C. Ketchen, Ph.D.

Dean of the School of Arts & Sciences—Gary David Stratton, Ph.D.
Dean of the School of Bible & Theology—Mark Ziese, Ph.D.
Dean of the School of Business & Public Leadership—Catherlyn F. Brim, Ed.D.
Dean of the School of Communication & Creative Arts—Matthew Broaddus, Ph.D.
Dean of the School of Congregational Ministry—James Jeffrey Snell, D.Min.
Dean of the School of Intercultural Studies—Linda F. Whitmer, Ph.D.
Dean of the School of Social & Behavioral Sciences—Nealy Brown, Ph.D.
Dean of the Templar School of Education— Roy V. Miller, Ed.D.

Registrar—Andrew M. Frazier, M.A.
Director of Program Administration—Joy Wingfield, B.S.
Director of Institutional Effectiveness & Accreditation—Emili Williams, M.A.

Library Director—Carolyn E. Lowe, M.S.L.S.

Vice President for External Relations/Chief Advancement Officer—Richard Clark, M.A.
Chief Admissions Officer—Lisa B. Tarwater, B.S.
Director of Undergraduate Admissions Tennessee—Lauren Shears, B.A.
Director of Admissions Florida—

Director of Financial Aid—

Faculty Representative— Heather M. Gorman, Ph.D.
Faculty Representative—Nikki Votaw, Ph.D.
Faculty Representative—Kendi Howells Douglas, D. Miss.

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." In 2011 the school attained university status and adopted the following mission statement:

Johnson University educates students for Christian ministries
and other strategic vocations framed by the Great Commission
in order to extend the kingdom of God among all nations.

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 congregational ministry, 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 or the Areopagus—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 "Great Commission."

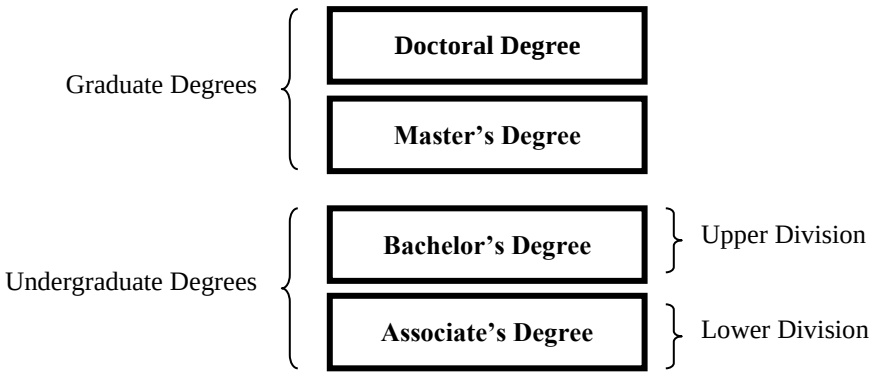
Types of Degree Programs

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's, bachelor's, master's, and doctoral degrees. Each degree lays a foundation for the next degree level above it (see diagram on next page). Johnson University defines these degree levels as follows:

Associate's Degrees. The first degree beyond secondary education is the associate's degree,

which includes a minimum of 60 credit hours, including 18+ hours of general Arts and Sciences and 12+ hours of Bible and Theology. Associate's degrees usually provide a broad foundation without specialization, although some "professional" associate's degrees include specific skills for particular vocations. At the associate's 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. The bachelor's or "baccalaureate" degree includes a minimum of 120 credit hours (60 hours beyond the associate's degree), including a 56+ hour Arts & Sciences Core, a 30+ hour first major in Bible & Theology, and *either* a 30+ hour professional major *or* 18+ hour professional minor consisting of focused studies in a given academic discipline or professional field. 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

Master's Degrees. A master's degree includes no fewer than 30 credit hours beyond the bachelor's degree. Graduates demonstrate further mastery of a specialized discipline resulting in high-level professional practice. At the master's level, Johnson University seeks to develop in students:

- Advanced experiential knowledge, skills, and competencies for one's chosen profession, which enable graduates to mentor others in that profession
- A highly developed philosophical and theoretical framework that enables students to exercise their professions in contextually appropriate ways
- A highly developed theological framework for exercising one's profession as a servant of Christ (faith integration)
- Active involvement with professional tools and literature, along with advanced research skills
- Advanced practical experience in one's chosen discipline or profession
- Advanced expertise in a specialized discipline, which enables them to conduct research in the field
- Christian commitment displayed in active discipleship and participation in Christ's redemptive mission to the nations
- Knowledge, skills, and competencies needed to pursue a doctor's degree, a professional credential, and/or licensure

Doctoral Degrees. A "doctoral degree" or "doctorate" includes no fewer than 60 credit hours beyond the bachelor's degree (including the prerequisite master's degree). At the doctoral level,

Johnson University seeks to develop in students:

- Highly advanced experiential knowledge, skills, and competencies for one's chosen profession, which enable graduates to teach others in that profession
- A highly advanced philosophical and theoretical framework that enables students to exercise their professions in contextually appropriate ways
- A highly advanced theological framework for exercising one's profession as a servant of Christ (faith integration)
- Advanced expertise in a specialized discipline, which enables them to conduct research and make original contributions to the theory and/or practice of that field
- Christian commitment displayed in active discipleship and participation in Christ's redemptive mission to the nations

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's 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's 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's 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.

Johnson University does not participate in the Florida Department of Education's Statewide Course Numbering System. Courses taken on the Florida campus are listed with the same numbers used for those courses in the entire Johnson University system.

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, Bachelor of Arts degrees usually include 12+ credits of foreign language study, whereas Bachelor of Science degrees include additional Natural Science and Social & Behavioral Science courses.

Majors and Minors. A bachelor's degree must, by definition, include a "major"—that is, an integrated series of courses focusing on a particular field or discipline. At Johnson University, a "major" includes 30+ credits, with at least 18 credits in the Upper Division.

A bachelor's degree may also include a "minor"—a shorter series of courses focusing on a particular field or discipline. At Johnson University, a "minor" includes 18+ credits, with at least 12 credits in the Upper Division.

All Johnson University bachelor's degree programs include a "first major" in Bible & Theology. Beyond the Bible & Theology Major, students must complete a "second major" (i.e. a "double major") or minor in a professional field or discipline (e.g., Education, Psychology, Preaching).

Concentrations. Some undergraduate majors and graduate programs 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; "Graduate Certificate" is used for a cluster of courses at the master's level; and "Advanced Graduate Certificate" is used for a cluster of courses at the doctoral level.

Academic versus Professional Degrees. "Academic" degrees (e.g. M.Phil. and Ph.D., Th.M. and Th.D.) advance the *theory* of a given field typically through original research, while "professional" degrees (e.g. M.Min. and D.Min., M.Ed. and Ed.D.) advance the *practice* of a given profession through applied research and field investigations.

Terminal Degrees. Doctorates are also called "terminal degrees" because, as the highest level degree, they typically represent the end point or "termination" of one's formal education. In some fields, such as Social Work, the highest degree typically offered is the master's. Thus, for example, the Master of Social Work (M.S.W.) degree is called a "terminal master's."

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.

Credits. 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 (??per week??) 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.

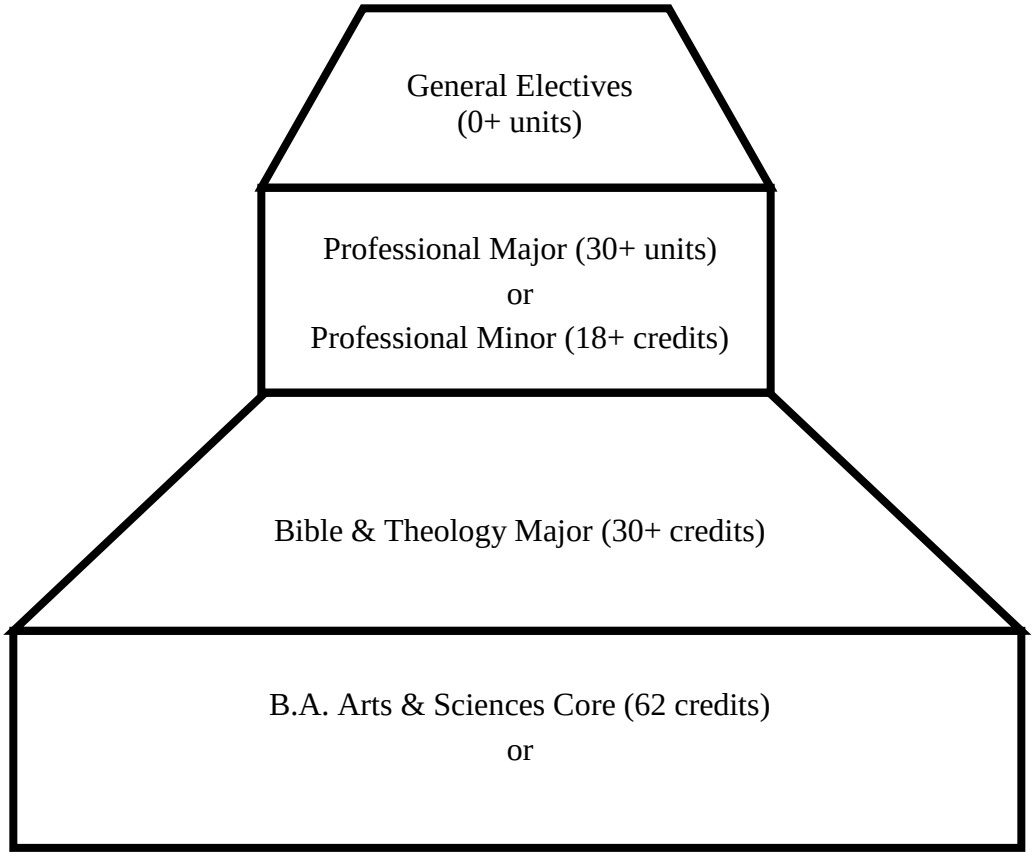
A graduate "credit hour" includes a minimum 50 clock hours of study.

For purposes of state and federal financial aid, traditional undergraduate students operate on a "standard term semester system." Graduate students and undergraduate studying online operate on a "standard term trimester system." For more information, see the discussion of the "Academic Calendar" (below).

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 CHIN 2100 Chinese I, or its equivalent, prior to enrolling in CHIN 2200 Chinese 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:



B.S. Arts & Sciences Core (56 credits)

TOTAL CREDITS FOR BACHELOR'S DEGREE: 120+

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 a Bachelor of Arts degree complete a 62-credit version of the Core, which includes two years of foreign language study. Those seeking a Bachelor of Science degree complete a 56-credit version. For a detailed description of the Arts & Sciences Core, see below under "School of Arts & Sciences."

Bible & Theology Major. The required 30+-credit Bible & Theology Major grounds students in the Christian Scriptures as a foundation for developing a Christian worldview. For a detailed description of the 30+-credit 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 either a 30+ credit professional major or an 18+ credit professional minor. 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 120 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 or minor total fewer than 120 credits, the student must complete enough General Electives to meet the minimum requirement. Some bachelor's degree programs, such as teacher education degrees, include more than 120 credits.

Transfer of Associate's Degrees. Johnson University accepts all accredited associate's degrees as satisfying lower-division requirements in the University's Arts and Sciences core. Students who transfer to Johnson University holding accredited associate's degrees may complete bachelor's requirements with an accelerated Bible and Theology core of 24 semester hours.

Characteristics of Johnson University Professional Majors and Graduate Programs

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:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
School of Arts & Sciences			
• Arts & Sciences Core (all baccalaureate programs)	TN FL OL		
• Honors Program (eligible students in any major)	TN		
• B.A./B.S. in English	TN		
—Literature Concentration	TN		
—Rhetoric & Writing Concentration	TN		
• A.A. in English	TN		
• English Minor	TN		
• B.A./B.S. in History	TN		
• A.A. in History	TN		
• A.S. in History	TN		
• History Minor	TN		
• A.A. in Interdisciplinary Studies	TN, FL, OL		
• A.S. in Interdisciplinary Studies	TN, FL, OL		
• B.A./B.S. in Public Health	TN		
• A.S. in Public Health	TN		
• Public Health Minor	TN		
• B.A./B.S. in Religious Studies	TN		
• B.S. in Sport & Fitness Leadership	TN FL		
—Fitness Science Concentration	TN FL		
—Sport Administration Concentration	TN FL		
—Sport & Fitness Ministry Concentration	TN FL		
—Sport & Fitness Outreach Concentration	TN FL		
• B.A./B.S. in Sport & Fitness Leadership (Physical Education Grades K-12) Major	TN		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
• A.S. in Sport & Fitness Leadership	TN FL		
• Sport & Fitness Leadership Certificate	TN FL		
School of Bible & Theology			
• Bible & Theology Major (all baccalaureate programs)	TN FL OL		ABHE
• A.A./A.S. in Biblical Studies	TN FL OL		ABHE
• M.A. in New Testament	OL		ABHE
—Research Concentration	OL		ABHE
—Preaching Concentration	OL		ABHE
—Spiritual Formation & Leadership Concentration	OL*		ABHE *Required campus visit for two courses
—Customized Concentration	OL		ABHE
• Graduate Certificate in Biblical Interpretation	OL		ABHE
• Graduate Certificate in Spiritual Formation & Leadership	OL*		ABHE *Required campus visit for 1-2 courses
School of Business & Public Leadership			
• B.A. in Business Administration	TN FL		
—Entrepreneurship Concentration	TN FL		
—Marketing Concentration	TN FL		
—Management Concentration	TN FL		
—Sport Management Concentration	TN FL		
• B.S. in Business Administration	TN FL OL		
—Entrepreneurship Concentration	TN FL OL		
—Marketing Concentration	TN FL OL		
—Management Concentration	TN FL OL		
—Sport Management Concentration	TN FL OL		
• A.S. in Business Administration	TN FL OL		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
• Business Administration Minor	TN FL OL		
• B.A. in Nonprofit Administration	TN FL		
• B.S. in Nonprofit Administration	TN FL OL		
• Master of Business Administration	OL		
—Leadership Concentration	OL		
—Management Concentration	OL		
—Nonprofit Management Concentration	OL		
• Ph.D. in Leadership Studies	OL		
—Educational Leadership Concentration	OL		
—Organizational Leadership Concentration	OL		
—Philosophy & Theology of Leadership Concentration	OL		
—Missional Leadership Concentration	OL		
• Advanced Graduate Certificate in Leadership Studies	OL		
School of Communication & Creative Arts			
• B.A./B.S. in Audio Production	TN		
• B.A./B.S. in Journalism & Digital Mass Media	TN FL		
• B.A./B.S. in Media Ministry	TN		
• B.A./B.S. in Strategic Communication	TN FL		
• B.F.A. in Visual Media Production and Design	TN		
• A.A/A.S in Mass Communication	TN FL		
• Graphic Arts and Design Minor	TN		
• Mass Communication Minor	TN FL		
• Video Production Minor	TN		
• B.A. in Musical Arts	FL		
• B.A. in Worship Ministry	TN FL		
• Bachelor of Music Education	TN		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
• A.A. in Music	TN FL		
• Music Minor	TN FL		
• Music Performance Minor	TN FL		
• Worship Theology Minor	TN FL		
School of Congregational Ministry			
• Certificate in Christian Ministries	OL		ABHE
• A.S. in Ministry Leadership	TN FL OL		ABHE
• B.A./B.S. in Children's Ministry	TN FL		ABHE
• B.A./B.S. in Ministry Leadership	OL		ABHE
• B.A./B.S. in Pastoral Care and Counseling	FL OL		ABHE
• B.A./B.S. in Preaching & Church Leadership	TN FL		ABHE
• B.A./B.S. in Preaching & Youth Ministry	TN FL		ABHE
• B.A./B.S. in Strategic Ministry	TN* FL*	*Senior year Ministry Residency in Phoenix, Indianapolis, or Orlando	ABHE
• B.A./B.S. in Youth Ministry	TN FL		ABHE
• Graduate Certificate in Christian Ministries	OL		ABHE
• Master of Strategic Ministry	FL	Ministry Apprenticeship in Phoenix, Indianapolis, or Orlando	ABHE
School of Intercultural Studies			
• Certificate in Intercultural Studies	TN FL OL		
• A.S. in Intercultural Studies	TN FL OL		
• A.S. in Applied Linguistics	TN FL OL		*Linguistics courses offered online
• B.A./B.S. in Applied Linguistics	TN FL OL		*Linguistics courses offered online
• B.A./B.S. in Cross-Cultural Media Communication	TN		
• B.A./B.S. in Global Community Health	TN FL		
• B.A. in Intercultural Studies (face-to-face)			

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
—Chinese Studies Concentration	TN		
—Latin American & Latino Studies Concentration	TN		
• B.A./B.S. in Intercultural Studies (face-to-face)			
—Missions Concentration	TN FL		
• B.A./B.S. in Intercultural Studies (online)	OL		
• Intercultural Studies Minor	TN FL OL		
• B.A./B.S. in Middle Eastern Studies	TN		
• B.A./B.S. in Teaching English as a Second Language	TN FL		
• B.A./B.S. in Urban Studies	TN FL		
• Graduate Certificate in Translation	OL		
• Graduate Certificate in Intercultural Studies	OL		
• Graduate Certificate in Economic Community Development	OL		
• Graduate Translation Consultancy Certificate	OL		
• M.A. in Intercultural Studies	OL		
—Community Development Concentration	OL		
—Customized Concentration	OL		
—Cross-Cultural Church Planting Concentration	OL		
—Cross-Cultural Engagement Concentration	OL		
—Translation Concentration	OL		
School of Social & Behavioral Sciences			
• A.S. in Psychology	TN Hybrid		
• B.A./B.S. in Psychology	TN Hybrid FL Hybrid		
• B.A./B.S. in Family Studies	TN Hybrid		
• B.S. in Organizational Psychology			
—Human Resources Concentration	TN Hybrid FL Hybrid		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
—Analytics Concentration	TN Hybrid FL Hybrid		
• M.A. in Counseling	TN Hybrid		
—Clinical Mental Health Counseling Concentration	TN Hybrid		CACREP
—School Counseling Concentration	TN Hybrid		CACREP
Templar School of Education			
• B.A./B.S. in Interdisciplinary Studies (Early Childhood Education Grades PreK-3)	TN		
• B.A./B.S. in Interdisciplinary Studies (Elementary Education Grades K-5 & English as a Second Language Education Grades PreK-12)	TN		
• B.S. in Elementary Education (Grades K-6) with Endorsements in ESOL and Reading	FL		
• B.A./B.S. in Interdisciplinary Studies (English as a Second Language Education Grades PreK-12)	TN		
• B.A./B.S. in Special Education Interventionist (Grades K-8)	TN		
• M.A. in Educational Technology	TN		
• M.A. in Holistic Education	TN		
—Early Childhood Education Concentration with Grades PreK-3 Licensure	TN		
—Elementary Education & English as a Second Language Education Concentration with Grades K-5 Licensure and Grades PreK-12 ESL Licensure	TN		
—Special Education Interventionist Concentration with Grades K-8	TN		
• M.A. in Post-Baccalaureate Elementary Education with Grades K-5 Licensure	TN Hybrid		
• M.A. in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure in Biology, Chemistry, Economics, English, Geography, Government, History, Mathematics, or Physics	TN Hybrid		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
• M.A. in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology	TN Hybrid		
• M.A. in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure	TN Hybrid		
• Endorsement in English as a Second Language Education (Continuing Education)	TN Adults		
• Endorsement in Gifted Education (Continuing Education)	TN Adults		
• Endorsement in Gifted Education (Undergraduate)	TN		
• Ed.S. in Educational Leadership	TN		Pending TDOE approval for the licensure program
• Ed.S. in Educational Technology	TN		

SCHOOL OF ARTS & SCIENCES

Personnel

Dean of the School of Arts & Sciences

Gary David Stratton, Ph.D. in Education—University Professor of Spiritual Formation and Cultural Leadership (TN/OL)

Full-Time Faculty, School of Arts & Sciences

Jason L. Bintz, Ph.D. in Mathematics—Director of Mathematics Program, Associate Professor of Mathematics (TN)

Sarah E. Cathey, Ph.D. in Agronomy—Associate Dean of Arts & Sciences for Sciences, Professor of Natural Science (TN)

Trevor J. Egli, Ph.D. in Kinesiology and Sport Studies—Professor of Sport and Fitness Leadership (TN)

Kendra Fullwood, Ph.D. in English—Associate Professor of English, Rhetoric and Composition (TN)

James L. Gorman, Ph.D. in Religion, Christian History—Associate Professor of History (TN)

Shawn Grant, Ph.D. in Humanities—Director of First-Year Programs, Associate Professor of Humanities (FL)

Landon Huffman, Ph.D. in Kinesiology and Sport Studies—Associate Professor of Sport and Fitness Leadership (TN)

Aaron Keese, Ph.D. in Curriculum and Instruction—Associate Professor and Program Director for Sport and Fitness Leadership (FL)

April Conley Kilinski, Ph.D. in English—Associate Dean of Arts & Sciences for Humanities, Professor of English and Literature (TN)

Kirk McClelland, Ed.D. in Learning, Leadership and Community—Director of Service Engagement and First-Year Programs, Professor of Service Learning (TN)

Jason A. Mead, M.A. in History, M.Div. in Church History, pursuing Ph.D. in History—Associate Professor of History (TN)

Cynthia Parton Norton, Ed.D. in Health Education—Professor of Health Education (TN)

Twila Sias, M.Ed. in English and Language Arts Education—Professor of Education (FL)

Mark Weedman, Ph.D. in Historical Theology—Professor of Philosophy and Ethics (TN)

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

Part-Time Faculty, School of Arts & Sciences

Greg Allen, M.S. in Education—Lecturer in Arts and Sciences (OL)

Mary Baldridge, Ph.D. in Modern Foreign Languages and Literature—Lecturer in Spiritual Formation (TN)

Douglas Banister, Doctor of Ministry—Lecturer in Arts & Sciences (TN)

Adam Bean, M.Div. in Hebrew Bible, M.A. in Near Eastern Studies, pursuing Ph.D. in Near

Eastern Studies—Lecturer in World Civilization (OL)
Jondra Brewer, M.A. in Spiritual Formation—Lecturer in Service Learning (TN)
Frank Chen, Ph.D. in Education—Lecturer in Chinese-Dual Enrollment Instructor (TN)
Richard Cherok, Ph.D. in History—Lecturer in History (OL) Shawnee Fleenor, M.A. in English—Lecturer in English (FL)
Rachel M. Foster, M.S. in Exercise and Sport Science—Lecturer in Exercise and Sport Science (OL)
Andrew D. Fultz, M.A. in Theological Studies—Lecturer in History – Dual Enrollment Instructor (TN)
Marie Garrett, M.A. in English, M.L.S. in Library Science—Lecturer in English Composition (TN)
Deborah Hampton, M.A. in Education—Lecturer in English-Dual Enrollment Instructor (TN)
Teresa Hooper, Ph.D. in English—Lecturer in English (TN)
Todd Howell, M.S. in Geosciences: Broadcast Meteorology—Lecturer in Meteorology (OL)
Aaron Jerviss, Ph.D. in History—Lecturer in History (TN)
Doug Johnson, Master of Business Administration—Lecturer in Arts & Sciences (FL)
Janis Julian, M.S. in Mathematics—Lecturer in Public Health (TN)
Christopher King, M.A. in Philosophy of Religion, pursuing Ph.D. in Philosophy and Religion—Lecturer in Philosophy (OL)
Joseph Letitia, M.F.A. in Fine Arts—Lecturer in Art Appreciation (OL)
Hannah McClelland, Master of Theological Studies—Lecturer in Humanities (TN)
Keri Merritt, Ph.D. in Molecular Biology—Lecturer in Anatomy & Biological Sciences (TN)
Rachel Morrison, M.A. in English—Lecturer in Composition (FL)
Melanie Moyers, M.S. in Nutrition Science—Lecturer in Nutrition (TN)
Kathryn Myers, Master of Mathematics—Lecturer in Math (TN)
Bryce Patton, M.A. in English—Lecturer in English (TN/OL)
Diana Saia, Master of Public Health—Lecturer in Public Health (TN)
Benjamin Settlemyre, M.A. in History—Lecturer in History (OL)
Beth Sexton, Master of Public Health—Lecturer in Public Health (TN)
David Siebenaler, M.A. in History, M.Div. in Church History—Lecturer in History (OL)
Sue Stratton, M.A. in Old Testament, Pursuing D.Min. in Spiritual Formation and Leadership—Lecturer in Spiritual Formation (TN)
Roger Tucker, M.S. in Biology—Lecturer in Science (FL)
Thomas A. Wiles V, M.A. in Teaching with Mathematics certificate—Lecturer in Mathematics (FL)
Craig Wilsman, M.S. in Recreation & Park Management—Lecturer in Sport & Fitness Leadership (FL)
Erica Wilson, Master of Public Health—Lecturer in Public Health (TN)
Cheryl L. Wissmann, Ph.D. in Practical Theology and Anthropology of Religion—Lecturer in Online Cornerstone Experience (OL)
Ronald Ziegler, M.A. in Political Science—Lecturer in History (FL)

Interdisciplinary Faculty

Brent L. Brewer, M.A. in Missiology, M.A. in Secondary Science Education; pursuing a Ph.D. from Oxford Centre for Missions Studies — Professor of Intercultural Studies (TN)
Matthew Broaddus, Ph.D. in Communication and Information—Dean of the School of Communication & Creative Arts, Professor of Communication (TN)

David Mahfood, Ph.D. in Religious Studies—Assistant Professor in Bible & Theology (FL)
Gerald L. Mattingly, Ph.D. in Christian Missions—Professor of Intercultural Studies (TN)
Ruth Reyes, Ed.D. in Higher Education—Assistant Dean of the School of Communication & Creative Arts, Professor of Music (FL)
Sean M. Ridge, Ph.D. in Family Therapy—Professor of Counseling (TN)
Donald R. Trentham, M.M.in Music—Director of Music Education Program, Professor of Music (TN)

Administrative and Staff Faculty

Diane Adams, B.A. in Bible—Associate Registrar (FL)
Kelly Handy Estes, M.S. in Education—Director of Academic Support, Staff Instructor in Education (TN)
Sally Folden, M.A.in Spanish—Staff Instructor in Spanish (TN)
Andrew Frazier, M.A. in New Testament, pursuing Ed.D. in Educational Leadership—Registrar, Instructor in Arts & Sciences (TN)
John C. Ketchen, Ph.D. in Educational Psychology—Associate Provost for Online Education, Professor of Speech and Education (TN)
David A. Legg, M.A. in New Testament—Vice President for Student Services and Dean of Students, Associate Professor of Ministry (TN)
Carolyn E. Lowe, M.S.L.S. in Library Science—Library Director, Associate Professor of Library Science (TN)
Paulette Prinston, M.S. in Teacher Education—Staff Instructor in French (TN)
L. Thomas Smith, Jr., Ph.D. in History—President, Professor of History and Theology (TN)
Linda Stark, M.L.S. in Library Science—Technical Services Librarian (FL)
Garrett Thompson, M.A. in New Testament, pursuing Ph.D. in Biblical Studies—Assistant Director of Academic Support and Assistant Director of Career Services, Staff Instructor in Bible (FL)
Jon Weatherly, Ph.D. in New Testament Exegesis—Vice President for Academic Affairs/Provost, Professor of New Testament (TN)

Staff

Anna Fickley, B.S. in Human Services—Future of Hope Program Coordinator & Recruitment Specialist (TN)
Abby Wheeler, B.A. in Intercultural Studies—Urban Alliance Administrative Coordinator (TN)

NOTE: Interdisciplinary faculty members are assigned to another Johnson University school, but teach courses in the School of Arts & Sciences. Administrative faculty members are full-time administrators who hold academic credentials in a field related to Arts & Sciences. They influence academic programs, but may or may not teach on a regular basis. The parenthetical note identifies the campus where individuals are based ("TN" for Tennessee, "FL" for Florida, "OL" for Online), or they may also operate at ExtendEd sites ("AZ" for Arizona, "IN" for Indianapolis).

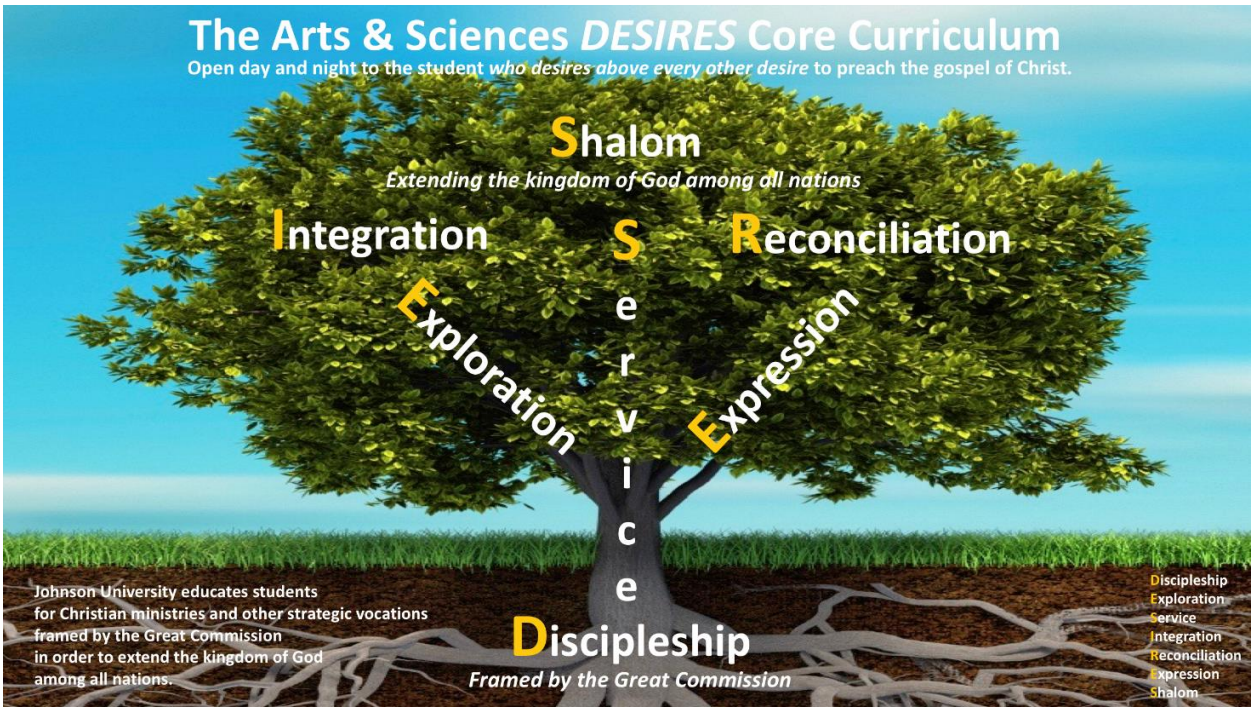
Academic Programs

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

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Additional Information
School of Arts & Sciences			
• Arts & Sciences Core (all baccalaureate programs)	TN FL OL		
• Honors Program (eligible students in any major)	TN		
• B.A./B.S. in English	TN		
—Literature Concentration	TN		
—Rhetoric & Writing Concentration	TN		
• A.A. in English	TN		
• English Minor	TN		
• B.A./B.S. in History	TN		
• A.A. in History	TN		
• A.S. in History	TN		
• History Minor	TN		
• A.A./A.S. in Interdisciplinary Studies	TN, FL, OL		
• B.A./B.S. in Public Health	TN		
• A.S. in Public Health	TN		
• Public Health Minor	TN		
• B.A./B.S. in Religious Studies	TN		
• B.S. in Sport & Fitness Leadership	TN FL		
—Fitness Science Concentration	TN FL		
—Sport Administration Concentration	TN FL		
—Sport & Fitness Ministry Concentration	TN FL		
—Sport & Fitness Outreach Concentration	TN FL		
• B.A./B.S. in Sport & Fitness Leadership (Physical Education Grades K-12) Major	TN		
• A.S. in Sport & Fitness Leadership	TN FL		
• Sport & Fitness Leadership Certificate	TN FL		

Arts & Sciences Core Curriculum

Overview. For 125 years, Johnson University's Arts & Sciences core curriculum has served a crucial role in educating students *who desire above every other desire* to preach and live out the gospel of Christ (Ashley Johnson). As a Great Commission university seeking to equip students to make disciples of Jesus Christ among all nations (Matthew 28:18-20), 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 (***Shalom***) might be fulfilled in our lives and in our service.



Goals: The seven overarching goals of the Arts & Sciences core curriculum are intended to guide students toward a lifelong journey of growing in Christ, as they love, serve, and lead others in their personal and professional lives. We believe students who desire the instruction of the Lord and meditate upon it day and night are like trees planted by streams of water who bear the fruit of human flourishing (***Shalom***) in whatever they do (Psalm 1). Johnson University's ***Discipleship*** community forms the roots from which the Arts & Sciences Curriculum grows. ***Service*** forms the trunk connecting every facet of learning. ***Exploration*** and ***Expression*** are the branches upon which the photosynthesizing leaves of ***Integration*** and ***Reconciliation*** grow. Each element of the curriculum is designed to organically foster graduates capable of bearing the fruit of extending the kingdom of God (***Shalom***) in every facet of society, in every society on earth.

Student Learning Outcomes: While every course in the Arts & Sciences general education curriculum is guided by our overall goals, our student learning outcomes are specifically targeted in particular courses.

Framed by the Great Commission…

DISCIPLESHIP: Graduates (will be able to) *demonstrate understanding of the gospel and apply personal and corporate spiritual practices to know and love both God and neighbor.*

EXPLORATION: Graduates (will be able to) *apply research methodologies from diverse sources and disciplines to understand the global human experience.*

SERVICE: Graduates (will be able to) *demonstrate the ability to assess and organize appropriate responses to the needs of others through reflective engagement and servant leadership to church, community, creation and "the least of these."*

INTEGRATION: Graduates (will be able to) *connect, interpret, and synthesize their understanding of the human experience with a Christian worldview.*

RECONCILIATION: Graduates (will be able to) *demonstrate the value of fostering social justice and relational unity between people of diverse perspectives, creeds, cultures, and ethnicities.*

EXPRESSION: Graduates (will be able to) *demonstrate the ability to read, comprehend, and create new and original works in oral, written and artistic mediums.*

SHALOM: Graduates (will be able to) *demonstrate intercultural competency and engagement.*

…In order to extend the kingdom of God among all nations.

Modality: Johnson University offers the Arts & Sciences Core face-to-face at its Tennessee (JUTN) and Florida (JUFL) campuses, as well as in an Online (JUOL) format.

Arts & Sciences Core Requirements: Florida and Tennessee students pursuing a Bachelor of Arts (B.A.) degree complete a 62-credit version of the Arts & Sciences core curriculum, which includes two years of foreign language study. Florida and Tennessee students seeking a Bachelor of Science (B.S.) degree complete a 56-credit version, which includes additional courses in the applied and social sciences. Online students pursuing a Bachelor of Arts (B.A.) degree complete a 58-credit version of the Arts & Sciences core curriculum, which includes two years of foreign language study. Online students seeking a Bachelor of Science (B.S.) degree complete a 52-credit version, which includes additional courses in the applied and social sciences.

TENNESSEE (JUTN)
B.A./B.S. Arts & Sciences Core Requirements

DISCIPLESHIP (5 credits): Graduates *demonstrate understanding of the gospel and apply personal and corporate spiritual practices to know and love both God and neighbor.*

- PRMN 1500 Large & Small Group Chapel Requirement (4 credits) ½ credit each term
- HUMN 1201 Freshman Cornerstone Seminar (1), (or HUMN 3201 Transfer Cornerstone Seminar)

EXPLORATION (16 credits for B.A., 22 credits for B.S.): Graduates *apply research methodologies from diverse sources and disciplines to understand the global human experience.*

- ENGL 1100 Introduction to Literature (3)
- HIST 1100/‡1200 World Civilizations I & II (6)
- MATH 2100 Quantitative Literacy (3) or other approved Math course
- Laboratory Science Elective (4)

B.S. Only

- Applied Science Elective (3)
- Social & Behavioral Sciences Elective (3)

SERVICE (1 credit): Graduates *demonstrate the ability to assess and organize appropriate responses to the needs of others through reflective engagement and servant leadership to church, community, creation and "the least of these."*

- ‡HUMN 1501 Service-Learning & Discipleship (1)
- PRMN 1000 Service and Learning Together (SALT) (0) a minimum of 120 total hours served

INTEGRATION (9 credits): Graduates *connect, interpret, and synthesize their understanding of the human experience with a Christian worldview.*

- ‡PHIL 2100 Philosophical Inquiry & Critical Thinking (3)
- Arts & Sciences Elective (3)
- HUMN 4200 Senior Capstone Seminar (3)

RECONCILIATION (6 credits): Graduates *demonstrate the value of fostering social justice and relational unity between people of diverse perspectives, creeds, cultures, and ethnicities.*

- SPSY 1100 Interpersonal & Family Relationships (3)
- HIST 4200 History of the Restoration Movement (3)

EXPRESSION (21 credits for B.A., 9 credits for B.S.): Graduates *demonstrate the ability to read, comprehend, and create new and original works in oral, written and artistic mediums.*

- ‡ENGL 1013 English Composition I (3)
- COMM 1013 Introduction to Speech (3)
- Fine Arts Elective (3)

B.A. Only

- World Language Elective I-IV (12) [Chinese, French, Greek or Hebrew, Spanish]

SHALOM: (4 credits): Graduates *demonstrate intercultural competency and engagement.*

- ANTH 1100 Encountering Cultures (3)
- ‡HUMN 1601 Multicultural Experience (1)

Total Credits in Tennessee Arts & Sciences: 62 for B.A., or 56 for B.S.

‡*NOTE:* M.U.S.E. course

FLORIDA (JUFL)
B.A./B.S. Arts & Sciences Core Requirements

DISCIPLESHIP (7 credits): Graduates *demonstrate understanding of the gospel and apply personal and corporate spiritual practices to know and love both God and neighbor.*

- PRMN 1500 Large & Small Group Chapel Requirement (4 credits) ½ credit each term
- HUMN 1100 Freshman Cornerstone Experience (3)

EXPLORATION (16 credits for B.A., 22 credits for B.S.): Graduates *apply research methodologies from diverse sources and disciplines to understand the global human experience.*

- ENGL 1100 Introduction to Literature (3)
- HIST 1100/1200 World Civilizations I & II (6)
- MATH 2100 Quantitative Literacy (3) or other approved Math course
- Laboratory Science Elective (4)

B.S. Only

- Applied Science Elective (3)
- Social & Behavioral Sciences Elective (3)

SERVICE (0 credit): Graduates *demonstrate the ability to assess and organize appropriate responses to the needs of others through reflective engagement and servant leadership to church, community, creation and "the least of these."*

- PRMN 1000 Service and Learning Together (SALT) (0) A minimum of 120 total hours served

INTEGRATION (9 credits): Graduates *connect, interpret, and synthesize their understanding of the human experience with a Christian worldview.*

- PHIL 2100 Philosophical Inquiry & Critical Thinking (3)
- Arts & Sciences Elective (3)
- HUMN 4200 Senior Capstone Seminar (3)

RECONCILIATION (6 credits): Graduates *demonstrate the value of fostering social justice and relational unity between people of diverse perspectives, creeds, cultures, and ethnicities.*

- SPSY 1100 Interpersonal & Family Relationships (3)
- HIST 4200 History of the Restoration Movement (3)

EXPRESSION (21 credits for B.A., 9 credits for B.S.): Graduates *demonstrate the ability to read, comprehend, and create new and original works in oral, written and artistic mediums.*

- ENGL 1013 English Composition I (3)
- COMM 1013 Introduction to Speech (3)
- Fine Arts Elective (3)

B.A. Only

- World Language Elective I-IV (12) [Chinese, French, Greek or Hebrew, Spanish]

SHALOM: (3 credits): Graduates *demonstrate intercultural competency and engagement.*

- ANTH 1100 Encountering Cultures (3)

Total Credits in Florida Arts & Sciences: 62 for B.A., or 56 for B.S.

ONLINE (JUOL)
B.A./B.S. Arts & Sciences Core Requirements

DISCIPLESHIP (3 credits): Graduates *demonstrate understanding of the gospel and apply personal and corporate spiritual practices to know and love both God and neighbor.*

- HUMN 1102 Online Cornerstone Experience (3)

EXPLORATION (16 credits for B.A., 22 credits for B.S.): Graduates *apply research methodologies from diverse sources and disciplines to understand the global human experience.*

- ENGL 1100 Introduction to Literature (3)
- HIST 1100/‡1200 World Civilizations I & II (6)
- MATH 2100 Quantitative Literacy (3)
- Laboratory Science Elective (4)

B.S. Only

- Applied Science Elective (3)
- Social & Behavioral Sciences Elective (3)

SERVICE (0 credit): Graduates *demonstrate the ability to assess and organize appropriate responses to the needs of others through reflective engagement and servant leadership to church, community, creation and "the least of these."*

- Embedded in twelve courses at an average of 10 hours of service per course, for a total of approximately 120 service hours.

INTEGRATION (9 credits): Graduates *connect, interpret, and synthesize their understanding of the human experience with a Christian worldview.*

- ‡PHIL 2100 Philosophical Inquiry & Critical Thinking (3)
- Arts & Sciences Elective (3)
- HUMN 4200 Senior Capstone Seminar (3)

RECONCILIATION (6 credits): Graduates *demonstrate the value of fostering social justice and relational unity between people of diverse perspectives, creeds, cultures, and ethnicities.*

- SPSY 1100 Interpersonal & Family Relationships (3)
- HIST 4200 History of the Restoration Movement (3)

EXPRESSION (21 credits for B.A., 9 credits for B.S.): Graduates *demonstrate the ability to read, comprehend, and create new and original works in oral, written and artistic mediums.*

- ‡ENGL 1013 English Composition I (3)
- COMM 1013 Introduction to Speech (3)
- Fine Arts Elective (3)

B.A. Only

- World Language Elective I-IV (12) [Chinese, French, Greek, Hebrew or Spanish]

SHALOM: (3 credits): Graduates *demonstrate intercultural competency and engagement.*

- ANTH 1100 Encountering Cultures (3)

Total Credits in Online Arts & Sciences: 58 for B.A., or 52 for B.S.

‡*NOTE:* M.U.S.E. course

Electives. Since *Exploration* is an important goal of the Arts & Sciences Core Program, students are encouraged to use elective courses to explore new modes of inquiry.
(*NOTE:* Not every course is offered every term nor on every campus/program.)

Fine Arts Elective(3 credits)—choose 3 credits:

ARTS 3100 Art Appreciation (3)
COMM 2199 Royal Scribe Staff (1)
COMM 2901 Communication & Christian Faith (3)
COMM 3205 Photography (3)
ENGL 3110 Performing Shakespeare (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3470 Film & Literature (3)
HUMN 3113 Theology in Film (3)
HUMN 4103 Advanced Film in Theological Context (3)
ICCS 3200 Culture, Art & Science in China (3)
MUAP XXXX Ensembles, Voice, Piano, or Guitar (1-2)
MUSC 1100 Musicianship Skills (3)
MUSC 2100 Music Appreciation (3)
THEO 3113 Theology in Film (3)
Other course approved by Dean of Arts & Sciences (3)

Arts & Sciences Elective (3 credits)—choose one:

ANTH 2023 Introduction to Archaeology: History, Methods, & Great Discoveries (3)
ANTH 3103 Race & Ethnicity in the American Experience (3)
ANTH 3300 Cultural Anthropology (3)
COMM 2900 Society & Media (3)
COMM 3903 Communication Special Topics (3)
ECON 2103 Economics (3)
ECON 3100 Personal & Family Economic Decision-Making (3)
ENGL 2010 Survey of British Literature (3)
ENGL 2020 Survey of American Literature (3)
ENGL 2110 Survey of World Literature I: Ancient (3)
ENGL 2120 Survey of World Literature II: Modern (3)
ENGL 3200 Advanced Composition (3)
ENGL 3353 Rhetoric of Prophetic Black Preachers (3)
ENGL 3410 19th Century Russian Writers (3)
ENGL 3420 20th Century British Writers: The Inklings (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3450 African Literature & Cultures (3)
ENGL 3460 Women Writers in World Literature (3)
ENGL 3480 African American Literature (3)
ENGL 3490 Literature of India (3)
ENGL 4400 Immigrant Literature (3)
ENGL 4410 Western Epics (3)
ENGL 4420 Postcolonial Literature and Theory (3)
ENGL 4430 British Modernism (3)

ENGL 4440 Literature of the Caribbean (3)
FAMS 2203 Human Development (3)
HIST 2100 American History I (3)
HIST 2123 History of Christianity (3)
HIST 2200 American History II (3)
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 & Religion in American History (3)
HIST 3320 History of Ancient Graeco-Roman Society (3)
HIST 4110 Topics in American History to 1815 (3)
HIST 4120 Topics in 19th Century American History to 1877 (3)
HIST 4130 Topics in American History 1877-1945 (3)
HIST 4140 Topics in American History since World War II (3)
HIST 4220 History of Christian Spiritual Formation (3)
HIST 4340 History & Cultures of Africa (3)
HLSC 2103 Health & Fitness Science (3)
HUMN 2110 Great Books I (1)
HUMN 1601 Multicultural Experience (1)
HUMN 3100 Humanities I: Classical Antiquity (3)
HUMN 3110 Great Books II (1)
HUMN 3203 Spiritual Formation (3)
HUMN 3303 Introduction to Unity and Reconciliation Studies (3)
HUMN 3400 Humanities II: Early Christianity & Medieval World (3)
HUMN 3503 Literature and Theology of Race (3)
HUMN 4100 Humanities III: Renaissance to the Enlightenment (3)
HUMN 4103 Advanced Film in Theological Context (3)
HUMN 4110 Great Books III (1)
HUMN 4410 Great Books IV (1)
HUMN 4400 Humanities IV: 19th to 21st Centuries (3)
ICCS 4710 History of Modern China (3)
ICCS 3200 Culture, Art & Science in China (3)
ICCS 3360 Religion & Philosophy in China (3)
ICIS 2310 Islam: History, Beliefs, and Practices (3)
ICIS 3115 Modern Middle East (3)
ICLA 2200 History & Cultures of Latin America (3)
ICLA 3300 Religions of Latin America (3)
ICST 2133 Intercultural Communication (3)
PHIL 2100 Philosophical Inquiry & Critical Thinking (3)
PHIL 2110 Philosophy of Religion (3)
PHIL 4210 Applied Ethics (3)
RELS 3110 Apologetics I: Foundations for Defending Theism (3)
RELS 3120 Apologetics II: Evidence for Christian Theism (3)
RELS 3260 History & Theology of Judaism (3)
RELS 4110 Ancient Near Eastern Religions (3)
RELS 4120 Religions of Ancient Greece & Rome (3)

SCIN 3201 Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*
(SCIN 3203 may be taken without the lab, SCIN 3201. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)
SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*
SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*
SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*
(SCIN 3503 may be taken without the lab, SCIN 3501. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)
SCIN 3601 Biodiversity Lab (1)
SCIN 3603 Biodiversity: Concepts and Methods (3)
SCIN 4013 Ecology (3)
THEO 3113 Theology in Film (3)
Other course approved by Dean of Arts & Sciences (3)

Social & Behavioral Sciences Elective (3 credits) [B.S. student only]— choose one:
Courses with prefix ANTH, ECON, PSYC, or SPSY (3), or
PBHL 4110 Drugs & Society (3)

World Language Elective (*12 credits*) [B.A. student only]— choose one language:

CHIN 2100 Chinese I (3)
CHIN 2200 Chinese II (3)
CHIN 3200 Chinese III (3)
CHIN 3210 Chinese IV (3)

FREN 2100 French I (3)
FREN 2200 French II (3)
FREN 3200 French III (3)
FREN 3210 French IV (3)

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)

SPAN 2100 Spanish I (3)
SPAN 2200 Spanish II (3)
SPAN 3200 Spanish III (3)
SPAN 3210 Spanish IV (3)

Other language approved by Dean of Arts & Sciences (12)

Natural Science Electives (4 credits for B.A./7 Credits for B.S.)

B.A. students choose ***one*** of the following lecture + lab combinations or 4-credit courses to fulfill their four-credit Natural Science requirement.

Laboratory Science Elective (4 credits)—choose one with the lab section:

SCIN 3100 Biological Science with Lab (4) [Spring, FL/OL]

SCIN 3200 Science Concepts & Methods with Lab (4) [Summer, OL]

SCIN 3203 Science Concepts & Methods (3) *and*
SCIN 3201 Science Concepts & Methods Lab (1) [Fall, TN/FL]

SCIN 3303 Animal Biology (3) *and*
SCIN 3301 Animal Biology Lab (1) [Spring, TN]

SCIN 3403 Plant Biology (3) *and*
SCIN 3401 Plant Biology Lab (1) [Fall, TN]

SCIN 3503 Water Science & Human Thriving (3) *and*
SCIN 3501Water Science & Human Thriving Lab (1) [Fall, TN]

PBHL 2204 Anatomy & Human Body Systems with Lab (4) [TN]

B.S. students choose ***a course from each of the following categories*** in order to fulfill their 7-credit Natural Science Requirement:

Laboratory Science Elective (4 credits)—choose one with the lab section:

SCIN 3100 Biological Science with Lab (4) [Spring, FL/OL]

SCIN 3200 Science Concepts & Methods with Lab (4) [Summer, OL]

SCIN 3203 Science Concepts & Methods (3) *and*
SCIN 3201 Science Concepts & Methods Lab (1) [Fall, TN/FL]

SCIN 3303 Animal Biology (3) *and*
SCIN 3301 Animal Biology Lab (1) [Spring, TN]

SCIN 3403 Plant Biology (3) *and*
SCIN 3401 Plant Biology Lab (1) [Fall, TN]

SCIN 3503 Water Science & Human Thriving (3) *and*
SCIN 3501Water Science & Human Thriving Lab (1) [Fall, TN]

SCIN 3603 Biodiversity: Concepts and Methods (3) *and*
SCIN 3601 Biodiversity Lab (1) [TN]

PBHL 2204 Anatomy & Human Body Systems with Lab (4) [TN]

Applied Science Elective (3 credits) —choose one not chosen above:

HLSC 2103 Health & Fitness Science (3)
SCIN 3200 Science Concepts & Methods with Lab (4) [Summer, OL]
SCIN 3203 Science Concepts & Methods (3) [Fall, TN/FL]
SCIN 3503 Water Science & Human Thriving (3) [TN]
SCIN 3603 Biodiversity: Concepts and Methods (3) [TN]
PBHL 3203 Nutrition (3) [TN]
PBHL 3113 Intro to the Study of Diseases (3) [TN]
SCIN 3220 Introduction to Meteorology (3) [OL]
SCIN 4013 Ecology (3) [Currently F2F only]

Freshman Cornerstone Seminar. The Freshman Cornerstone Seminar lays a foundation for undergraduate studies at Johnson University. It includes (1) an explanation of Johnson University's approach to higher education as a "Great Commission University," showing how students may equip themselves for service as ambassadors of Christ; and (2) a focus on student success skills and best practices. HUMN 1102 Online Cornerstone Experience provides a similar foundation for online students.

Senior Capstone Seminar. The Senior Capstone Seminar represents the culmination of undergraduate studies at Johnson University and a bridge to lifelong education. Students integrate the Bible, Arts and Sciences, and professional areas of the curriculum through the discipline of Ethics.

Mathematics Requirement. Students who earn a score of 23+ on the math section of the ACT or 560+ on the math section of the SAT should fulfill their Mathematics requirement in the Arts & Sciences Core with MATH 2200 College Algebra or any higher-level math course that is appropriate for their program needs. Students who earn a math score less than these threshold values are encouraged to fulfill their Mathematics requirement in the Arts & Sciences Core with MATH 2100 Quantitative Literacy.

Spiritual Formation. 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.

While the entire Johnson University curriculum helps students develop spiritually, three elements of the Arts & Sciences Core make special contributions:

- ***The Service-Learning Program*** provides opportunities for students to apply classroom learning to real-life situations through voluntary service in the church and community. Students serve under the mentorship of the Service-Learning Coordinator and field supervisors. The program is designed to achieve five goals:
  - Students take a holistic approach to education that reinforces and expands classroom learning.
  - Students provide services that benefit the church and/or community.
  - Students grow in their self-understanding as they identify their gifts and strengths, and confirm their career decisions.
  - Students develop a lifelong commitment to community involvement and civic engagement.
  - Students develop life skills, including critical thinking, problem solving, and the ability to work with others.

  JUTN and JUFL students enroll in PRMN 1000 Service Learning each term as part of the Arts & Sciences Core. Johnson University requires undergraduate students in face-to-face, baccalaureate programs to complete 120 clock hours of Service-Learning in order to graduate. Associate's degrees require 60 credit hours. Transfer students must complete the same number of Service-Learning hours as the number of credits they must complete to graduate. Teacher Education majors are exempt from PRMN 1000 Service Learning in the Arts & Sciences Core

because they fulfill such requirements through their Field Experiences.

Service-Learning hours may be fulfilled in various ways. To illustrate: (1) Students may find their own place of service and, following guidelines of acceptable forms of service listed in the Service-Learning syllabus, report the hours served each term to the Service-Learning Coordinator. (2) Some professors assign Service-Learning experiences as part of their courses. (3) Campus-wide projects may be offered to fulfill a designated number of hours. (4) Academic programs may require students to participate in program-wide service projects as part of their learning experience. (5) Another opportunity for service comes each Spring when students are released from school for the Week of Evangelism and Service-Learning. Some students use this time to engage in short-term mission trips and other intensive ministry experiences. Typically, Service-Learning activities incorporate student reflections on their experiences and feedback from field supervisors to promote future growth.

To ensure that the program will fulfill its intended purpose, students should observe the following guidelines:

- Most Service-Learning experiences are capped at earning 20 hours per term, although certain exceptions can apply.
- JUOL students fulfill their Service-Learning requirements through Service-Learning assignments embedded into their courses.

- ***Chapel*** services expose JUFL and JUTN campus-based students to Christian leaders from around the world, providing a sense of the great scope and variety of God's global mission. Weekly Chapel Groups enable students to pursue individual interests. Full-time traditional undergraduate students earn 0.5 credit each term for participating in PRMN 1500 Chapel. Students enrolled in 5.9 credits or less are not required to enroll in Chapel. No more than one week of absences earns a grade of "A." No more than two weeks of absences earns a "B." More than two weeks of absences earns an "F." Students should consult the Chapel syllabus for more information, including the chapel make-up policy. Students who fail PRMN 1500 Chapel may also make up the credit by completing an online Spiritual Formation course, such as CMPR 3203 Spiritual Formation.
- ***Spiritual Formation Courses***, combined with practicum experiences, offer non-traditional online students similar opportunities to grow spiritually. In some cases, Spiritual Formation courses are embedded within professional majors (e.g. CMPR 3203 Spiritual Formation).

Cross-Cultural Experiences. As a "Great Commission University" equipping students to "go and make disciples of all ethnic groups," Johnson University requires every student to experience the growth that comes from meaningful interaction with people of other cultures and backgrounds. Some required courses (e.g. ANTH 1100 Encountering Cultures and HUMN 1601 Multicultural Experience include experiences that take students outside their cultural "comfort zones." Likewise, Service Learning programs, the Week of Evangelism and Service Learning, short-term mission trips, the Urban Lab, study abroad, and other events provide opportunities for learning and service in cross-cultural or multicultural settings.

Customized Versions of the Arts & Sciences Core. Students who enroll in certain professional majors (e.g. Teacher Education and the Honors Program) complete a customized version of the Arts & Sciences Core. Such programs may substitute one course for another within the Core, or

they may mandate certain electives in the Fine Arts, Natural Sciences, and/or Social & Behavioral Sciences. For specific requirements, see the descriptions of the professional majors (below).

Applying Arts & Sciences Core Courses to Professional Majors ("Double Dipping"). In some cases, a course may fulfill requirements for *both* the Arts & Sciences Core *and* a professional major. (For guidance, see the descriptions of undergraduate majors, which appear below.) To illustrate: Students majoring in Communication may count COMM 2901 Communication & Christian Faith *both* as part of the major and as their Fine Arts Elective in the Arts & Sciences Core. Students who "double dip" in this way may need to complete additional General Electives to fulfill the 120-unit requirement for a bachelor's degree. Please note:

- ABHE accreditation standards prohibit students from using courses in the Bible & Theology Major to fulfill Arts & Sciences Core Requirements. To illustrate: Students may not use Bible courses to fulfill Literature requirements in the Arts & Sciences Core.
- SACSCOC and ABHE accreditation standards define the Arts & Sciences Core as "general" education. Accordingly, courses applied to the Core must be "general" in nature rather than specialized courses linked to a particular profession. To illustrate: Students may not count CMPR 4320 Pastoral Counseling as a Social & Behavioral Sciences Elective in the Arts & Sciences Core.

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 transfer guidelines for the Arts & Sciences Core. The Office of the Registrar applies the guidelines in consultation with the Dean of the School of Arts & Sciences and the Provost. For the full policy on course transfers, see "Credit for Prior Learning" under "Academic Policies & Procedures."

M.U.S.E. Program

Metacognitive Understanding for Service Engagement

"Helping students recognize the connection between their classroom learning and their service-learning."

What is Metacognitive Understanding?

"Being aware of the relations between oneself, one's acts of learning, knowledge and the world."
-Dahlin

Why this Plan?

- University assessment (NSSE) found that Johnson University students do not recognize when they are being challenged to think critically.
- Metacognition helps students recognize how they learn and to make connections between the various parts of their educational experiences.
- A program centered on metacognition addresses many of the items on the "wish list" of Johnson University faculty identified in brainstorming sessions for a future Quality Enhancement Plan.

- The plan is designed to support the University's mission, especially the emphasis on training Christian leaders who embody the Great Commission.

Plan Overview
The M.U.S.E. program adds metacognitive elements to both parts of the Johnson University's core curriculum:

M.U.S.E. courses add specific metacognitive elements to five core courses from both the Arts & Sciences core and Bible & Theology major. These courses will include techniques that reflect both Knowledge of Cognition and Regulation of Cognition processes. Faculty will receive specialized training in these processes and a variety of metacognitive techniques. Each M.U.S.E. course will also explore the theme "In Dialog with the Other," including addressing "Who is the Other?" and "How can I engage in constructive dialog with the Other?"

M.U.S.E. Courses are:

- HUMN 1501 Service-Learning & Discipleship
- HUMN 1601 Multicultural Experience
- ENGL 1013 English Composition I
- HIST 1200 World Civilizations II
- PHIL 2100 Philosophical Inquiry & Critical Thinking
- BIBL 2201 Orientation to the New Testament
- BIBL 2130 Exegetical Methods

In addition to adding elements to existing programs, we are also creating a new course, called Field Research, to integrate the academic and service curricula. The Field Research course will be available for any juniors and seniors who choose to pursue it. There will be a number of pathways for completing a research project, including a course for academic credit, using SALT hours, and other major - specific research courses.

Honors Program

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

Overview. The Honors Program (HP) offers academically talented undergraduates on the Tennessee campus an opportunity to enhance their University experience through creative coursework, regional cultural events, and association with a small group of outstanding students. Participants enjoy a rich and rigorous educational experience that provides excellent preparation for graduate school or seminary. Incoming freshmen and rising sophomores who meet HP requirements may apply for admission to the program, which begins every Fall Term.

Modality. Johnson University offers the Honors Program face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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

- Special courses and optional minors
- Honors recognition on diplomas and transcripts
- HP Wednesday Chapel Groups

- Off-campus events each academic year
- Annual HP reception
- Extra work-study opportunities
- Early registration
- Waiver of extra charges for a term overload
- Waiver of extra charges for a course audit
- Camaraderie of program membership

Academic Elements. Like other baccalaureate students, Honors Program participants must complete the Arts & Sciences Core, the Bible & Theology Major, and at least one professional major or minor. Honors students are exempt from two courses (6 credit hours) included in the Arts & Sciences Core—namely, ENGL 1100 Introduction to Literature and ENGL 1013 English Composition I. In their place, students complete three courses (9 credit hours) designed for and limited to HP program members and other advanced students:

- ENGL 2340 Intermediate Composition (also included in English Major), ENGL 3200 Advanced Composition, or ENGL 4350 Writer's Workshop
- CMPR 3600 Spiritual Formation: Honors Program, which includes a retreat
- A special upper division elective with the Honors Program Coordinator

Program members also participate in Wednesday HP Chapel Groups for at least three terms. These small groups read and discuss important books that combine academic issues with worship. They also provide access to visiting speakers or lecturers.

Honors Program students may pursue *any* of Johnson University's undergraduate professional majors or minors (e.g. Ministry, Education, Communication, Intercultural Studies, Family Studies). They also have the option of designing a customized pre-seminary or pre-graduate school minor(s) with a focus in History, Literature, or Religious Studies. Each minor requires a total of 18 credit hours, or six courses in any one of these areas of study. Students work with the HP coordinator, the Dean of Arts & Sciences, and faculty subject matter experts to design the minor and select appropriate courses.

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 three performances or events distributed over Fall and Spring Terms each academic year. 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:

- Abbey of Gethsemani (Bardstown, Kentucky)
- American Museum of Science and Energy (Oak Ridge, Tennessee)
- Appalachian Ballet Company (Knoxville, Tennessee)
- Bijou Theater (Knoxville, Tennessee)
- Cades Cove (Great Smoky Mountains National Park)

- Clarence Brown Theatre (Knoxville, Tennessee)
- East Tennessee Historical Center (Knoxville, Tennessee)
- Fort Loudoun State Historic Park (Vonore, Tennessee)
- Knoxville Museum of Art (Knoxville, Tennessee)
- Knoxville Opera (Knoxville, Tennessee)
- Knoxville Symphony Orchestra (Knoxville, Tennessee)
- Knoxville Zoo (Knoxville, Tennessee)
- McClung Museum (University of Tennessee)
- Oak Ridge National Laboratory (Oak Ridge, Tennessee)
- Ramsey House Plantation (Knoxville, Tennessee)
- Ripley's Aquarium of the Smokies (Gatlinburg, Tennessee)
- Tennessee Museum of Aviation (Sevierville, Tennessee)

Honors Program Admission Requirements. Incoming freshmen who have been accepted into the University and meet certain academic requirements may apply for admission to the Honors Program. Rising sophomores who have been recommended by the faculty and meet the requirements may also be invited to apply. Admission requirements include:

- 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 freshmen)
- Placement in upper 10% of high school graduating class (incoming freshmen)

  [*NOTE:* Applicants who meet two of the three criteria listed above may appeal to the Honors Program Coordinator for special consideration.]

- Three letters of reference – with an academic focus (all applicants)

  The three HP reference letters supplement the reference letters required of all students who apply for admission into the University. They should come from people familiar with the applicant's academic background, interests, and abilities. For freshmen applicants, the best letters come from high school teachers, administrators, or leaders of organizations with which the applicants have connections. The best letters for rising sophomores come from university professors or administrators who have personal knowledge of the applicant's academic interests and abilities. Reference letters must arrive in the HP Office by the first Monday of August, prior to the start of Fall Term. Letters may be mailed to Gerald Mattingly, Honors Program Coordinator, Johnson University, 7900 Johnson Drive, Knoxville, TN 37998, or by email to gmattingly@JohnsonU.edu.

- 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, leadership experience, personal and educational interests, participation in school and church activities, work experience, hobbies, travel, and long-term goals. Essays must arrive in the HP Office by the first Monday of August, prior to the start of Fall Term. Essays may be mailed to Gerald Mattingly, Honors Program Coordinator, Johnson University, 7900 Johnson Drive, Knoxville, TN 37998, or by email to gmattingly@JohnsonU.edu.

- Interview with Dr. Gerald Mattingly, the Honors Program Coordinator (all applicants)

Applicants complete this interview on the Tennessee campus during their arrival on campus (Genesis Weekend) the weekend before Fall Term courses begin.

Requirements for Remaining in the Honors Program. To remain in the Honors Program, students must maintain a cumulative GPA of 3.4. 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 graduate with an honors diploma, students must be enrolled in Johnson University and the Honors Program for a minimum of three years.

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

Gerald L. Mattingly, Ph.D.
Honors Program Coordinator
Telephone: 1-865-251-2349
Email: Gmattingly@JohnsonU.edu

Pamela K. Mattingly
Honors Program Administrator
Telephone: 1-865-251-2349
Email: Pmattingly@JohnsonU.edu

Johnson Admissions Office
7900 Johnson Drive
Knoxville, TN 37998
Telephone: 1-800-827-2122
Email: JohnsonU@JohnsonU.edu

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.

Students may choose a Literature Concentration or a Rhetoric & Writing Concentration.

The Literature Concentration equips students to read, interpret, analyze, and write about literature.

The Rhetoric & Writing Concentration trains students in rhetoric and composition for a variety of rhetorical situations, including technical and professional writing, creative writing, and journalism.

Modality. Johnson University offers the English Major face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 understand and employ scholarly, academic research skills appropriate for the study of literature.

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.

Literature Concentration

SLO 5: Graduates will be able to conduct appropriate research about literature by formulating valid research questions, identifying and evaluating source materials, organizing and synthesizing data, and demonstrating proper citation practices.

SLO 6: Graduates will understand the range and practice of Literary Studies.

SLO 7: Graduates will read, interpret, and apply literary and textual criticism.

Rhetoric & Writing Concentration

SLO 8: Graduates will be able to conduct appropriate research about rhetoric and writing by formulating valid research questions, identifying and evaluating source materials, organizing and synthesizing data, and demonstrating proper citation practices.

SLO 9: Graduates will understand the range and practice of Rhetoric & Writing.

SLO 10: Graduates will read, interpret, and apply rhetorical theory and textual

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

English Core (18 credits)

Prerequisites

*ENGL 1013 English Composition I
*ENGL 1010 English Composition II for English Majors

Foundational Courses

*ENGL 2110	Survey of World Literature I: Ancient	3
ENGL 2120	Survey of World Literature II: Modern	3
ENGL 3313	Literary & Rhetorical Theory	3
ENGL 3310	English Language: History & Grammar	3

Concentration (choose one): *21-27*

Literature Concentration (21-27 credits)

ENGL 2010 Survey of British Literature (3)
ENGL 2020 Survey of American Literature (3)
ENGL 3450 Survey of African Literature (3)

Students earning a B.S. are required to take two additional English electives

Western Literature Electives (6)—choose two:

ENGL 3410 19th Century Russian Writers (3)
ENGL 3420 20th Century British Writers: The Inklings (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3470 Film & Literature (3)
ENGL 3480 African American Literature (3)
ENGL 4410 Western Epics (3)
ENGL 4430 British Modernism (3)

ENGL 4460 Literature & Theology of Grief (3)

Non-Western Literature Electives (6)—choose two:
ENGL 3410 19th Century Russian Writers (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3460 Women Writers in World Literature (3)
ENGL 3470 Film & Literature (3)
ENGL 3480 African American Literature (3)
ENGL 3490 Literature of India (3)
ENGL 4400 Immigrant Literature (3)
ENGL 4420 Postcolonial Literature & Theory (3)
ENGL 4440 Literature of the Caribbean (3)
ENGL 4450 Special Topics in Literature (3)
HUMN 3350 Literature & Theology of Race (3)

Rhetoric & Writing Concentration (21-27credits)
ENGL 2010 Survey of British Literature (3) OR
ENGL 2020 Survey of American Literature (3)
ENGL 2340 Intermediate Composition (3) *[required for B.S. only]*
ENGL 3200 Advanced Composition (3)
ENGL 3450 African Literature & Cultures (3)
ENGL 4310 Technical & Professional Writing (3)
ENGL 4320 Creative Writing (3) OR
ENGL 4998 Spiritual Formation & Creativity (3)
ENGL 4330 Journalism (3) OR
COMM 2100 Reporting for Mass Media (3)
ENGL 4350 Writer's Workshop (3)

Rhetoric & Writing Elective (3) [required for B.S. only] —choose one:
ENGL 3353 Rhetoric of Prophetic Black Preachers (3)
ENGL 4340 Special Topics in Writing (3)

Open Concentration (21-27 credits)
2000-Level English Electives (6)—choose two:
ENGL 2010 Survey of British Literature (3)
ENGL 2020 Survey of American Literature (3)
ENGL 2340 Intermediate Composition (3)

3/4000-Level English Electives (6-12 credits)—BA choose two, BS choose four:
ENGL 3200 Advanced Composition (3)
ENGL 3353 Rhetoric of Prophetic Black Preachers (3)
ENGL 3410 19th Century Russian Writers
ENGL 3420 20th Century British Writers: The Inklings (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3470 Film & Literature (3)
ENGL 4310 Technical & Professional Writing (3)
ENGL 4320 Creative Writing (3) OR
ENGL 4998 Spiritual Formation & Creativity (3)
ENGL 4330 Journalism (3) OR

COMM 2100 Reporting for Mass Media (3)
ENGL 4350 Writer's Workshop (3)
ENGL 4340 Special Topics in Writing (3)
ENGL 4410 Western Epics (3)
ENGL 4430 British Modernism (3)
ENGL 4450 Special Topics in Literature (3)
ENGL 4460 Literature & Theology of Grief (3)

3/4000-Level Multicultural English Electives (9)—choose three:
ENGL 3353 Rhetoric of Prophetic Black Preachers (3)
ENGL 3410 19th Century Russian Writers (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3460 Women Writers in World Literature (3)
ENGL 3470 Film & Literature (3)
ENGL 3480 African American Literature (3)
ENGL 3490 Literature of India (3)
ENGL 4400 Immigrant Literature (3)
ENGL 4420 Postcolonial Literature & Theory (3)
ENGL 4440 Literature of the Caribbean (3)
ENGL 4450 Special Topics in Literature (3)
HUMN 3350 Literature & Theology of Race (3)

TOTAL CREDITS IN MAJOR: *39-45*

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 for B.A.	53 credits
Bible & Theology Major	33 credits
General Electives	0 credits
English Major	39 credits
TOTAL:	*125 credits*

*<u>*NOTE*</u>:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 1010 English Composition II for English Majors in place of ENGL 1100 Introduction to Literature; and (3) ENGL 2110 Survey of World Literature I: Ancient as the Arts and Sciences Elective.

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

Arts & Sciences Core for B.S.	47 credits
Bible & Theology Major	33 credits
General Electives	0 credits
English Major	45 credits
TOTAL:	*125 credits*

*<u>*NOTE*</u>:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 1010 English Composition II for English Majors in place of ENGL 1100 Introduction to Literature; and (3) ENGL 2110 Survey of World Literature I: Ancient as the Arts and Sciences Elective.

Academic Standards. Students must complete the prerequisite courses with a grade of C or better, and must complete ENGL 3310, ENGL 3320, and ENGL 3330 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.

Small Group Chapels. Students must complete three (3) terms of a small group chapel that focuses on the Bible as literature and/or the Bible and literature. The final small group chapel, taken in the senior year, will serve as a senior exit seminar for the major. The English faculty will approve an internship and/or appropriate professional mentoring experience in lieu of one Small Group Chapel.

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.

Students may choose a Literature Concentration or a Rhetoric & Writing Concentration.

> *The Literature Concentration* trains students to read, interpret, analyze, and write about literature.
>
> *The Rhetoric & Writing Concentration* trains students in rhetoric and composition for a variety of rhetorical situations.

Modality. Johnson University offers the Associate of Arts in English face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 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 Associate of Arts in English consists of the following courses:

Arts & Sciences Core (33 credits)

Freshman Cornerstone (3) *3*

HUMN 1201 Freshman Cornerstone Seminar (1)
HUMN 1501 Service-Learning & Discipleship (1)
HUMN 1601 Multicultural Experience (1)
[*NOTE*: Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

ANTH 1100 Encountering Cultures 3
COMM 1013 Introduction to Speech 3
HIST 1100 World Civilizations I *OR* 3
HIST 1200 World Civilizations II (3)
PHIL 2100 Philosophical Inquiry & Critical Thinking 3

Natural Science Elective (4)—choose one set of corequisites: *4*

SCIN 3201 Science Concepts & Methods Lab (1) *(corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(corequisite: SCIN 3201*

SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*

SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*

SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*

SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

Spiritual Formation (2)

PRMN 1500 Chapel (4 terms) 2
PRMN 1000 Service Learning (4 terms) 0

World Language Elective (6)—choose one language: *6*

CHIN 2100 Chinese I (3)
CHIN 2200 Chinese II (3)

FREN 2100 French I (3)
FREN 2200 French II (3)

GREK 2100 Elementary Greek I (3)
GREK 2200 Elementary Greek II (3)

HEBR 2100 Elementary Hebrew I (3)
HEBR 2200 Elementary Hebrew II (3)

SPAN 2100 Spanish I (3)
SPAN 2200 Spanish II (3)

Fine Arts Elective OR

MATH 2100 Quantitative Literacy (3)—choose 3 credits *3*
(various options—for list, see the School of Arts & Sciences)

Arts & Sciences Elective (3)—choose 3 credits *3*
(various options—for list, see the School of Arts & Sciences)

Biblical & Theological Studies (15 credits)

BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of the Christian Faith OR approved elective	3
BIBL 2130	Exegetical Methods OR approved elective	3

Concentration (15 credits)—choose one: *15*

Literature Concentration (15 credits)

*ENGL 1013 English Composition I (3)
*ENGL 1010 English Composition II for English Majors (3)
2000-Level Literature Elective (3)
Multicultural/Non-Western Literature Elective (3)
Literature OR English Writing Elective (3)

Rhetoric & Writing Concentration (15 credits)

*ENGL 1013 English Composition I (3)
*ENGL 1010 English Composition II for English Majors (3)
ENGL 2340 Intermediate Composition OR
ENGL 3200 Advanced Composition (3)
2000-Level Literature Elective (3)
English Writing Elective (3)

(For list of possible Literature and Writing Electives in each concentration see the English Major)

TOTAL CREDITS IN DEGREE: *63*

**NOTE:* The following courses in this degree fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 1010 English Composition II for English Majors

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 face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 18 credit hours or six (6) classes **beyond** those classes already required for the Arts & Sciences Core (i.e. ENGL 1013 English Composition I and ENGL 1100 Introduction to Literature):

Prerequisites (6 credits)

*ENGL 1013 English Composition I
*ENGL 1100 Introduction to Literature

Minor Core (6 credits)

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

Electives (12) *12*

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

ENGL 2110 Survey of World Literature I: Ancient (3)
ENGL 2120 Survey of World Literature II: Modern (3)
ENGL 2010 Survey of British Literature (3)
ENGL 2020 Survey of American Literature (3
ENGL 2340 Intermediate Composition (3)

3/4000-level Multicultural English Elective (3)—choose one:

ENGL 3353 Rhetoric of Prophetic Black Preachers (3)
ENGL 3410 19th Century Russian Writers (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3450 African Literature & Cultures (3)
ENGL 3460 Women Writers in World Literature (3)
ENGL 3470 Film & Literature (3)
ENGL 3480 African American Literature (3)
ENGL 3490 Literature of India (3)
ENGL 4400 Immigrant Literature (3)
ENGL 4420 Postcolonial Literature & Theory (3)
ENGL 4440 Literature of the Caribbean (3)
ENGL 4450 Special Topics in Literature (3)
HUMN 3350 Literature & Theology of Race (3)

***3/4000-level English Electives (6)*—choose two:

ENGL 3200 Advanced Composition (3)
ENGL 3353 Rhetoric of Prophetic Black Preachers (3)
ENGL 3410 19th Century Russian Writers
ENGL 3420 20th Century British Writers: The Inklings (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3460 Women Writers in World Literature (3)
ENGL 3470 Film & Literature (3)
ENGL 3480 African American Literature (3)

ENGL 4310	Technical & Professional Writing (3)
ENGL 4320	Creative Writing (3) OR
ENGL 4998	Spiritual Formation & Creativity (3)
ENGL 4330	Journalism (3) OR COMM 2100 Reporting for Mass Media (3)
ENGL 4350	Writer's Workshop (3)
ENGL 4340	Special Topics in Writing (3)
ENGL 4410	Western Epics (3)
ENGL 4430	British Modernism (3)
ENGL 4450	Special Topics in Literature (3)
ENGL 4460	Literature & Theology of Grief (3)

TOTAL CREDITS IN MINOR: 18

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

Arts & Sciences Core for B.A.	53 credits
Bible & Theology Major	33 credits
General Electives	16 credits
English Minor	18 credits
TOTAL:	*120 credits*

*NOTE: The following courses are part of the Arts & Sciences Core and do not count towards the minor: ENGL 1013 and ENGL 1100.

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

Requirements for the B.S. in English. To earn the Bachelor of Science degree with a major in Bible & Theology and a minor in English, students must complete the following degree components:

Arts & Sciences Core for B.S.	47 credits
Bible & Theology Major	33 credits
General Electives	22 credits
English Minor	18 credits
TOTAL:	*120 credits*

*NOTE: The following courses are part of the Arts & Sciences Core and do not count towards the major: ENGL 1013 and ENGL 1100.

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

History Major

Program Director: Jason A. Mead, M.A.

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.

Students may choose either the B.A. degree track (which includes two years of world language studies) or the B.S. degree track. The faculty recommends the B.A. track for students who intend to do graduate work in the field.

Modality. Johnson University offers the History Major face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 one's own.

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

History Core (18 credits)		
*HIST 1100	World Civilizations I	3
*HIST 1200	World Civilizations II	3
HIST 2210	The Historian's Craft: Introduction to Historiography	3
*HIST 4200	History of the Restoration Movement	3
History Core Electives (6)—choose two:		*6*
HIST 2100	American History I (3)	
HIST 2200	American History II (3)	
HIST 2123	History of Christianity (3)	
Integration (3 credits)		
HIST 4400	History Senior Project/Internship	3
*History Electives (15 credits)**;***:		*15*
HIST 3100	Introduction to Public History (3)	
HIST/THEO 3201	World Christian History 1 (100-600) (3)	
HIST/THEO 3211	World Christian History 2 (600-1600) (3)	
HIST/THEO 3231	World Christian History 3 (1600-Present) (3)	
HIST 3241	Race and Religion in American History (3)	
HIST 4110	Topics in American History to 1815 (3)	
HIST 4120	Topics in 19th Century American History to 1877 (3)	
HIST 4130	Topics in American History 1877-1945 (3)	
HIST 4140	Topics in American History since World War II (3)	

**History Majors, with approval of advisors, may take one non-HIST course that covers historical areas of interest to the student. Examples include:

ENGL 3430 Contemporary Ethnic American Literature (3)
ICCS 3360 Religion & Philosophy in China (3)
ICCS 4710 History of Modern China (3)
ICIS 3115 Modern Middle East (3)

***Advanced students, with approval of advisor and the professor involved, may take one Independent Study course in a historical subject of interest to the student that is not a regularly offered course.

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 for B.A.	50 credits
Bible & Theology Major	33 credits
General Electives	1 credit
History Major	36 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HIST 1100 World Civilizations I; (2) HIST 1200 World Civilizations II; (3) HIST 4200 History of the Restoration Movement; and (4) an upper division History course as the Arts & Sciences Elective.

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

Arts & Sciences Core for B.S.	44 credits
Bible & Theology Major	33 credits
General Electives	7 credits
History Major	36 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HIST 1100 World Civilizations I; (2) HIST 1200 World Civilizations II; (3) HIST 4200 History of the Restoration Movement; and (4) an upper division History course as the Arts & Sciences Elective.

Academic Standards. Students must achieve a "B" (3.0) average in the four survey courses (World Civilizations I and II; American History I and II) to remain in the History Major. Students must achieve a "C+" (2.5) average for the entire History Major in order to graduate.

World Language Requirement. Students in the B.A. degree must complete at least 12 credit hours of a single biblical or foreign language.

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, M.A.

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 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 History face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 one's own.

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

Arts & Sciences Core (36 credits)

ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ENGL 1013	English Composition	3
HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
PHIL 2100	Philosophical Inquiry & Critical Thinking	3

Freshman Cornerstone (3) 3

HUMN 1201 Freshman Cornerstone Seminar (1)
HUMN 1501 Service-Learning & Discipleship (1)
HUMN 1601 Multicultural Experience (1)

[*NOTE*: Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

Natural Science Elective (4)—choose one set of corequisites: 4

SCIN 3201 Science Concepts & Methods Lab (1) *(corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(corequisite: SCIN 3201*

SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*

SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*

SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*

SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

Spiritual Formation (2)
PRMN 1500 Chapel (4 terms) 2
PRMN 1000 Service Learning (4 terms) 0

World Language Elective (6)—choose one language: 6
CHIN 2100 Chinese I (3)
CHIN 2200 Chinese II (3)

FREN 2100 French I (3)
FREN 2200 French II (3)

GREK 2100 Elementary Greek I (3)
GREK 2200 Elementary Greek II (3)

HEBR 2100 Elementary Hebrew I (3)
HEBR 2200 Elementary Hebrew II (3)

SPAN 2100 Spanish I (3)
SPAN 2200 Spanish II (3)

Fine Arts Elective OR
MATH 2100 Quantitative Literacy (3)—choose 3 credits: 3
(various options—for list, see the School of Arts & Sciences)

Arts & Sciences Elective (3)—choose 3 credits: 3
(various options—for list, see the School of Arts & Sciences)

Bible & Theological Studies (15 credits)
BIBL 1101 Orientation to the Old Testament I 3
BIBL 1201 Orientation to the Old Testament II 3
BIBL 2201 Orientation to the New Testament 3
THEO 2100 Fundamentals of the Christian Faith OR approved elective 3
BIBL 2130 Exegetical Methods OR approved elective 3

History (12 credits) 12

History Core (3 credits)
HIST 2210 Historian's Craft: Introduction to Historiography (3)

History Core Electives (6 credits)—choose two:
HIST 2100 American History 1 (3)
HIST 2132 History of Christianity (3)
HIST 2200 American History 2 (3)

History Elective (3 credits)—choose 3 credits:
(For list of possible History Electives see the History Major)

TOTAL CREDITS IN DEGREE: *63*

Associate of Science in History

Program Director: Jason A. Mead, M.A.

Overview. The Associate of Science 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 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 Science in History face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Associate of Science 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 one's own.

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

Arts & Sciences Core (36 credits)

ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ENGL 1013	English Composition	3
HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
PHIL 2100	Philosophical Inquiry & Critical Thinking	3

Freshman Cornerstone (3) 3

HUMN 1201 Freshman Cornerstone Seminar (1)
HUMN 1501 Service-Learning & Discipleship (1)
HUMN 1601 Multicultural Experience (1)

[*NOTE*: Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

Natural Science Elective (4)—choose one set of corequisites: 4

SCIN 3201 Science Concepts & Methods Lab (1) *(corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(corequisite: SCIN 3201*

SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*

SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*
SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*
SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

Applied Science Elective (3)—choose one not chosen above: 3
HLSC 2103 Health and Fitness Science (3)
PBHL 3113 Intro to the Study of Diseases (3)
PBHL 3202 Nutrition (3)
SCIN 3203 Science Concepts and Methods (3)
SCIN 3220 Introduction to Meteorology (3)
SCIN 3503 Water Science & Human Thriving (3)
SCIN 4013 Ecology (3)

Social & Behavioral Sciences Elective (3)—choose one: 3
Courses with prefix ANTH, ECON, PSYC, or SPSY (3)

Spiritual Formation (2)
PRMN 1500 Chapel (4 terms) 2
PRMN 1000 Service Learning (4 terms) 0

Fine Arts Elective OR
MATH 2100 Quantitative Literacy (3)—choose 3 credits 3
(various options—for list, see the School of Arts & Sciences)

Arts & Sciences Elective (3)—choose 3 credits 3
(various options—for list, see the School of Arts & Sciences)

Bible & Theological Studies (15 credits)
BIBL 1101 Orientation to the Old Testament I 3
BIBL 1201 Orientation to the Old Testament II 3
BIBL 2201 Orientation to the New Testament 3
THEO 2100 Fundamentals of the Christian Faith OR approved elective 3
BIBL 2130 Exegetical Methods OR approved elective 3

History (12 credits) 12

History Core (3 credits)
HIST 2210 Historian's Craft: Introduction to Historiography

History Core Electives (6 credits)—choose two:
HIST 2100 American History 1 (3)
HIST 2132 History of Christianity (3)
HIST 2200 American History 2 (3)

History Elective (3 credits)—choose one:
(For list of possible History Electives see the History Major)

TOTAL DEGREE CREDITS: *63*

History Minor

Program Director: Jason A. Mead, M.A.

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 face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 one's own.

Required Courses. The History Minor consists of 15 credit hours or five (5) classes **beyond** those already required for the Arts & Sciences Core (HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, and HIST 4200 History of the Restoration Movement).

Minor Core (3 credits)

HIST 2210 Historian's Craft: Introduction to Historiography 3

Electives: (12 credits) *12*

One 2000-level History Elective (3)—choose one:

HIST 2100 American History I (3)
HIST 2123 History of Christianity (3)
HIST 2200 American History II (3)

Two 3000/4000-level History Electives (6)—choose two:

HIST 3100 Introduction to Public History (3)
HIST/THEO 3201 World Christian History 1 (100-600) (3)
HIST/THEO 3211 World Christian History 2 (600-1600) (3)
HIST/THEO 3231 World Christian History 3 (1600-Present) (3)
HIST 3241 Race and Religion in American History (3)
HIST 4110 Topics in American History to 1815 (3)
HIST 4120 Topics in 19th Century American History to 1877 (3)
HIST 4130 Topics in American History 1877-1945 (3)
HIST 4140 Topics in American History Since World War II (3)

Any one additional History elective of 2/3/4000 level (3)

TOTAL CREDITS IN MINOR: *15*

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

Arts & Sciences Core for B.A.	62 credits
Bible & Theology Major	33 credits
General Electives	10 credits
History Minor	15 credits
TOTAL:	*120 credits*

Requirements for the B.S. with a Minor in History. To earn the Bachelor of Science degree with a major in Bible & Theology and a minor in History, students must complete the following degree components:

Arts & Sciences Core for B.S.	56 credits
Bible & Theology Major	33 credits
General Electives	16 credits
History Minor	15 credits
TOTAL:	*120 credits*

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 face-to-face at its Tennessee and Florida campuses and online. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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:

Arts & Sciences Core (33-34 credits)

Freshman Cornerstone (3) *3*

JUTN face-to-face

HUMN 1201 Freshman Cornerstone Seminar (1)
HUMN 1501 Service-Learning & Discipleship (1)
HUMN 1601 Multicultural Experience (1)

[*NOTE*: Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

JUFL face-to-face

HUMN 1100 Freshman Cornerstone Seminar (3)

Online

HUMN 1102 Online Cornerstone Experience (3)

ENGL 1013	English Composition I	3
ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
ENGL 1100	Introduction to Literature	3
PHIL 2100	Philosophical Inquiry & Critical Thinking *OR*	3
Philosophy Elective (3)		

Natural Science with Lab Elective (4)—choose one set of corequisites: *4*

SCIN 3201 Science Concepts & Methods Lab (1) *(corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(corequisite: SCIN 3201*

SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*

SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*

SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*

SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

World Language Elective (6)—choose one language: *6*

CHIN 2100 Chinese I (3)
CHIN 2200 Chinese II (3)

FREN 2100 French I (3)
FREN 2200 French II (3)

GREK 2100 Elementary Greek I (3)
GREK 2200 Elementary Greek II (3)

HEBR 2100 Elementary Hebrew I (3)
HEBR 2200 Elementary Hebrew II (3)

SPAN 2100 Spanish I (3)
SPAN 2200 Spanish II (3)

Spiritual Formation (2-3)	*2-3*
JUTN and JUFL face-to-face (2)	
PRMN 1500 Chapel (4 terms)	
PRMN 1000 Service Learning (4 terms)	
Online (3)	
CMPR/HUMN 3120 Spiritual Formation (3)	
Emphasis or Free Electives (11-14 credits)	*11-14*
JUTN and JUFL face-to-face (14)	
Online (11)	
Biblical & Theological Studies (15 credits)	
BIBL 1101 Orientation to the Old Testament I	3
BIBL 1201 Orientation to the Old Testament II *OR*	3
Approved Bible/Theology Elective (3)	
BIBL 2201 Orientation to the New Testament	3
THEO 2100 Fundamentals of the Christian Faith *OR*	3
Approved Bible/Theology Elective (3)	
BIBL 2130 Exegetical Methods *OR*	3
Approved Bible/Theology Elective (3)	
TOTAL CREDITS IN DEGREE:	*60-62*

Associate of Science in Interdisciplinary Studies

Program Director: April Conley Kilinski, Ph.D.

Overview. The Associate of Science 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 Science in Interdisciplinary Studies face-to-face at its Tennessee and Florida campuses and online. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Associate of Science 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 Science in Interdisciplinary Studies consists of the following courses:

Arts & Sciences Core (31-33 credits)

Freshman Cornerstone (3) *3*

JUTN face-to-face

HUMN 1201 Freshman Cornerstone Seminar (1)
HUMN 1501 Service-Learning & Discipleship (1)
HUMN 1601 Multicultural Experience (1)
[*NOTE*: Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

JUFL face-to-face

HUMN 1100 Freshman Cornerstone Seminar (3)

Online

HUMN 1102 Online Cornerstone Experience (3)

ENGL 1013	English Composition I	3
ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
PHIL 2100	Philosophical Inquiry & Critical Thinking *OR*	3
	Philosophy Elective (3)	

Natural Science with Lab Elective (4)—choose one set of corequisites: *4*

SCIN 3201 Science Concepts & Methods Lab (1) *(corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(corequisite: SCIN 3201*

SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*

SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*

SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*

SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

Spiritual Formation (2-3) *2-3*

JUTN and JUFL Face-to-Face (2)

PRMN 1500 Chapel (4 terms)
PRMN 1000 Service Learning (4 terms)

Online (3)

CMPR/HUMN 3120 Spiritual Formation (3)

Core Electives (6-9) *6-9*

JUTN and JUFL face-to-face (9)

Social Science Elective (3)

Applied Science Elective (3) OR		
Arts & Science Elective (3)		
Mathematics Elective (3) OR		
Arts & Science Elective (3)		
Online (6)		
Social Science Elective (3) OR		
Mathematics Elective (3)		
Applied Science Elective (3) OR		
Arts & Science Elective (3)		
Biblical & Theological Studies (15 credits)		
BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II *OR*	3
Approved Bible/Theology Elective (3)		
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of the Christian Faith *OR*	3
Approved Bible/Theology Elective (3)		
BIBL 2130	Exegetical Methods *OR*	3
Approved Bible/Theology Elective (3)		
Emphasis or Free Electives (14 credits)		*14*
TOTAL CREDITS IN DEGREE:		*60-62*

Public Health Major

Program Director: Cynthia Parton Norton, Ed.D.

Overview. The public health profession focuses on helping individuals and communities improve and maintain their overall health and wellness using a holistic approach. In contrast to the "clinical" approach doctors and other healthcare professionals take to cure disease, public health educators focus on "preventive" measures designed to minimize illness and promote long-term wellbeing.

This field offers unique opportunities for Christians to demonstrate God's love by addressing both physical and spiritual needs of the community. Johnson University's Public Health program prepares students to seize those opportunities in accordance with Christ's command: "Heal the sick…*and* tell them, 'The kingdom of God is near you'" (Luke 10:9). It equips them to influence and empower others by providing the education, skills, and resources needed to make healthy lifestyle decisions.

Students who successfully complete the program may pursue graduate studies in the field or choose from a variety of career paths, including employment as community health educators, public health environmentalists, worksite health promotion directors, pharmaceutical representatives, health and wellness instructors, and nursing home activities directors. The program also prepares graduates to seek designation as a Certified Health Education Specialist (CHES) by the National Commission for Health Education Credentialing, Inc.

[*NOTE:* Johnson University's Global Community Health Major combines coursework from the fields of Public Health and Intercultural Studies to equip students for service in cross-cultural settings, such as the mission field. Unlike the Public Health program, the

Global Community Health program does not include all the coursework required to become a Certified Health Education Specialist in the United States. For a description of the Global program, see below under "School of Intercultural Studies."]

Modality. Johnson University offers the Public Health Major face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Public Health Major prepares students for entry-level positions in a variety of settings, such as state and local health departments, nursing homes, hospitals, voluntary health agencies, fitness centers, community-based health programs, religious organizations, and missions agencies. It also equips them to use health education as an effective tool for evangelism and Christian discipleship.

SLO 1: Graduates will be able to recall scientific knowledge related to the field of public health.

SLO 2: Graduates will be able to apply critical thinking and analytical skills to information, concepts, and constructs in the field of public health.

SLO 3: Graduates will be able to communicate effectively in written and oral formats.

SLO 4: Graduates will be able to conduct sound research and implement health information literacy.

Required Courses. The Public Health Major consists of the following courses:

MATH 2100	Quantitative Literacy	3
†MATH 2200	College Algebra	3
PBHL 2100	Introduction to Public Health	3
*PBHL 2204	Anatomy & Human Body Systems with Lab	4
PBHL 3110	Introduction to the Study of Disease	3
PBHL 3200	Nutrition	3
PBHL 3210	Epidemiology	3
PBHL 3130	Health Program Planning & Evaluation	3
PBHL 3140	Health Instructional Methods for Schools & Communities	3
*PBHL 3230	Global & Environmental Health Perspectives	3
PBHL 4100	Health Policy, Faith & Ethics	3
PBHL 4110	Drugs & Society	3
PBHL 4120	Public Health Administration	3
PBHL 4200	Seminar for Public Health Extended Internship	1
PBHL 4230	Public Health Extended Internship	6
SCIN 3301	Animal Biology Lab *(corequisite: SCIN 3303)*	1
*SCIN 3303	Animal Biology *(corequisite: SCIN 3301)*	3
	TOTAL CREDITS IN MAJOR:	*51*

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

Arts & Sciences Core for B.A.	52 credits

Bible & Theology Major	33 credits
General Electives	0 credits
Public Health Major	51 credits
TOTAL:	*136 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) PBHL 2204 Anatomy & Human Body Systems with Lab as the Laboratory Science Elective; (2) SCIN 3303 Animal Biology as the Arts & Sciences Elective.

†<u>*NOTE*</u>*:* Requirements for MATH 2200 College Algebra: Students must show evidence of High School Algebra I and II, *and* an ACT Math score of 21 or higher, *and* a score of 80% or higher on the Johnson University Diagnostic Algebra Test. If any of these three criteria are not met, the student must first take MATH 0101 Academic Support Algebra.

Requirements for the B.S. in Public Health. To earn the Bachelor of Science degree with a double major in Bible & Theology and Public Health, students must complete the following degree components:

Arts & Sciences Core for B.S.	43 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Public Health Major	51 credits
TOTAL:	*127 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) PBHL 2204 Anatomy & Human Body Systems with Lab as the Laboratory Science Elective; (2) PBHL 3230 Global & Environmental Health Perspectives as the Social & Behavioral Sciences Elective; and (3) SCIN 3303 Animal Biology as the Arts & Sciences Elective.

†<u>*NOTE*</u>*:* Requirements for MATH 2200 College Algebra: Students must show evidence of High School Algebra I and II, *and* an ACT Math score of 21 or higher, *and* a score of 80% or higher on the Johnson University Diagnostic Algebra Test. If any of these three criteria are not met, the student must first take MATH 0101 Academic Support Algebra.

Internship. Public Health majors complete a term-length Public Health Extended Internship. Students typically complete the internship during the Spring Term or the following Summer Term of the senior year. However, Fall Term opportunities are also available. To qualify for the internship, students must:

- Hold senior status (90+ university credits) and be within 12 credits of graduation.
- Pass *all* Public Health (PBHL) courses with a cumulative grade point average (GPA) of 2.5 or better.
- Earn a grade of "B" or higher in PBHL 4200 Seminar for Public Health Extended Internship (1 hour).

Internship enrollment is by permission only and is granted by the Public Health Internship Supervisor.

Associate of Science in Public Health

Program Director: Cynthia Parton Norton, Ed.D.

Overview. The two-year Associate of Science in Public Health provides students with foundational preparation for work within the field of public health. Career possibilities include entry-level employment in strategic vocations or pursuit of a bachelor's degree.

Modality. Johnson University offers the Associate of Science in Public Health face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)
Purpose. The Associate of Science in Public Health provides students with foundational knowledge and skills for entry-level employment in public health or pursuit of a bachelor's degree in a public health-related field.

SLO 1: Graduates will be able to recall basic scientific knowledge related to the field of public health.

SLO 2: Graduates will be able to communicate effectively in written and oral formats.

Required Courses. The Associate of Science in Public Health consists of the following courses:

Arts & Sciences Core (33 credits)

Freshman Cornerstone (3)	*3*
HUMN 1201 Freshman Cornerstone Seminar (1)	
HUMN 1501 Service-Learning & Discipleship (1)	
HUMN 1601 Multicultural Experience (1)	
[NOTE: Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]	
ANTH 1100 Encountering Cultures	3
COMM 1013 Introduction to Speech	3
ENGL 1013 English Composition I	3
HIST 1100 World Civilizations I *OR*	3
HIST 1200 World Civilizations II (3)	
PBHL 2204 Anatomy & Human Body Systems with Lab	4
PHIL 2100 Philosophical Inquiry & Critical Thinking *OR*	3
Philosophy Elective (3)	
Applied Science or Mathematics Elective (3) —choose 3 credits:	*3*
(various options—for list, see the School of Arts & Sciences)	
Social & Behavioral Sciences Elective (3) — choose one:	*3*
Courses with prefix ANTH, ECON, PSYC, or SPSY (3)	
Arts & Sciences Elective (3) —choose 3 credits:	*3*
(various options—for list, see the School of Arts & Sciences)	
Spiritual Formation (2)	
PRMN 1500 Chapel (4 terms)	2
PRMN 1000 Service Learning (4 terms)	0

Biblical & Theological Studies (15 credits)

BIBL 1101 Orientation to the Old Testament I	3

BIBL 1201	Orientation to the Old Testament II *OR*	3
	approved Bible or Theology elective (3)	
BIBL 2201	Orientation to the New Testament	3
BIBL 2130	Exegetical Methods *OR*	3
	approved Bible or Theology elective (3)	
THEO 2100	Fundamentals of the Christian Faith *OR*	3
	approved Bible or Theology elective (3)	
Professional Studies (14 credits)		
PBHL 3110	Introduction to the Study of Disease	3
PBHL 3140	Health Instructional Methods for Schools & Communities	3
PBHL 3200	Nutrition	3
PBHL 3230	Global & Environmental Health Perspectives	3
Public Health Elective (2)		*2*
TOTAL DEGREE CREDITS:		*62*

Public Health Minor

Program Director: Cynthia Parton Norton, Ed.D.

Overview. The public health profession focuses on helping individuals and communities improve and maintain their overall health and wellness using a holistic approach. The Public Health Minor equips students with foundational knowledge and skills needed to help others make healthy lifestyle decisions. It can provide a useful complement to professional studies in a variety of fields, such as Education, Human Services, Intercultural Studies, Sports Ministry, and Youth Ministry.

Modality. Johnson University offers the Public Health Minor face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Public Health Major prepares students for entry-level positions in a variety of settings, such as state and local health departments, nursing homes, hospitals, voluntary health agencies, fitness centers, community-based health programs, religious organizations, and missions agencies. It also equips them to use health education as an effective tool for evangelism and Christian discipleship.

SLO 1: Graduates will be able to recall scientific knowledge related to the field of public health.

SLO 2: Graduates will be able to apply critical thinking and analytical skills to information, concepts, and constructs in the field of public health.

SLO 3: Graduates will be able to communicate effectively in written and oral formats.

SLO 4: Graduates will be able to conduct sound research and implement health information literacy.

Required Courses. The Public Health Minor consists of the following courses:

*PBHL 2204	Anatomy & Human Body Systems with Lab	4
PBHL 3110	Introduction to the Study of Disease	3
PBHL 3200	Nutrition	3
PBHL 3130	Health Program Planning & Evaluation	3

PBHL 3140	Health Instructional Methods for Schools & Communities	3
*PBHL 3230	Global & Environmental Health Perspectives	3
PBHL 4210	Public Health Internship	3
SCIN 3301	Animal Biology Lab *(corequisite: SCIN 3303)*	1
*SCIN 3303	Animal Biology *(corequisite: SCIN 3301)*	3
TOTAL CREDITS IN MINOR:		*26*

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

Arts & Sciences Core for B.A.	55 credits
Bible & Theology Major	33 credits
General Electives	6 credits
Public Health Minor	26 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) PBHL 2204 Anatomy & Human Body Systems with Lab as the Laboratory Science Elective; and (2) SCIN 3303 Animal Biology as the Arts & Sciences Elective.

Requirements for the B.S. with a Public Health Minor. To earn the Bachelor of Science degree with a major in Bible & Theology and a Public Health Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	46 credits
Bible & Theology Major	33 credits
General Electives	15 credits
Public Health Minor	26 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) PBHL 2204 Anatomy & Human Body Systems with Lab as the Laboratory Science Elective; (2) PBHL 3230 Global & Environmental Health Perspectives as the Social & Behavioral Sciences Elective; and (3) SCIN 3303 Animal Biology as the Arts & Sciences Elective.

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.

The Religious Studies Major is offered in B.A. and B.S. degree tracks which include courses in philosophy, hermeneutics, apologetics, and world religions. The B.A. track includes two years of

world language studies and is recommended for students who intend to do graduate work in the field.

Modality. Johnson University offers the Religious Studies Major face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 Foundation (21 credits)

*ANTH 3300	Cultural Anthropology	3
*HIST 1100	World Civilizations I	3
*HIST 1200	World Civilizations II	3
ICST 3100	Survey of World Religions	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*

ENGL 3410 19th Century Russian Writers (3)
ENGL 3420 20th Century British Writers: The Inklings (3)
HIST 3230 Global Christianity in the Modern Era (3)
HIST 3240 Religion in America (3)
HIST 4220 History of Christian Spiritual Formation (3)
ICCS 3360 Religion & Philosophy in China (3)
ICIS 2310 Islam: History, Beliefs, and Practices (3)
ICLA 3300 Religions of Latin America (3)
ICST 4416 Animism (3) *(online)*
PHIL 2100 Philosophical Inquiry & Critical Thinking (3)
RELS 2200 Cults, Sects & New Religions (3)
RELS 3260 History & Theology of Judaism (3)
RELS 3300 History of the Bible (3)
RELS 4100 Studies in Christian Apologetics (3)
RELS 4110 Ancient Near Eastern Religions (3)
RELS 4120 Religions of Ancient Greece and Rome (3)
RELS 4200 Religious Studies Internship (3)
THEO 3103 Biblical Faith and Modern Science (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 for B.A.	53 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Religious Studies Major	36 credits
TOTAL:	*122 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HIST 1100 World Civilizations I; (2) HIST 1200 World Civilizations II; and (3) ANTH 3300 Cultural Anthropology as the Arts & Sciences Elective.

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

Arts & Sciences Core for B.S.	44 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Religious Studies Major	36 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HIST 1100 World Civilizations I; (2) HIST 1200 World Civilizations II; (3) ANTH 3300 Cultural Anthropology as the Social & Behavioral Sciences Elective; (4) any upper division Religious Studies Elective as the Arts & Sciences Elective.

Academic Standards. Students must achieve a "B" (3.0) average in the Foundations courses to remain in the Religious Studies Major. Students must achieve a "C+" (2.5) average for the entire Religious Studies Major in order to graduate.

World Language Requirement. Students who pursue the Religious Studies major are strongly encouraged to take the B.A. degree, which includes two years (12 credits) of a biblical or modern language.

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 an honors diploma.

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.

Sport & Fitness Leadership Major

Program Directors: Trevor J. Egli, Ph.D. *(TN)*; Aaron C. Keese, Ph.D. *(FL)*

Overview. Athletes and sportspeople (coaches, spectators, support staff) represent one of the largest "mission fields" in the world. The sport and fitness field includes numerous opportunities for mentoring relationships through which believers can influence others for Christ. Accordingly, Johnson University has designed a general Sport & Fitness Leadership Major with a Great Commission thrust. 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 (CSRM). Graduates may pursue a variety of career paths in various community, church, and parachurch settings, including sport and recreation ministries and missionaries, coaches, fitness specialists, athletic administrators, and strength and conditioning specialists. Graduates will also be prepared to pursue graduate work in a kinesiology related field.

Students choose a concentration in one of four areas – namely, Fitness Science, Sport Administration, Sport and Fitness Ministry, or Sport and Fitness Outreach.

> The *Fitness Science Concentration* focuses on foundational knowledge and skills related to exercise science and the development of lifelong holistic wellness.
>
> The *Sport Administration Concentration* equips students for administrative and management professions within the unique context of sport, recreation, and/or fitness organizations within various sectors (including youth, community, scholastic, collegiate, professional, and international). This concentration includes coursework in the School of Business & Public Leadership.
>
> The *Sport and Fitness Ministry Concentration* focuses on how sport and fitness may be utilized within the local church and/or parachurch setting. This concentration includes coursework in the School of Congregational Ministry.
>
> The *Sport and Fitness Outreach Concentration* prepares students to serve as sport and fitness professionals in a global missions context. This includes coursework in the School of Intercultural Studies.

Modality. Johnson University offers the Sport & Fitness Leadership Major face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality. Courses will be taught on a rotating schedule on both campuses.

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 sports ministry, fitness, coaching, sport administration, and related professions. It also equips them to use sports as an effective tool for evangelism and Christian discipleship by addressing socio-cultural, legal, ethical, economical, 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 sportand/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.

Fitness Science Concentration

SLO 6: Graduates will be able to demonstrate how to adapt fitness programming to accommodate various populations.

Sport Administration Concentration

SLO 7: Graduates will be able to describe fundamental principles pertaining to: (a) management, leadership, and organizational behavior, (b) economics and finances, (c) marketing, (d) communication and media, (e) legal aspects, and (f) socio-cultural and ethical considerations in sport administration.

SLO 8: Graduates will be able to critically examine contemporary issues and challenges in sport administration and posit solutions.

Sport & Fitness Ministry Concentration

SLO 9: Graduates will be able to critically assess contemporary sport and/or fitness ministry models within the local church and/or parachurch setting.

Sport & Fitness Outreach Concentration

SLO 10: Graduates will be to develop professional competence in sport and/or fitness with an intercultural emphasis, which may include urban and/or global settings.

Required Courses. The Sport & Fitness Leadership Major consists of the following courses:

Sport & Fitness Leadership Core (29 credits):

*FAMS 2203	Human Development	3
*HLSC 2103	Health & Fitness Science	3
SFIT 2013	Kinesiology	3
*SFIT 2023	Sport & Exercise Psychology	3
SFIT 3013	Sports Ministry Models	3
SFIT 4013	Legal, Ethical, and Professional Standards for Sports Professionals	3
SFIT 3031	Internship Orientation	1
SFIT 4033	Sport & Fitness Internship	3
*PBHL 2204	Anatomy & Human Body Systems with Lab	4

Pedagogy Electives (3 credits)—choose one: 3

SFPE 3013 Introduction to Coaching (3)
SFPE 3023 Physical Education Methods (3)
SFPE 4013 Physical Education Programming for Special Populations (3)

Concentration (choose one): *15*

Fitness Science Concentration
SFSA 3013 Organization & Administration of Athletic Programs (3)
SFFS 3013 Motor Learning (3)
SFFS 3023 Essentials of Strength Training & Conditioning (3)
SFFS 3033 Health & Fitness Testing, Evaluation, & Prescription (3)
Health & Fitness Electives† (3 credits)

Sport Administration Concentration
SFSA 3013 Organization & Administration of Athletic Programs (3)
SFSA 4013 Principles of Sport Marketing (3)
MGMT 3013 Principles of Management (3)
MGMT 4033 Human Resource Management (3)
Health & Fitness Electives† (3 credits)

Sport & Fitness Ministry Concentration
CMPR 4303 Conflict and Communication (3)
Sport & Fitness Leadership Electives (6 credits) —choose two:
SFSA 3013 Organization & Administration of Athletic Programs (3)
SFSA 4013 Principles of Sport Marketing (3)
SFFS 3023 Essentials of Strength Training & Conditioning (3)
SFFS 3033 Health & Fitness Testing, Evaluation, & Prescription (3)
Health & Fitness Electives† (3 credits)
Congregational Ministry Elective (3 credits)—choose one:
CMPR 4310 Effectiveness in Leadership & Life (3)
CMPR 2110 Biblical Teaching and Preaching (3)
CMPR 3110 Pastoral Ministry (3)
CMPR 3203 Spiritual Formation (3)
CMYM 2100 Youth & Children's Ministry Fundamentals (3)
CMYM 3200 Ministry to Youth (3)
CMCH 3220 Ministry to Children (3)
CMPR 4320 Pastoral Counseling (3)

Sport & Fitness Outreach Concentration
ICST 2131 Missiology (3)
ICST 2133 Intercultural Communication (3)
ICMI 4600 Living & Working Cross-Culturally (3)
Sport & Fitness Leadership Electives (6 credits) —choose two:
SFSA 3013 Organization & Administration of Athletic Programs (3)
SFSA 4013 Principles of Sport Marketing (3)
SFFS 3023 Essentials of Strength Training & Conditioning (3)
SFFS 3033 Health & Fitness Testing, Evaluation, & Prescription (3)
Recommendations for Sport & Fitness Outreach Concentration:
THEO 3112 Biblical Interpretation Across Cultures as Bible/Theology Elective
ICST 4109 Mission Theology as Theology Elective
ANTH 3300 Cultural Anthropology as Arts & Sciences Elective

†*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 1151 Women's Volleyball: Varsity (1)
SFIT 1161 Women's Soccer: Varsity (1)
SFIT 1171 Men's Soccer: Varsity (1)
SFIT 1181 Cross-Country: Varsity (1)
SFIT 1191 Women's Basketball: Varsity (1)
SFIT 1201 Men's Basketball: Varsity (1)
SFIT 1211 Men's Baseball: Varsity (1)
SFIT 1221 Tennis: Varsity (1)
SFIT 1231 Golf: Varsity (1)
SFIT 1241 Cheerleading: Varsity (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 for B.S.	43 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Sport & Fitness Leadership Core	29 credits
Concentration	15 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) FAMS 2203 Human Development as the Arts & Sciences Elective; (2) HLSC 2103 Health & Fitness Science as the Applied Science Elective; (3) SFIT 2023 Sport & Fitness Psychology as the

Social & Behavioral Sciences Elective; and (4) PBHL 2204 Anatomy & Human Body Systems with Lab as the Laboratory Science Elective.

Sport & Fitness Leadership (Physical Education Grades K-12) Major

Program Director: Trevor J. Egli, Ph.D.

Overview. Schools in America need leaders, coaches, and teachers who display and promote Christian values, sportsmanship, and ethics. The national focus on health, wellness, and fitness embodies the biblical view of the human body as a temple of the Holy Spirit. This program equips students to guide young people into lifelong habits of wellness. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Sport & Fitness Leadership (Physical Education Grades K-12) Major, the program includes general education courses and professional studies in child psychology, educational philosophy, and specialized teaching methodologies. The program also includes coursework designed to qualify students for eight different professional certifications from the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the Association of Church Sports and Recreation Ministers (CSRM). Field experiences expose students to the full range of K-12 education in Tennessee, including public and private schools.

Modality. Johnson University offers the Sport & Fitness Leadership (Physical Education Grades K-12) program face-to-face at its Tennessee campus, with field placements and practicums in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Sport & Fitness Leadership (Physical Education Grades K-12) program prepares students for entry-level positions as physical education teachers and coaches in public and Christian K-12 classrooms.

SLO 1: Graduates will be able to demonstrate the principles of lifetime health and fitness.

SLO 2: Graduates will be qualified for professional certifications.

SLO 3: Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

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 will be able to demonstrate professional skills for teaching K-12 PE. (TE-PE K-12).

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 Sport & Fitness Leadership (Physical Education Grades K-12) Major:

Bible & Theology Major for Sport & Fitness Leadership (Physical Education Grades K-12) **(**30)

BIBL 1101 Orientation to the Old Testament I	3
BIBL 1201 Orientation to the Old Testament II	3
BIBL 2130 Exegetical Methods	3
BIBL 2201 Orientation to the New Testament	3

THEO 2100	Fundamentals of Christian Faith	3
Old Testament Poetry/Wisdom Elective (3)		*3*
Old Testament Prophets Elective (3)		*3*
New Testament Gospels Elective (3)		*3*
New Testament Epistles Elective (3)		*3*
Theology Elective (3)		*3*

Sport & Fitness Leadership Major (37 credits)

*FAMS 2203	Human Development	3
*HLSC 2103	Health & Fitness Science	3
SFIT 2013	Kinesiology	3
*SFIT 2023	Sport & Exercise Psychology	3
SFIT 3013	Sports Ministry Models	3
SFIT 4013	Legal, Ethical & Professional Standards for Sports Professionals	3
SFFS 3013	Motor Learning	3
SFFS 3023	Essentials of Strength Training & Conditioning	3
SFFS 3033	Health & Fitness Testing, Evaluation & Prescription	3
SFPE 3013	Introduction to Coaching	3
PBHL 2204	Anatomy and Human Body Systems with Lab	4

Health and Fitness Electives (3)—choose three: *3*

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 1151 Women's Volleyball: Varsity (1)
SFIT 1161 Women's Soccer: Varsity (1)
SFIT 1171 Men's Soccer: Varsity (1)
SFIT 1181 Cross-Country: Varsity (1)
SFIT 1191 Women's Basketball: Varsity (1)
SFIT 1201 Men's Basketball: Varsity (1)
SFIT 1211 Men's Baseball: Varsity (1)
SFIT 1221 Tennis: Varsity (1)
SFIT 1231 Golf: Varsity (1)
SFIT 1241 Cheerleading: Varsity (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)

Professional Studies (27.5 credits)

CPED 2023	Introduction to Educational Technology	3
EDUC 2013	Introduction to Teaching: Elementary Education	3
EDUC 3013	Introduction to Teaching II	3
EDUC 4014	Classroom Management with Regular & Special Populations	3
EDUC 4113	History & Philosophy of Christian Education	3
FLED 1031	Field Experience: School Observations	0.5
FLED 2022	Field Experience: Tutoring	0.5
FLED 2452	Field Experience: Middle School Physical Education/Sports	0.5
FLED 3314	Practicum: Day in School	0.5
FLED 3513	Practicum: Christian School	0.5
FLED 4410	Practicum: Physical Education	0.5
FLED 4440	Practicum: Coaching	0.5
PHED 3100	Physical Education Methods	3
PHED 4200	Physical Education Programming for Special Populations	3
SMGT 3200	Organization & Administration of Athletic Programs	3

General Education (12 credits)

MATH 1100	Introduction to Mathematics	2
*MATH 2110	Mathematics Concepts	3
*_American History Elective (3)_—choose one:		*3*
HIST 2100	American History I (3)	
HIST 2200	American History II (3)	
*_Natural Science Elective (4)_—choose one set of corequisites:		*4*
SCIN 3201	Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*	
SCIN 3203	Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*	
SCIN 3301	Animal Biology Lab (1) *(Corequisite: SCIN 3303)*	
SCIN 3303	Animal Biology (3) *(Corequisite: SCIN 3301)*	
SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)*	
SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
SCIN 3501	Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*	
SCIN 3503	Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*	
SCIN 3601	Biodiversity Lab (1) *(Corequisite: SCIN 3603)*	
SCIN 3603	Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*	
TOTAL CREDITS IN MAJOR:		*76.5*

Requirements for the B.A. in Sport & Fitness Leadership (Physical Education Grades K-12). To earn the Bachelor of Arts degree with a double major in Bible & Theology and Sport &

Fitness Leadership (Physical Education Grades K-12), students must complete the following degree components:

Arts & Sciences Core for B.A.	46 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Sport/Fitness Leadership (PE K-12) Prog.	76.5 credits
TOTAL:	*152.5 credits*

*_NOTE:_ The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) FAMS 2203 Human Development in place of SPSY 1100 Interpersonal & Family Relationships; (2) the Natural Science Elective as the Laboratory Science Elective; (3) MATH 2110 Mathematics Concepts in place of MATH 2100 Quantitative Literacy; and (4) the American History Elective as the Arts & Sciences Elective. Note also that Teacher Education students in this program (5) are exempt from ENGL 1100 Introduction to Literature in the Arts & Sciences Core; (6) must complete COMM 1013 Introduction to Speech to fulfill the Oral Communication requirement; (7) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (8) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Requirements for the B.S. in Sport & Fitness Leadership (Physical Education Grades K-12). To earn the Bachelor of Science degree with a double major in Bible & Theology and Sport & Fitness Leadership (Physical Education Grades K-12), students must complete the following degree components:

Arts & Sciences Core for B.S.	34 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Sport/Fitness Leadership (PE K-12) Prog.	76.5 credits
TOTAL:	*140.5 credits*

*_NOTE:_ The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) FAMS 2203 Human Development in place of SPSY 1100 Interpersonal & Family Relationships; (2) HLSC 2103 Health & Fitness Science as the Applied Science Elective; (3) the Natural Science Elective as the Laboratory Science Elective; (4) MATH 2110 Mathematics Concepts in place of MATH 2100 Quantitative Literacy; (5) SFIT 2023 Sport & Exercise Psychology as the Social & Behavioral Sciences Elective; and (6) the American History Elective as the Arts & Sciences Elective. Note also that Teacher Education students in this program (7) are exempt from ENGL 1100 Introduction to Literature in the Arts & Sciences Core; (8) must complete COMM 1013 Introduction to Speech to fulfill the Oral Communication requirement; (9) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (10) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Associate of Science in Sport & Fitness Leadership

Program Directors: Trevor J. Egli, Ph.D. (TN); Aaron C. Keese, Ph.D. (FL)

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 in various community, church, and parachurch settings, including sport and recreation ministries, and missionaries, coaches, and fitness specialists.

Modality. Johnson University offers the A.S. in Sport & Fitness Leadership face-to-face at its Tennessee and Florida Campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 5: 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:

Arts & Sciences Core (33 credits)

Freshman Cornerstone (3)		*3*
HUMN 1201	Freshman Cornerstone Seminar (1)	
HUMN 1501	Service-Learning & Discipleship (1)	
HUMN 1601	Multicultural Experience (1)	
[*NOTE*: Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]		
ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
ENGL 1013	English Composition I	3
PBHL 2204	Anatomy & Human Body Systems with Lab	4
PHIL 2100	Philosophical Inquiry & Critical Thinking *OR*	3
Philosophy Elective (3)		
Applied Science or Mathematics Elective (3) —choose 3 credits:		*3*
(various options—for list, see the School of Arts & Sciences)		
Social & Behavioral Sciences Elective (3) — choose 3 credits:		*3*
Courses with prefix ANTH, ECON, PSYC, or SPSY (3)		
Arts & Sciences Elective (3) —choose 3 credits:		*3*
(various options—for list, see the School of Arts & Sciences)		
Spiritual Formation (2)		

PRMN 1500	Chapel (4 terms)	2
PRMN 1000	Service Learning (4 terms)	0
Biblical & Theological Studies (15 credits)		
BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2201	Orientation to the New Testament	3
BIBL 2130	Exegetical Methods	3
THEO 2100	Fundamentals of Christian Faith	3
Interdisciplinary Courses (14 credits)		
SFIT 2013	Kinesiology	3
HLSC 2103	Health & Fitness Science	3
SFIT Elective (6) —choose 6 credits:		*6*
General Elective (3)		*2*
TOTAL DEGREE CREDITS:		*62*

Sport & Fitness Leadership Certificate

Program Directors: Trevor J. Egli, Ph.D. *(TN)*; Aaron C. Keese,, Ph.D. *(FL)*

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 (CSRM).

Modality. Johnson University offers the Sport & Fitness Leadership Certificate face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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
Sport & Fitness Leadership Electives (6 credits) – choose two:		*6*
SFSA 3013 Org. & Admin. Of Athletic Programs (3)		
SFSA 4013 Principles of Sport Marketing (3)		
SFFS 3023 Essentials of Strength Training & Conditioning (3)		
SFFS 3033 Health & Fitness Testing, Eval., & Prescription (3)		
SFPE 3013 Introduction to Coaching (3)		
TOTAL CREDITS IN CERTIFICATE:		*12*

SCHOOL OF BIBLE & THEOLOGY

Personnel

Dean of the School of Bible & Theology

Mark Ziese, Ph.D. in Religion—Professor of Old Testament (TN/OL)

Full-Time Faculty, School of Bible & Theology

Carl B. Bridges, Ph.D. in New Testament—Professor of New Testament (TN)
L. Stephen Cook, Jr., Ph.D. in Biblical Studies—Professor of Old Testament (TN)
Robert P. Fleenor, Ph.D. in Old Testament Studies—Assistant Professor of Old Testament (FL)
Joseph K. Gordon, Ph.D. in Religious Studies: Systematic Theology and Ethics —Associate Professor of Theology (TN)
Heather M. Gorman, Ph.D. in Religion—Professor of New Testament (TN)
Leslie T. Hardin, D.Min. in Spiritual Formation—Professor of New Testament (FL)
Gregory L. Linton, Ph.D. in New Testament and Christian Origins—Vice Provost for Academic Services, Professor of New Testament (TN)
David Mahfood, Ph.D. in Religious Studies—Assistant Professor in Bible & Theology (FL)
Jody L. Owens, D.Min. in Old Testament Studies—Professor of Bible and Pastoral Ministries (TN)
J. Jerome Prinston, Ed.D. in Educational Administration— Professor of Bible and Education (TN)
Rafael Rodríguez, Ph.D.in Biblical Studies—Professor of New Testament (TN)

Part-Time Faculty, School of Bible & Theology

Charles W. Beckett, M.Div. in Divinity—Lecturer in Bible (TN)
D. Clint Burnett, Ph.D. in Theology—Lecturer in New Testament (OL)
Caleb Gilmore, M.A. in Jewish Studies—Lecturer in Old Testament (OL)
Russell Mack, Ph.D. in Hebrew Bible and Cognate Studies—Lecturer in Old Testament (OL)
David Mosley, Ph.D. in Theology—Lecturer in Theology (OL)
Joseph Mueller, M.A. in Old Testament, pursuing Ph.D. in Old Testament—Lecturer in Old Testament (OL)
David Smith, Ph.D. in New Testament—Lecturer in New Testament (OL)
Sue Stratton, M.A. in Old Testament, Pursuing D.Min. in Spiritual Formation and Leadership—Lecturer in Bible (TN)
Joe Sprinkle, Ph.D. in Hebraic & Cognate Studies—Lecturer in Bible and Intercultural Studies (OL)
Garrett Thompson, M.A. in New Testament, pursuing Ph.D. in Biblical Studies—Assistant Director of Academic Support and Assistant Director of Career Services, Instructor in Bible (FL)
Mattheus VanderEnde, D.Min. in Ministry—Lecturer in Old Testament (TN)

Interdisciplinary Faculty

Sarah E. Cathey, Ph.D. in Agronomy—Professor of Natural Science (TN)
James L. Gorman, Ph.D. in Religion, Christian History—Associate Professor of History (TN)
Gary David Stratton, Ph.D. in Education—Dean of the School of Arts & Sciences, University Professor of Spiritual Formation and Cultural Leadership (TN/OL)
Chris M. Templar, Ph.D. in Religious Education—Director of Educational Technology, Professor of Education (TN)
Mark Weedman, Ph.D. in Historical Theology—Professor of Philosophy and Ethics (TN)
Ron E. Wheeler, M.A. in English—Professor of English and Literature (TN)
William F. Wolf, Doctor of Worship Studies—Dean of the Chapel, Assistant Professor of Worship and Theology (TN)

Administrative and Staff Faculty

Michael L. Chambers, Ph.D. in Ancient Philosophy—Executive Vice President, Florida Campus (FL)
John D. Jaeger, Ph.D. in Religion—Assistant Librarian (TN)
Jon Weatherly, Ph.D. in New Testament Exegesis—Vice President for Academic Affairs/Provost, Professor of New Testament (TN)

Staff

Samantha Woolverton, B.A. in Intercultural Studies—Administrative Assistant (TN)

NOTE: Interdisciplinary faculty members are assigned to another Johnson University school, but teach courses in the School of Bible & Theology. Administrative faculty members are full-time administrators who hold academic credentials in a field related to Bible & Theology. They influence academic programs, but may or may not teach on a regular basis. The parenthetical note identifies the campus where individuals are based ("TN" for Tennessee, "FL" for Florida, "OL" for Online), or they may also operate at ExtendEd sites ("AZ" for Arizona, "IN" for Indianapolis).

Academic Programs

The School of Bible & Theology oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
School of Bible & Theology			
• Bible & Theology Major (all baccalaureate programs)	TN FL OL		ABHE
• A.A./A.S. in Biblical Studies	TN FL OL		ABHE
• M.A. in New Testament	OL		ABHE
—Research Concentration	OL		ABHE
—Preaching Concentration	OL		ABHE
—Spiritual Formation & Leadership Concentration	OL*		ABHE *Required campus visit for two courses
—Customized Concentration	OL		ABHE

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
• Graduate Certificate in Biblical Interpretation	OL		ABHE
• Graduate Certificate in Spiritual Formation & Leadership	OL*		ABHE *Required campus visit for 1-2 courses

Bible & Theology Major

Program Director: Mark Ziese, Ph.D.

Overview. Alongside the Arts & Sciences Core and Professional Studies, the Bible & Theology Major is a required component of all undergraduate baccalaureate degrees. This major constitutes the signature core of Johnson University's educational experience, with the goal 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 in particular to the following goals of Johnson University's baccalaureate curriculum:

- 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.
- A theological foundation, theoretical framework, and practical skills for Christian leadership.
- 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.
- 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.

Students who choose the B.A. version of the Arts & Sciences Core may choose to develop competency in the biblical languages of Hebrew or Greek.

Modality. Johnson University offers the Bible & Theology Major face-to-face at its Tennessee and Florida campuses, as well as in fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Bible & Theology Major provides students with the knowledge and skills needed to 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 context.

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.

Face-to-Face Bible & Theology Major. The face-to-face version of the Bible & Theology Major consists of the following courses:

Bible & Theology Core (15 credits)

BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
‡BIBL 2130	Exegetical Methods	3
‡BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3

Old Testament Poetry/Wisdom Elective (3)—choose one: *3*

BIBL 3101	Job & Theodicy (3)
BIBL 3102	Message of the Psalms (3)
BIBL 3107	Israel's Wisdom Literature (3)

Old Testament Prophets Elective (3)—choose one: *3*

BIBL 3201	Isaiah (3)
BIBL 3203	Ezekiel & Daniel (3)
BIBL 3205	The Book of the Twelve (3)
BIBL 3207	Preaching from the Minor Prophets (3)
BIBL 3208	Jeremiah (3)

New Testament Gospels Elective (3)—choose one: *3*

BIBL 4201	Gospel of Matthew (3)
BIBL 4203	Luke-Acts (3)
BIBL 4204	The Fourth Gospel & Johannine Letters (3)
BIBL 4205	The Gospels & the Historical Jesus (3)
BIBL 4206	The Sermon on the Mount (3)
BIBL 4207	Parables of Jesus (3)
BIBL 4208	The Spirituality of Jesus (3)
BIBL 4209	Gospel of Mark (3)

New Testament Epistles Elective (3)—choose one: *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 3312	Petrine Letters & the Letter of Jude (3)

BIBL 3314 Book of Revelation (3)
BIBL 4301 Greek Exegesis of the Pastoral Epistles (3)

Theology Elective (3)—choose one: *3*
ICST 4109 Mission Theology (3)
THEO 3101 Eschatology of the New Testament (3)
THEO 3102 Theology & Human Sexuality (3)
THEO 3103 Biblical Faith & Modern Science (3)
THEO 3104 New Testament Christology (3)
THEO 3105 Biblical Perspectives on the Holy Spirit (3)
THEO 3106 Topics in Theology (3)
THEO 3107 Contemporary Theology (3)
THEO 3108 Theology & Philosophy of the Skeptic (3)
THEO 3109 Christianity & Contemporary Life (3)
THEO 3110 Religious Cultism (3)
THEO 3111 Spiritual Formation (3)
THEO 3112 Biblical Interpretation Across Cultures (3)
THEO 3113 Theology in Film (3)
THEO 3114 Current Hermeneutical Issues in New Testament Studies (3)
THEO 3115 Theology of the Trinity (3)
THEO 3116 Issues in Christian Apologetics (3)
THEO 3120 Theological & Biblical Foundations of Christian Worship (3)
THEO 3121 History of Christian Worship (3)
THEO 3123 Women in the Bible (3)
THEO 3201 World Christian History 1 (100-600) (3)
THEO 3211 World Christian History 2 (600-1600) (3)
THEO 3231 World Christian History 3 (1600-Present) (3)
THEO 3410 19th Century Russian Writers (3)
THEO 3420 20th Century British Writers: The Inklings (3)
THEO 4101 Advanced Theological Seminar (3)
THEO 4102 Christian Literature after the New Testament (3)

Bible/Theology Elective (3)—choose any Upper Division course
with prefix BIBL or THEO from the lists given above or below *3*
BIBL 4323 Bible Lands (3)
BIBL 4401 Seminar in Genesis (3)
BIBL 4402 Current Hermeneutical Issues in New Testament Studies (3)
BIBL 4403 The New Testament's Uses of the Old Testament (3)
BIBL 4404 Jewish World of the New Testament (3)
BIBL 4405 Philosophical Backgrounds of the New Testament (3)
BIBL 4408 Archaeology in the Old Testament World (3)
BIBL 4409 Archaeology in the New Testament World (3)
BIBL 4410 Advanced Biblical Studies Seminar (3)

TOTAL CREDITS IN MAJOR: *33**

**NOTE:* Some courses in the Face-to-Face Bible & Theology Major are also required in some Majors and Minors. When this happens, the number of credits required in the Face-to-Face Bible & Theology Major will be fewer than 33, as those credits will be counted in the Major/Minor. See

the NOTE below each Major/Minor to see which courses fulfill requirements for the Face-to-Face Bible & Theology Major *and* the Major/Minor.

‡*NOTE:* M.U.S.E. course

NOTE: B.A. students who desire to study the Bible in its original languages are encouraged to take Hebrew or Greek in fulfillment of the foreign language requirement in the Arts & Sciences Core:

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)

Online Bible & Theology Major. Like all baccalaureate students, those enrolled in fully-online and adult studies programs must complete the Bible & Theology Major. Such students may fulfill major requirements through fully-online courses offered by Johnson University Online, traditional face-to-face or adult evening courses offered at Johnson University Tennessee or Johnson University Florida, 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.*

Online and adult studies programs include many adult students, who sometimes transfer significant numbers of prior college credits to Johnson University. To serve such students, Johnson University has developed a 30-credit Online Bible & Theology Major that aligns with the University's mission and educational goals.

Students may complete the entire Bible & Theology Major online through Johnson University by completing the online courses listed below:

Bible & Theology Core (15 credits)		
BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3
Old Testament Poetry/Wisdom Elective (3)		*3*
(various options)		
Old Testament Prophets Elective (3)		*3*
(various options)		
New Testament Gospels Elective (3)		*3*
(various options)		
New Testament Epistles Elective (3)		*3*
(various options)		
Theology Elective (3)		*3*
(various options)		

TOTAL CREDITS IN MAJOR: *30**

**NOTE:* Some courses in the Online Bible & Theology Major are also required in some Majors and Minors. When this happens, the number of credits required in the Online Bible & Theology Major will be fewer than 30, as those credits will be counted in the Major/Minor. See the NOTE below each Major/Minor to see which courses fulfill requirements for the Online Bible & Theology Major *and* the Major/Minor.

Associate of Arts in Biblical Studies
Associate of Science in Biblical Studies

Program Director: Mark Ziese, Ph.D.

Overview. The two-year Associate of Arts and Associate of Science 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. The A.A. includes a one-year study of a world language. Johnson University currently offers New Testament Greek for Translators online.

Modality. Johnson University offers the A.A. and the A.S. in Biblical Studies in face-to-face at its Tennessee and Florida campuses, as well as in online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The A.A. and A.S. 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 for Face-to-Face Degrees. The face-to-face version of the A.A./A.S. in Biblical Studies consists of the following courses:

Biblical & Theological Studies (21 credits)

BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3
Old Testament Poetry/Wisdom or Prophets Elective (3) (various options—for list, see the Bible & Theology Major)		*3*

New Testament Gospels or Epistles Elective (3) *3*
(various options—for list, see the Bible & Theology Major)

Written Communication (3 credits)
ENGL 1013 English Composition I 3

Oral Communication (3 credits)
COMM 1013 Introduction to Speech 3

History and World Civilizations (9 credits)
ENGL 1100 Introduction to Literature 3
HIST 1100 World Civilizations I 3
HIST 1200 World Civilizations II 3

Religion, Philosophy, and Ethics (6 credits)
JUTN face-to-face:
HUMN 1201 Freshman Cornerstone Seminar 1
HUMN 1501 Service-Learning & Discipleship 1
HUMN 1601 Multicultural Experience 1
PHIL 2100 Philosophical Inquiry & Critical Thinking 3

[*NOTE*: JUTN Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

JUFL face-to-face:
HUMN 1100 Freshman Cornerstone Experience 3
PHIL 2100 Philosophical Inquiry & Critical Thinking 3

[*NOTE*: JUFL Transfer students may take HUMN 1100 Freshman Cornerstone Experience OR an Arts & Sciences Elective.]

Social & Behavioral Sciences (6 credits)
ANTH 1100 Encountering Cultures 3
SPSY 1100 Interpersonal & Family Relationships 3

Natural Sciences (4 credits)
Laboratory Science Elective 4
Spiritual Formation (2 credits) *2*
PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)

PRMN 1500 Chapel (0.5)
PRMN 1500 Chapel (0.5)
PRMN 1500 Chapel (0.5)
PRMN 1500 Chapel (0.5)

A.A. Requirement (6 credits) *6*
Students pursuing the Associate of Arts degree (A.A.) must complete 6 additional credits in a single world language. Examples include:

CHIN 2100 Chinese I (3)
CHIN 2200 Chinese II (3)

FREN 2100 French I (3)
FREN 2200 French II (3)

GREK 2100 Elementary Greek I (3)
GREK 2200 Elementary Greek II (3)

HEBR 2100 Elementary Hebrew I (3)
HEBR 2200 Elementary Hebrew II (3)

SPAN 2100 Spanish I (3)
SPAN 2200 Spanish II (3)

Other language approved by Dean of Arts & Sciences (6)

A.S. Requirement (6 credits)
Students pursuing the Associate of Science degree (A.S.) must complete 6 additional credits in Mathematics, Natural Sciences, or Social Sciences. Examples include:

HLSC 2103 Health & Fitness Science (3)
MATH 2100 Quantitative Literacy (3)
MATH 2200 College Algebra (3)
PSYC 2100 Introduction to Psychology (3) *(online only)*
PSYC 2200 Social Psychology (3) *(online only)*
SCIN 3201 Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*
(SCIN 3203 may be taken without the lab, SCIN 3201. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)
SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*
SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*
SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*
(SCIN 3503 may be taken without the lab, SCIN 3501. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)
SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

TOTAL CREDITS IN DEGREE: 60

Required Courses for Online Degrees. The online version of the A.A./A.S. in Biblical Studies consists of the following courses:

Biblical & Theological Studies (21 credits)

BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3
Old Testament Poetry/Wisdom or Prophets Elective (3)		*3*
(various options—for list, see the Bible & Theology Major)		

New Testament Gospels or Epistles Elective (3) *3*
(various options—for list, see the Bible & Theology Major)

Written Communication (3 credits)
ENGL 1013 English Composition I 3

Oral Communication (3 credits)
COMM 1013 Introduction to Speech 3

History and World Civilizations (9 credits)
ENGL 1100 Introduction to Literature 3
HIST 1100 World Civilizations I 3
HIST 1200 World Civilizations II 3

Religion, Philosophy, and Ethics (6 credits)
HUMN 1102 Online Cornerstone Experience 3
PHIL 2100 Philosophical Inquiry & Critical Thinking 3

[*NOTE*: Online transfer students may take HUMN 1102 Online Cornerstone Experience OR an Arts & Sciences Elective. Online transfer students who do not take HUMN 1102 Online Cornerstone Experience are required to take the Online Course Certification.]

Social & Behavioral Sciences (6 credits)
ANTH 1100 Encountering Cultures 3
SPSY 1100 Interpersonal & Family Relationships 3

Natural Sciences (3 credits)—choose one:
HLSC 2103 Health & Fitness Science 3
SCIN 3220 Introduction to Meteorology 3

Spiritual Formation (3 credits)
CMPR 3203 Spiritual Formation 3

A.A. Requirement (6 credits) *6*
Students pursuing the Associate of Arts degree (A.A.) must complete 6 additional credits in a single world language. Johnson University currently offers the following language courses online:

GREK 5553 Greek A (3)
GREK 5563 Greek B (3)

A.S. Requirement (6 credits)
Students pursuing the Associate of Science degree (A.S.) must complete 6 additional credits in Mathematics, Natural Sciences, or Social Sciences. Examples include:

HLSC 2103 Health & Fitness Science (3)
ANTH 3203 Practical Anthropology (3)
MATH 2100 Quantitative Literacy (3)
PSYC 2100 Introduction to Psychology (3)
PSYC 2200 Social Psychology (3)
SCIN 3100 Biological Science with Lab (4)
SCIN 3200 Science Concepts & Methods with Lab (4)

TOTAL CREDITS IN DEGREE: *60*

Master of Arts in New Testament

Program Directors: Gregory L. Linton, Ph.D. (Research and Customized Concentrations)
Jody L. Owens, D.Min. (Spiritual Formation Concentration)
James Jeffrey Snell, D.Min. (Preaching Concentration)

Overview. The M.A. in New Testament (MA-NT) includes a 21-credit Core Curriculum consisting of advanced study of the New Testament. Students also choose a 12-credit concentration in one of four applied areas—namely, Research, Preaching, Spiritual Formation & Leadership, or Customized Concentration.

Modality. Johnson University offers courses for the M.A. in New Testament in fully-online format. Two courses in the Spiritual Formation & Leadership Concentration (marked below with an asterisk *) require a one-week residency. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. in New Testament encourages renewal in the local and global mission of the church by increasing the depth and quality of New Testament study and teaching among those preparing for or already engaged in ministry and Christian service.

MA-NT Core

SLO 1: Graduates will be able to use standard methods to interpret the biblical text.

SLO 2: Graduates will be able to evaluate and integrate current scholarly resources for biblical studies.

SLO 3: Graduates will be able to articulate the theological significance of New Testament texts.

Research Concentration

SLO 4: Graduates will be able to describe the lexical and syntactical features of New Testament texts.

SLO 5: Graduates will be able to research thoroughly and write clearly an analysis of a New Testament topic.

Preaching Concentration

SLO 6: Graduates will be able to preach from the New Testament accurately and effectively.

Spiritual Formation & Leadership Concentration

SLO 7: Graduates will be able to use the New Testament accurately and effectively in spiritual formation.

Customized Concentration

SLO 8: Students will be able to integrate New Testament studies with other academic and professional disciplines as negotiated with the faculty.

Required Courses. The M.A. in New Testament consists of the following courses:

Prerequisites:

Students who lack enough course work in biblical studies to provide adequate preparation for graduate study may be required to complete some foundational readings before the end of the first term of enrollment. This work will be assigned and assessed by the Program Director.

MA-NT Core Curriculum (21 credits)

BIBL 5100	Introduction to Graduate Studies: Orientation	0
BIBL 5103	New Testament Introduction	3
BIBL 5104	World of the New Testament	3
BIBL 5105	New Testament Research Methods	3
BIBL 5106	New Testament Theology	3
BIBL 6101	Gospel of Matthew	3
BIBL 6105	Acts	3
BIBL 6106	Romans	3

Choose one of the following concentrations (12 credits): *12*

Research Concentration (12 credits)

Prerequisite:

Students must demonstrate proficiency in translating and exegeting New Testament Greek texts by earning 12 credit hours (or equivalent) of university or seminary credit in Hellenistic Greek (including online courses offered by Johnson University) or passing a proficiency test administered by the graduate faculty.

BIBL 6201 Honors Thesis (3) or BIBL 6209 Research Project

Prerequisite:

Students seeking to write an Honors Thesis must receive approval from program faculty. Other students may follow the requirements for the Research Project

BIBL 6207 1 Corinthians: Greek Text (3)
BIBL 6210 Prison Epistles: Greek Text (3)
BIBL 6227 Apocalypse: Greek Text (3)

Preaching Concentration (12 credits)

Prerequisite:

CMPR 5100 Expository Preaching (3)

Required for students who have not completed 6 or more undergraduate or graduate credits in Homiletics and recommended for those who have not completed a Homiletics course within the past 10 years

CMPR 6200 Advanced Expository Preaching (3)
CMPR 6210 Preaching & Teaching for Spiritual Formation (3)
CMPR 6220 Preaching Contexts (3)
CMPR 6300 Preaching Project: Fall Term (1)
CMPR 6400 Preaching Project: Spring Term (2)

Spiritual Formation & Leadership Concentration (12 credits)

*CMPR 6210 Preaching & Teaching for Spiritual Formation (3)
*CMSF 5100 Introduction to Spiritual Formation (3)
CMSF 6200 History of Christian Spiritual Formation (3)
CMSF 6302 Spiritual Formation & Leadership Project: Fall Term (2)
CMSF 6501 Spiritual Formation & Leadership Project: Spring Term (1)

Customized Concentration (12 credits)

Students who choose the Customized Concentration complete the Core Curriculum and a group of related courses agreed upon by the student and the faculty, including an integrating project or thesis. The Concentration may include coursework completed at Johnson

University and/or transferred from an accredited institution(s) approved by the faculty (e.g. regionally accredited, ATS, and ABHE institutions). Students who choose the Customized Concentration pursue the learning outcomes and goals negotiated with the faculty.

TOTAL CREDITS IN DEGREE: *33*

* These courses require a partial week residency.

Graduate Certificate in Biblical Interpretation

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

Overview. The Graduate Certificate in Biblical Interpretation enables students who already hold bachelor's degrees in fields other than Bible or religion to engage in deeper study and teaching of the New Testament without pursuing a degree.

Modality. Johnson University offers the Graduate Certificate in Biblical Interpretation in fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Certificate in Biblical Interpretation encourages renewal in the local and global mission of the church by increasing the depth and quality of New Testament study among those preparing for or already engaged in non-vocational Christian ministries.

SLO 1: Graduates will be able to evaluate and integrate current, scholarly resources for biblical studies.

SLO 2: Graduates will be able to use standard methods to interpret the biblical text.

Required Courses. The Graduate Certificate in Biblical Interpretation consists of the following courses:

Prerequisites:

Students who lack enough course work in biblical studies to provide adequate preparation for graduate study may be required to complete some foundational readings before the end of the first term of enrollment. This work will be assigned and assessed by the Program Director.

Core Curriculum (6 credits)

BIBL 5103	New Testament Introduction	3
BIBL 5105	New Testament Research Methods	3

Electives (choose 6 credits) *6*

BIBL 5104 World of the New Testament (3)
BIBL 5106 New Testament Theology (3)
BIBL 6101 Gospel of Matthew (3)
BIBL 6105 Acts (3)
BIBL 6106 Romans (3)

TOTAL CREDITS IN CERTIFICATE: *12*

Graduate Certificate in Spiritual Formation & Leadership

Program Director: Jody L. Owens, D.Min.

Overview. The Graduate Certificate in Spiritual Formation & Leadership deepens students' spiritual lives and equips them to mentor churches and individuals toward spiritual formation.

Modality. Johnson University offers the Graduate Certificate in Spiritual Formation & Leadership primarily in online format. Two courses require a partial week residency. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Certificate in Spiritual Formation & Leadership deepens students' spiritual lives and equips them to mentor churches and individuals toward spiritual formation.

SLO 1: Graduates will be able to actively and intentionally pursue spiritual formation in their own lives.

SLO 2: Graduates will be able to exercise leadership in encouraging and facilitating spiritual formation in individuals and churches.

Required Courses. The Graduate Certificate in Spiritual Formation & Leadership consists of the following courses:

Prerequisites:
Students who lack enough course work in biblical studies to provide adequate preparation for graduate study may be required to complete some foundational readings before the end of the first term of enrollment. This work will be assigned and assessed by the Program Director.

Certificate Courses (12 credits)

BIBL 5105	New Testament Research Methods	3
*CMSF 5100	Introduction to Spiritual Formation	3
CMSF 6200	History of Christian Spiritual Formation	3
*CMPR 6210	Preaching & Teaching for Spiritual Formation	3
TOTAL CREDITS IN CERTIFICATE:		*12*

These courses require a partial week residency.

SCHOOL OF BUSINESS & PUBLIC LEADERSHIP

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 & Public Leadership

Catherlyn F. Brim, Ed.D. in Organizational Leadership—Professor of Business Administration (FL/OL)

Full-Time Faculty, School of Business & Public Leadership

Jeffrey M. Brown, Ph.D. in Business Administration— Associate Professor of Business Administration (FL/OL)

Alicia D. Crumpton, Ph.D. in Leadership Studies—Ph.D. Program Director, Professor of Leadership Studies (OL)

Carol A. Decker, Ph.D. in Human Resources Development—Business Administration and Nonprofit Administration Program Director, Professor of Business Administration (TN)

Wilbur A. Reid III, Ph.D. in Organizational Leadership—M.B.A. Program Director, Professor of Business Administration (OL/TN)

Affiliate Faculty, School of Business & Public Leadership

Christopher B. Beard, Ph.D. in Leadership Studies (OL)

Jeffrey Breza, M.S. in Organizational Development and Human Resources (OL)

Jay Clark, Ph.D. in Leadership (OL)

Paul T. Coleman, J.D. in Law, L.L.M. in Taxation (TN)

Trevor Cox, Ph.D. in Educational Studies (OL)

Dale DeNeal, M.A. in Organizational Leadership, pursuing Ph.D. in Leadership Studies (OL)

James R. Estep, Ph.D. in Educational Studies—Qualitative Research (OL)

Jacqueline A. Faulhaber, Doctorate of Strategic Leadership (OL)

Glenn Feaster, M.B.A. in Strategic Leadership & Planning (TN)

Jimmie Flores, Ph.D. in Human and Organizational Development, Doctor of Management in Information Systems and Technology (OL)

Joshua S. Fullman, Ph.D. in English (OL)

Jess O. Hale, Jr., J.D. in Law (OL)

Sara Henry, Ph.D. in Leadership Studies (OL)

Lynn Johnson, Ph.D. in Organization and Management (FL/OL)

Richard M. Justice, Jr., Ph.D. in Instructional Systems/Learning Services (OL)
Paul Lenski III, J.D. in Law (TN)
Diane Lewis, M.B.A. with Additional Specialization in Management and Human Resource Management (OL)
Valentina Naumenko, D.B.A. in Business Administration (FL)
Rachel T. Nawrocki, M.S. in Management; pursuing Ph.D. in Leadership Studies (OL)
Verna Omanwa, D.B.A. in Business Administration and International Business (FL/OL)
Morris E. Osborn, J.D. in Law, LL.M. in Real Property & Development (FL/OL)
Nicolas A. Pologeorgis, Ph.D. in Economics (OL)
Charles (Chuck) L. Rapp, M.S. in Management (OL)
William J. Salyards, Ph.D. in Leadership Studies (OL)
Phillip Scherrer, Ph.D. in Marketing (OL)
John Stricklen, M.A. in Organizational Leadership, pursuing D.B.A. in Management (TN/OL)
Joel Vance, D.B.A. in Business Administration (TN)
Julie Woltil, Ph.D. in Clinical Psychology (OL)
Michael Shane Wood, Ph.D. in Organizational Leadership (OL)
Elizabeth Woodson, M.Acc. in Taxation, CPA, pursuing Ph.D. in Accounting (TN/OL)
Michael R. Young, Ph.D. in Philosophy (OL)

Interdisciplinary Faculty

Thomas E. Roberts, D.B.A. in Business Administration—Lecturer in Congregational Ministry (OL)
Chris M. Templar, Ph.D. in Religious Education—Director of Educational Technology, Professor of Education (TN/OL)
Mark Weedman, Ph.D. in Historical Theology—Professor of Philosophy and Ethics (TN/OL)

Staff

Gayla Wood, Associate of Secretarial Science—Administrative Assistant (FL)
John Stricklen, M.A. in Organizational Leadership, pursuing D.B.A. in Management—Administrative Assistant (TN)

NOTE: Interdisciplinary faculty members are assigned to another Johnson University school, but teach courses in the School of Business & Public Leadership. Administrative faculty members are full-time administrators who hold academic credentials in a field related to Business & Public Leadership. They influence academic programs, but may or may not teach on a regular basis. The parenthetical note identifies the campus where individuals are based ("TN" for Tennessee, "FL" for Florida, "OL" for Online).

Academic Programs

The School of Business & Public Leadership oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
School of Business & Public Leadership			
• B.A. in Business Administration	TN FL		
—Entrepreneurship Concentration	TN FL		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
—Marketing Concentration	TN FL		
—Management Concentration	TN FL		
—Sport Management Concentration	TN FL		
• B.S. in Business Administration	TN FL OL		
—Entrepreneurship Concentration	TN FL OL		
—Marketing Concentration	TN FL OL		
—Management Concentration	TN FL OL		
—Sport Management Concentration	TN FL		
• A.S. in Business Administration	TN FL OL		
• Business Administration Minor	TN FL OL		
• B.A. in Nonprofit Administration	TN FL		
• B.S. in Nonprofit Administration	TN FL OL		
• Master of Business Administration	OL		
—Leadership Concentration	OL		
—Management Concentration	OL		
—Nonprofit Management Concentration	OL		
• Ph.D. in Leadership Studies	OL		
—Educational Leadership Concentration	OL		
—Organizational Leadership Concentration	OL		
—Philosophy & Theology of Leadership Concentration	OL		
—Missional Leadership Concentration	OL		
• Advanced Graduate Certificate in Leadership Studies	OL		

Business Administration Major

Program Director: Catherlyn F. Brim, Ed.D. (FL, OL); Carol A. Decker, Ph.D. (TN)

Overview. The Business Administration Major equips students to serve as business leaders in a variety of organizational contexts. Students develop knowledge and skills in accounting, management, analytics & decision making, leadership, human resource management, economics,

marketing, and business law. The program incorporates biblical wisdom and missional concerns to develop Christian character and a kingdom perspective. In addition to the Business Administration Core, students select a concentration in Entrepreneurship, Marketing, Management, or Sport Management.

Modality. Johnson University offers the Business Administration Major on the Tennessee and Florida campuses, and Online (fully-online format, except for the Sport Management Concentration). On the Tennessee and Florida campuses, the Business Administration courses are offered in the traditional daytime format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Business Administration Major equips students to serve as business leaders in a variety of organizational contexts, effectively using human capital, and financial resources to accomplish strategic goals in extending the kingdom of God among all nations.

Graduates will be able to:

SLO 1: Develop and apply ethical strategic problem-solving and decision-making skills.

SLO 2: Possess 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 1: Demonstrate business planning capabilities for new business concepts or ventures.

SLO 2: Create and evaluate new venture opportunities.

SLO 3: Create and assess business funding models applicable to entrepreneurship and new ventures.

SLO 4: Assess and create management and leadership growth models for new ventures.

SLO 5: Apply and engage in the entrepreneurial process.

Marketing Concentration graduates will be able to:

SLO 1: Create marketing models for business organizations.

SLO 2: Evaluate marketing models for improving or creating new marketing strategies.

Management Concentration graduates will be able to:

SLO 1: PLAN & ORGANIZE: Assess, create, and execute an effective strategy to achieve organizational objectives.

SLO 2: LEAD: Select and apply leadership and management principles to influence individuals toward desired outcomes.

SLO 3: CONTROL: Assess processes, determine the relevance of results, and design and execute a strategy for continuous improvement.

Sport Management Concentration graduates will be able to:

SLO 1: Design effective employee recruitment, compensation, training, and selection processes

for the sports industry.

SLO 2: Assess and apply ethical marketing principles in the sports industry.

SLO 3: Demonstrate management and administrative abilities for the sports industry.

Required Courses. The Business Administration Major consists of the following courses:

Business Administration Core (39 credits)

BUSN 2043	Business Essentials	3
ACCT 2013	Principles of Financial Accounting	3
*ECON 2103	Economics	3
MGMT 3013	Principles of Management	3
*BUSN 3003	Organizational Behavior	3
BUSN 3043	Business Communication	3
MKTG 3013	Marketing	3
BUSN 3053	Business Finance	3
BUSN 3063	Business Analytics & Decision Making	3
MGMT 4033	Human Resource Management	3
BUSN 4043	Business Law	3
BUSN 4023	Organizational Strategy & Policy	3
BUSN 4113	Leadership Development or BUSN 4333 Internship	3

TOTAL CREDITS IN BUSINESS ADMINISTRATION CORE: *39*

Concentration (choose one): *12-15*

Entrepreneurship Concentration (15 credits)
MGMT 3033 Entrepreneurship & Small Business Management (3)
MGMT 4103 New Venture Creation (3)
MGMT 4203 Entrepreneurial Finance (3)
MGMT 4303 Entrepreneurship Growth Strategies (3)
BUSN 4333 Internship (3) **Required for Entrepreneurship Concentration*

Marketing Concentration (12 credits)
MKTG 3033 Promotion Strategy (3)
MKTG 3043 Sales Management (3)
MKTG 4013 Consumer Behavior (3)
MKTG 4023 Marketing Research (3)

Management Concentration (12 credits)
MGMT 3033 Entrepreneurship & Small Business Management (3)
MGMT 4013 Operations Management (3)
MGMT 4023 Management Science (3)
MGMT 4043 Negotiation & Conflict Resolution (3)

Sport Management Concentration (13 credits)
SFSA 3013 Organization & Administration of Athletic Programs (3)
SFSA 4013 Principles of Sport Marketing (3)
SFIT 3031 Internship Orientation (1)
SFIT 4033 Sport & Fitness Internship (3)
SFIT 4013 Legal, Ethical & Professional Standards for Sports Professionals (3)

TOTAL CREDITS IN BUSINESS ADMINISTRATION MAJOR: *51-54*

Face-to-Face Format: B.A. in Business Administration with Entrepreneurship Concentration. To earn the face-to-face format Bachelor of Arts degree with a double major in Bible & Theology and Business Administration with Entrepreneurship Concentration, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	33 credits
Entrepreneurship Concentration	15 credits
Business Administration Core	39 credits
TOTAL:	*143 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Face-to-Face Format: B.S. in Business Administration with Entrepreneurship Concentration. To earn the face-to-face format Bachelor of Science degree with a double major in Bible & Theology and Business Administration with Entrepreneurship Concentration, students must complete the following degree components:

Arts & Sciences Core for B.S.	50 credits
Bible & Theology Major	33 credits
Entreprenuership Concentration	15 credits
Business Administration Core	39 credits
TOTAL:	*137 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Online Format: B.S. in Business Administration with Entrepreneurship Concentration. To earn the online format Bachelor of Science degree with a double major in Bible & Theology and Business Administration with Entrepreneurship Concentration, students must complete the following degree components:

Online Arts & Sciences Core for B.A.	46 credits
Online Bible & Theology Major	30 credits
Entrepreneurship Concentration	15 credits
Business Administration Core	39 credits
TOTAL:	*130 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Face-to-Face Format: B.A. in Business Administration with Marketing Concentration. To earn the traditional format Bachelor of Arts degree with a double major in Bible & Theology and Business Administration with Marketing Concentration, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	33 credits
Marketing Concentration	12 credits
Business Administration Core	39 credits
TOTAL:	*140 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Face-to-Face Format: B.S. in Business Administration with Marketing Concentration. To earn the face-to-face format Bachelor of Science degree with a double major in Bible & Theology and Business Administration with Marketing Concentration, students must complete the following degree components:

Arts & Sciences Core for B.S.	50 credits
Bible & Theology Major	33 credits
Marketing Concentration	12 credits
Business Administration Core	39 credits
TOTAL:	*134 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Online Format: B.S. in Business Administration with Marketing Concentration. To earn the online format Bachelor of Science degree with a double major in Bible & Theology and Business Administration with Marketing Concentration, students must complete the following degree components:

Online Arts & Sciences Core for B.S.	46 credits
Online Bible & Theology Major	30 credits
Marketing Concentration	12 credits
Business Administration Core	39 credits
TOTAL:	*127 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective, and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Face-to-Face Format: B.A. in Business Administration with Management Concentration. To earn the traditional format Bachelor of Arts degree with a double major in Bible & Theology and Business Administration with Management Concentration, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	33 credits
Management Concentration	12 credits

Business Administration Core	39 credits
TOTAL:	*140 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Face-to-Face Format: B.S. in Business Administration with Management Concentration. To earn the face-to-face format Bachelor of Science degree with a double major in Bible & Theology and Business Administration with Management Concentration, students must complete the following degree components:

Arts & Sciences Core for B.S.	50 credits
Bible & Theology Major	33 credits
Management Concentration	12 credits
Business Administration Core	39 credits
TOTAL:	*134 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Online Format: B.S. in Business Administration with Management Concentration. To earn the online format Bachelor of Science degree with a double major in Bible & Theology and Business Administration with Management Concentration, students must complete the following degree components:

Online Arts & Sciences Core for B.S.	46 credits
Online Bible & Theology Major	30 credits
Management Concentration	12 credits
Business Administration Major	39 credits
TOTAL:	*127 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective, and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Face-to-Face Format: B.A. in Business Administration with Sport Management Concentration. To earn the traditional format Bachelor of Arts degree with a double major in Bible & Theology and Business Administration with Sport Management, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	33 credits
Sport Management Concentration	13 credits
Business Administration Core	39 credits
TOTAL:	*141 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core:

(1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Face-to-Face Format: B.S. in Business Administration with Sport Management Concentration. To earn the face-to-face format Bachelor of Science degree with a double major in Bible & Theology and Business Administration with Sport Management Concentration, students must complete the following degree components:

Arts & Sciences Core for B.S.	50 credits
Bible & Theology Major	33 credits
Sport Management Concentration	13 credits
Business Administration Major	39 credits
TOTAL:	*135 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Associate of Science in Business Administration

Program Director: Catherlyn F. Brim, Ed.D. (FL, OL); Carol A. Decker, Ph.D. (TN)

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 face-to-face at its Tennessee and Florida campuses, and online. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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:

SLO 1: Develop and apply ethical strategic problem-solving and decision-making skills.

SLO 2: Possess effective interpersonal skills, including oral and written communication techniques to meet business and managerial objectives among global business audiences.

Required Courses for Face-to-Face degree. The face-to-face Associate of Science in Business Administration consists of the following courses:

Arts & Sciences (27 credits)

ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ECON 2103	Principles of Economics	3
ENGL 1013	English Composition I	3

HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
MATH 2100	Quantitative Literacy	3
Freshman Cornerstone (3 credits)		*3*
JUTN face-to-face Freshman Cornerstone		
HUMN 1201	Freshman Cornerstone Seminar (1)	
HUMN 1501	Service-Learning & Discipleship (1)	
HUMN 1601	Multicultural Experience (1)	
JUFL face-to-face Freshman Cornerstone		
HUMN 1100	Freshman Cornerstone Seminar (3)	
Natural Science Elective (4 credits)—choose one set of corequisites:		*4*
SCIN 3201	Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*	
SCIN 3203	Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*	
SCIN 3301	Animal Biology Lab (1) *(Corequisite: SCIN 3303)*	
SCIN 3303	Animal Biology (3) *(Corequisite: SCIN 3301)*	
SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)*	
SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
SCIN 3501	Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*	
SCIN 3503	Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*	
SCIN 3601	Biodiversity Lab (1) *(Corequisite: SCIN 3603)*	
SCIN 3603	Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*	
Spiritual Formation		
PRMN 1000	Service Learning (4 terms)	0
PRMN 1500	Chapel (4 terms)	2
Biblical & Theological Studies (15credits)		
BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3
Business Administration (18 credits)		
ACCT 2013	Principles of Financial Accounting	3
BUSN 2033	Business Essentials	3
BUSN 3043	Business Communication	3
MGMT 3013	Principles of Management	3
MKTG 3013	Marketing	3
Business Administration Elective (choose one):		*3*
BUSN 3033	Organizational Behavior (3)	
BUSN 3063	Business Analytics & Decision Making (3)	
BUSN 4113	Leadership Development (3)	
MGMT 4033	Human Resource Management (3)	
MKTG 4013	Consumer Behavior (3)	
TOTAL CREDITS IN DEGREE:		*60*

Required Courses for Online Degree. The online Associate of Science in Business Administration consists of the following courses:

Arts & Sciences Core (28 credits)		
ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ECON 2103	Principles of Economics	3
ENGL 1013	English Composition I	3
HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
HUMN 1102	Online Cornerstone Seminar	3
MATH 2100	Quantitative Literacy	3
Natural Science Elective (4 credits)—choose one set of corequisites:		*4*
SCIN 3201	Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*	
SCIN 3203	Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*	
SCIN 3301	Animal Biology Lab (1) *(Corequisite: SCIN 3303)*	
SCIN 3303	Animal Biology (3) *(Corequisite: SCIN 3301)*	
SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)*	
SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
SCIN 3501	Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*	
SCIN 3503	Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*	
SCIN 3601	Biodiversity Lab (1) *(Corequisite: SCIN 3603)*	
SCIN 3603	Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*	
Spiritual Formation (3 credits)		
THEO 3111	Spiritual Formation	3
Biblical & Theological Studies (15credits)		
BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3
Business Administration (18 credits)		
ACCT 2013	Principles of Financial Accounting	3
BUSN 2033	Business Essentials	3
BUSN 3043	Business Communication	3
MGMT 3013	Principles of Management	3
MKTG 3013	Marketing	3
Business Administration Elective (choose one):		*3*
BUSN 3033	Organizational Behavior (3)	
BUSN 3063	Business Analytics & Decision Making (3)	
BUSN 4113	Leadership Development (3)	
MGMT 4033	Human Resource Management (3)	
MKTG 4013	Consumer Behavior (3)	
TOTAL CREDITS IN DEGREE:		*61*

Business Administration Minor

Program Director: Catherlyn F. Brim, Ed.D. (FL, OL), Carol A. Decker, Ph.D. (TN)

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 the Tennessee and Florida campuses, and Online. On the Tennessee and Florida campuses, the Business Administration courses are offered in the traditional daytime format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

*Purpose***.** The Business Administration Minor equips students with essential business knowledge, skills, and abilities**.**

SLO 1: Graduates will be able to develop and apply ethical strategic problem-solving and decision-making skills.

SLO 2: Graduates will be able to create verbal and written communications to express ideas and concepts clearly and effectively

SLO 3: Graduates will be able to utilize essential principles and theories of management and leadership to generate and execute a strategy to achieve business goals and objectives.

SLO 4: Graduates will be able to calculate, evaluate, and apply quantitative data in business decision-making.

Required Courses. The Business Administration Minor consists of the following courses:

ACCT 2013	Principles of Financial Accounting	3
MGMT 3013	Principles of Management	3
MKTG 3013	Principles of Marketing	3
*ECON 2103	Economics	3
*BUSN 3003	Organizational Behavior	3
BUSN 3063	Business Analysis & Decision Making	3
TOTAL CREDITS IN MINOR:		*18*

Requirements for the B.A. with a Business Administration Minor. To earn the traditional format Bachelor of Arts degree with a major in Bible & Theology and Business Administration Minor, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	33 credits
General Electives	13 credits
Business Administration Minor	18 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>:* The following courses in this minor fulfill requirements for the Arts & Sciences Core:

(1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Requirements for the B.S. with a Business Administration Minor. To earn the traditional format Bachelor of Science degree with a major in Bible & Theology and Business Administration Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	50 credits
Bible & Theology Major	33 credits
General Electives	19 credits
Business Administration Minor	18 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Requirements for the Online B.S. with a Business Administration Minor. To earn the traditional format Bachelor of Science degree with a major in Bible & Theology and Business Administration Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	46 credits
Bible & Theology Major	33 credits
General Electives	23 credits
Business Administration Minor	18 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ECON 2103 Economics as the Arts & Sciences Elective and (2) BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Nonprofit Administration Major

Program Director: Catherlyn F. Brim, Ed.D. (FL, OL), Carol A. Decker, Ph.D. (TN)

Overview. The major in Nonprofit Administration equips students for leadership roles in both business and nonprofit settings. Students develop knowledge and skills in accounting, management, analytics & decision making, leadership, human resource management, economics, marketing, and business law. The program incorporates biblical wisdom and missional concerns to develop Christian character and a kingdom perspective. It includes an internship with a nonprofit organization through which students gain first-hand leadership experience.

Modality. Johnson University offers the Nonprofit Administration Major on the Tennessee and Florida campuses and Online (fully-online format). For the remainder of the bachelor's degree, the Arts & Sciences Core and Bible & Theology Major are available fully online. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Nonprofit Administration Major equips students to serve as business managers in a variety of nonprofit and other organizations, effectively using human capital and financial resources to accomplish strategic goals in extending the kingdom of God among all nations.

Graduates will be able to:

SLO 1: Develop and apply ethical strategic problem-solving and decision-making skills.

SLO 2: Create verbal and written communications to express ideas and concepts clearly and effectively.

SLO 3: Utilize essential principles and theories of management and leadership to generate and execute a strategy to achieve business goals and objectives.

SLO 4: Calculate, evaluate, and apply quantitative data in business decision-making.

SLO5: Demonstrate the ability to develop and utilize strategies to acquire and allocate required resources to accomplish an organization's mission.

Required Courses. The Nonprofit Administration Major consists of the following courses:

NPMG 2010	Introduction to the Nonprofit Sector	3
ACCT 2013	Principles of Financial Accounting	3
MGMT 3013	Principles of Management	3
*BUSN 3003	Organizational Behavior	3
BUSN 3043	Business Communication	3
MKTG 3013	Marketing	3
BUSN 3053	Business Finance	3
NPMG 3020	Nonprofit Fundraising & Development	3
BUSN 3063	Business Analytics & Decision Making	3
MGMT 4033	Human Resource Management	3
BUSN 4043	Business Law	3
NPMG 4113	Nonprofit Governance & Leadership	3
NPMG 4333	Nonprofit Internship	3
TOTAL CREDITS IN MAJOR:		*39*

Face-to-Face Format: B.A. in Nonprofit Administration. To earn the face-to-face format Bachelor of Ars degree with a double major in Bible & Theology and Nonprofit Administration, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Nonprofit Administration Major	39 credits
TOTAL:	*128 credits*

**NOTE:* The following course in this major fulfills a requirement for the Arts & Sciences Core: BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Face-to-Face Format: B.S. in Nonprofit Administration. To earn the face-to-face format Bachelor of Science degree with a double major in Bible & Theology and Nonprofit Administration, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Nonprofit Administration Major	39 credits
TOTAL:	*125 credits*

*<u>*NOTE:*</u> The following course in this major fulfills a requirement for the Arts & Sciences Core: BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Online Format: B.S. in Nonprofit Administration. To earn the online format Bachelor of Science degree with a double major in Bible & Theology and Nonprofit Administration, students must complete the following degree components:

Online Arts & Sciences Core for B.S.	49 credits
Online Bible & Theology Major	30 credits
General Electives	3 credits
Nonprofit Administration Major	39 credits
TOTAL:	*121 credits*

*<u>*NOTE:*</u> The following course in this major fulfills a requirement for the Arts & Sciences Core: BUSN 3003 Organizational Behavior as the Social & Behavioral Sciences Elective.

Internship. Each student participates in a co-curricular internship. This hands-on experience integrates the Nonprofit Administration coursework with current industry practices. Internships generally involve at least 250 hours at a nonprofit organization that agrees to supervise, mentor, and evaluate the student.

Master of Business Administration

Program Director: Wilbur A. Reid III, Ph.D.

Overview. The Master of Business Administration (M.B.A.) program offers advanced preparation for leadership roles in business settings, incorporating biblical wisdom and missional concerns to develop Christian character and a kingdom perspective. The Business Core develops competencies in accounting, management, analytics & decision making, leadership, human resource management, economics, marketing, and business law. Concentration options include Business Administration, Leadership, and Nonprofit Management. The program culminates in a capstone project that demonstrates students' capacity to research, synthesize, analyze, assess, and communicate core business knowledge.

Modality. Johnson University offers the Master of Business Administration degree in a fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Master of Business Administration (M.B.A.) program equips leaders to serve in a variety of organizations, effectively strategizing, operating, and influencing within their organizational and locational context.

Business Core

SLO 1: Graduates will be able to demonstrate strategic abilities in key functions of business operations.

SLO 2: Graduates will be able to demonstrate growth of scholarship and knowledge in key business functions.

SLO 3: Graduates will be able to create verbal and written communications to express ideas and concepts clearly and effectively in a consultative environment.

SLO 4: Graduates will be able to design a consultative project that produces a comprehensive business plan for meeting management objectives.

Leadership Concentration

Purpose. The Leadership Concentration equips leaders to assess and improve the overall strategic direction and health of an organization by recommending appropriate strategies and plans.

SLO 1: Graduates will be able to evaluate and appraise the applications/communications of leadership in the context of individualism, teams, and organizations.

Nonprofit Management Concentration

Purpose. The Nonprofit Management Concentration equips leaders to integrate organizational mission with viable fund raising strategies, and recognize and address the challenges and opportunities within nonprofits.

SLO 1: Graduates will be able to create business planning scenarios for nonprofit implementation or revising existing nonprofit strategic directions.

Management Concentration

SLO 1: Graduates will develop expertise in technical application, operational decision making, and personnel issues.

Required Courses. The Master of Business Administration (M.B.A.) program consists of the following courses:

Master of Business Administration Core

BUSN 5000	MBA Orientation	0
LDRS 5013	Leadership	3
BUSN 5023	Advanced Business Analytics	3
BUSN 5033	Marketing Management	3
BUSN 5013	Advanced Operations Management	3
BUSN 5113	Accounting for Strategic Decision Making	3
BUSN 5123	Business Law	3
BUSN 5223	Managerial Economics	3
TOTAL CREDITS IN MASTER OF BUSINESS ADMINISTRATION CORE:		*21*
Concentration (choose one):		*15*

Leadership Concentration (15 credits)

LDRS 6013	Leadership Communication (3)
LDRS 6023	Leadership & Team Building (3)
LDRS 6033	Organizational Leadership (3)
LDRS 6113	Project Design Management (3)

LDRS 6123 Capstone Project: Leadership (3)

Management Concentration (15 credits)
MGMT 6013 Strategic Human Resource Management (3)
MGMT 6213 Advanced Corporate Finance (3)
MGMT 6033 International Business (3)
MGMT 6113 Project Design Management (3)
MGMT 6123 Capstone Project: Management (3)

Nonprofit Management Concentration (15 credits)
NPMG 6303 The Nonprofit Sector (3)
NPMG 6306 Social Entrepreneurship (3)
NPMG 6323 Nonprofit Resource Development (3)
NPMG 6333 Project Design Management (3)
NPMG 6123 Capstone Project: Nonprofit Management (3)

TOTAL CREDITS IN DEGREE: *36*

Capstone Project. The program culminates in a capstone project that demonstrates a student's capacity to successfully research, synthesize, analyze, and communicate information. In lieu of the project, students may choose to develop and complete a research thesis in an area of interest. Prerequisite: this class must be taken in the last term of the program requirements and must have the approval of the program director.

Doctor of Philosophy in Leadership Studies

Program Director: Alicia D. Crumpton, Ph.D.

Overview. The Ph.D. in Leadership Studies follows an interdisciplinary design with a focus on four dimensions of leadership studies—individual and personal systems, organizational systems, global systems, and research. The Conceptual Framework of the Ph.D. program is rooted in a commitment to educating whole persons. The interdisciplinary curriculum is designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others.

The Center for Global Studies (CGS). In order to support the Ph.D. initiative, eight regionally accredited colleges, universities, and seminaries of the independent Christian churches/churches of Christ have formed a consortium called the "Center for Global Studies" (CGS). Member institutions include:

Johnson University (SACSCOC)
Knoxville, Tennessee
(www.johnsonu.edu)

Kentucky Christian University (SACSCOC)
Grayson, Kentucky
(www.kcu.edu)

Cincinnati Christian University (HLC)
Cincinnati, Ohio
(www.ccuniversity.edu)

Lincoln Christian University (HLC)
Lincoln, Illinois
(www.lincolnchristian.edu)

Emmanuel Christian Seminary (SACSCOC)
Johnson City, Tennessee
(www.ecs.edu)

Milligan College (SACSCOC)
Johnson City, Tennessee
(www.milligan.edu)

Hope International University (WASC)
Fullerton, California
(www.hiu.edu)

TCM International Institute (HLC)
Indianapolis, Indiana
Vienna, Austria
(www.tcmi.org)

The mission of The Center for Global Studies is to "prepare qualified Christian nationals around the world for higher education leadership in their cultural contexts by offering a terminal degree that is applicable, achievable, affordable, and accreditable." Johnson University was chosen to develop an online Ph.D. program in Leadership Studies that represents the mission and intent of the CGS.

The Center for Global Studies operates under the auspices of Johnson University and remains under the ultimate control of the Johnson University Board of Trustees. Member schools assign a representative to serve on the CGS Advisory Board, make available at least one qualified faculty member to teach and otherwise assist with the doctoral program, participate in publicizing and recruiting students for the program, and provide other types of support for the Ph.D. initiative.

For purposes of accreditation, the doctoral program remains under the ultimate control of Johnson University. Professors "loaned" to the CGS by member schools are employed as "affiliate faculty" by Johnson University.

Modality. Johnson University offers the Ph.D. in Leadership Studies in fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Doctor of Philosophy in Leadership Studies prepares Christian men and women around the world for effective leadership in higher education and other organizations within their cultural contexts.

Doctor of Philosophy Core

Graduates will be able to:

SLO 1: Analyze and evaluate individual, organizational, and societal frameworks of leadership to recognize the influence of biblical, ethical, philosophical, and theological foundations for leadership.

SLO 2: Create and reflect on a personal leadership philosophy based on leadership and faith development.

SLO 3: Design and conduct research to make contributions to leadership studies.

Educational Leadership Concentration

Graduates will be able to:

SLO 4: Design and implement a research approach that contributes to the field of Educational Leadership.

SLO 5: Explore and appraise theoretical aspects of leadership in a specific context of Educational Leadership.

Organizational Leadership Concentration

Graduates will be able to:

SLO 6: Design and implement a research approach that contributes to the field of Organizational Leadership.

SLO 7: Explore and appraise theoretical aspects of leadership in a specific context of Organizational Leadership.

Theology and Philosophy of Leadership Concentration

Graduates will be able to:

SLO 8: Design and implement a research approach that contributes to the field of Theology and Philosophy of Leadership.

SLO 9: Explore and appraise theoretical aspects of leadership in a specific context of Theology and Philosophy of Leadership.

Missional Leadership Concentration

Graduates will be able to:

SLO 10: Design and implement a research approach that contributes to the field of Missional Leadership.

SLO 11: Explore and appraise theoretical aspects of leadership in a specific context of Missional Leadership.

Required Courses. The Ph.D. in Leadership Studies includes 60 credits *beyond the master's degree*. The program consists of six primary elements: (1) Orientation; (2) 18-credit Leadership Core; (3) 6-credit Ethics Core; (4) 18-credit Research Core; (5) 15-credit Elective Concentration in Educational Leadership, Organizational Leadership, Philosophy & Theology of Leadership, or Missional Leadership; and (6) Candidacy. Doctoral students may also participate in optional Research Summits, which provide opportunities for face-to-face interaction and networking with faculty and fellow students.

Students normally complete one intensive course at a time, with a typical 3-credit course extending through seven weeks. Johnson University holds six 7-week sessions per year, so students may earn the Ph.D. degree in four years by moving through the program requirements in the following sequence:

YEAR 1:	CFGS 7111 Orientation	0
	Leadership Core (18 credits)	
	CFGS 7112 Introduction to Global Studies	3
	CFGS 7114 Leadership Studies & Theory	3
	CFGS 7116 Ways of Knowing & Leadership Development	3
	CFGS 7218 Organizational Studies & Theory	3
	CFGS 7220 Intercultural Behavior, Worldview & Communication	3
	CFGS 7222 Global Leadership, Systems & Policy	3
YEAR 2:	*Ethics Core (6 credits)*	
	CFGS 7124 Leadership & Personal Ethics	3
	CFGS 7126 Applied Ethics	3
	Research Core: Part A (3 credits)	
	CFGS 7130 Principles of Research	3

	CFGS 8000 Candidacy (0)	
	CFGS 8010 Candidacy Continuation (0)	
	Research Core: Part B (6 credits)	
	CFGS 7232 Quantitative Analysis	3
	CFGS 7234 Qualitative Research	3
YEAR 3:	*Research Core: Part C (3 credits)*	
	CFGS 7140 Elective 1: Scholarship & Research Framework	3
	Elective Concentration (15 credits)	*15*
	CFGS 7142 Elective 2 (3)	
	CFGS 7144 Elective 3 (3)	
	CFGS 7240 Elective 4 (3)	
	CFGS 7242 Elective 5 (3)	
	CFGS 7244 Elective 6 (3)	
YEAR 4:	*Research Core: Part D (9 credits)*	
	CFGS 8112 Proposal Seminar	3
	CFGS 8113 Proposal Seminar Continuation	0
	CFGS 8114 Proposal Defense	1
	CFGS 8115 Proposal Defense Continuation	0
	CFGS 8215 Dissertation	4
	CFGS 8500 Dissertation Continuation	0
	CFGS 8600 Dissertation Defense	1
	CFGS 8601 Dissertation Defense Continuation	0
	TOTAL CREDITS IN DEGREE:	*60*

Orientation. An interactive online Orientation provides students with valuable information concerning doctoral program aims, requirements, processes, policies, technologies, library resources, and student services and support. It introduces the *Ph.D. Student Handbook*, the online Doctoral Learning Community, and other helpful resources.

Leadership Core. The six courses of the Leadership Core provide a solid foundation in leadership theory and practice, global systems and policy, organizational dynamics and communication, and the personal and cultural dimensions of leadership.

During the initial course, CFGS 7112 Introduction to Global Studies, students complete (1) the Cultural Intelligence or "Cultural Quotient" [CQ] assessment, which measures students' ability to engage successfully in any environment or social setting; (2) the Leadership Practices Inventory [LPI], which measures leadership abilities; and (3) the Spiritual Transformation Inventory [STI], which measures spiritual growth from a Christian perspective. Students also begin a Reflection Journal, which they continue throughout each stage of their doctoral studies. As they complete their dissertations, students repeat the CQ, LPI, and STI, and they also write a final Reflection Paper. Johnson University uses these tools to assess the program's impact on students' personal development.

Ethics Core. The two courses in the Ethics Core invite students to reflect on their personal character and to develop a philosophy of ethical behavior and decision-making informed by

biblical perspectives. As part of CFGS 7126 Applied Ethics, students take the Ethical Lens Inventory (ELI), which assesses how students prioritize core values when making ethical decisions.

Elective Concentrations. In CFGS 7140 Elective 1: Scholarship & Research Framework, students develop a 15-credit Elective Concentration in one of four broad areas: (1) Organizational Leadership, (2) Educational Leadership, (3) Philosophy & Theology of Leadership, or (4) Missional Leadership. Students may earn elective credits through a variety of means, including standard coursework, Directed Independent Studies (DIS), Directed Field Studies (DFS), and transfer courses from other institutions (limit 9 credit hours). Ideally, students' Elective Concentrations arise from their personal research questions and flow directly into their research proposal.

Research Core, Candidacy, and Dissertation. Once students have completed CFGS 7130 Principles of Research, earning a cumulative grade point average of "B" or better on their doctoral coursework thus far, they may enter the candidacy process. Candidacy involves producing a 25+ page integrative paper and presentation, which must be approved by faculty. The Candidacy Paper demonstrates the student's ability to produce and defend scholarly work. Students who do not achieve candidacy within a reasonable period of time must exit the program.

Successful candidates proceed through further coursework to the dissertation phase. Students must produce and defend a Dissertation Proposal that includes the purpose and relevance of the study, a literature review, and a discussion of methodology. They must follow Johnson University's *Writer's Guide for the Preparation of the Dissertation Proposal and Dissertation* and seek approval from the Institutional Review Board (IRB) for research involving human participants. Those who successfully defend their proposals then complete their dissertations, which must make an original contribution to the field. A Dissertation Chair and Committee oversee the process. Students must complete the Ph.D. within a maximum timeframe of 7 years.

Continuation Course Guidelines. All degree-seeking graduate students must be active and enrolled in academic endeavors every term. This begins when the student is first admitted to degree status and continues until the student has graduated. There is one exception:

> If the student has completed all degree requirements prior to the beginning of a term, but did not graduate during the previous graduation cycle (for example, they failed to apply for graduation or they did not complete their thesis or dissertation by the deadline), then that student is not required to register for their final term (the term in which they will graduate).

Most students will reach candidacy status or a point in their academic careers when they have taken all of the required courses and dissertation credits, but who are still working to complete degree requirements. These are examples of when continuation courses come into play. Continuation courses allow students to meet the above policy and criteria to continue deferment of loans.

In order to be reported as full-time, doctoral students must enroll in the appropriate continuation course:

- CFGS 8010 Candidacy Continuation – 0 hour credit (course fee - $60.00)
- CFGS 8113 Proposal Seminar Continuation – 0 hour credit (course fee - $60.00)
- CFGS 8115 Proposal Defense Continuation– 0 hour credit (course fee - $60.00)

- CFGS 8500 Dissertation Continuation – 0 hour credit course (course fee - $60.00)
- CFGS 8601 Dissertation Defense Continuation– 0 hour credit (course fee - $60.00)

It is assumed that the student enrolled in these courses will be engaged in academic work averaging 15-20 hours per week. The student's advisor will ensure that this criteria is being met.

Research Summits. Johnson University holds an annual Research Summit, which includes brief seminars conducted by professors and/or guest speakers, as well as face-to-face networking with faculty and fellow students. The Summits provide opportunities for personal consultations with academic advisors, dissertation committees, and other program personnel. These Research Summits are *optional* events. Online doctoral students are free to attend at their own expense.

For further information regarding the Ph.D. in Leadership Studies, see the *Ph.D. Student Handbook.*

Advanced Graduate Certificate in Leadership Studies

Program Director: Alicia D. Crumpton, Ph.D.

Overview. The Advanced Graduate Certificate in Leadership Studies is for currently enrolled Ph.D. in Leadership Studies students who have completed a minimum of 24 credit hours of core credits. Students are encourage to continue their doctoral studies beyond this certificate to complete the doctoral degree, which involves an additional 36 credit hours of coursework and the successful completion of the following degree requirements: Candidacy, Research Proposal, and Dissertation.

Modality. Johnson University offers the Advanced Graduate Certificate in Leadership Studies in a fully-online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Advanced Graduate Certificate in Leadership Studies prepares Christian men and women around the world for effective leadership in higher education and other organizations within their cultural contexts.

Graduates will be able to:

SLO 1: Analyze and evaluate individual, organizational, and societal frameworks of leadership to recognize the influence of biblical, ethical, philosophical, and theological foundations for leadership.

SLO 2: Create and reflect on a personal leadership philosophy based on leadership and faith development.

SLO 3: Design and conduct research to make contributions to leadership studies.

Required Courses. The Advanced Graduate Certificate in Leadership Studies consists of the following courses:

CFGS 7111	Orientation	0
Leadership Core (18 credits)		
CFGS 7112	Introduction to Global Studies	3
CFGS 7114	Leadership Studies & Theory	3
CFGS 7116	Ways of Knowing & Leadership Development	3

CFGS 7218	Organizational Studies & Theory	3
CFGS 7220	Intercultural Behavior, Worldview & Communication	3
CFGS 7222	Global Leadership, Systems & Policy	3

Ethics Core (6 credits)

CFGS 7124	Leadership & Personal Ethics	3
CFGS 7126	Applied Ethics	3
TOTAL CREDITS IN CERTIFICATE:		*24*

SCHOOL OF COMMUNICATION & CREATIVE ARTS

Personnel

Dean of the School of Communication & Creative Arts

Matthew Broaddus, Ph.D. in Communication and Information—Professor of Communication (TN)

Full-Time Faculty, School of Communication & Creative Arts

Alan Barnes, M.F.A. in Communication Art, M.M. in Composition— Associate Professor of Digital Art & Design (TN)

Charles Jirkovsky, M.M. in Music Education—Assistant Professor of Music Education (TN)

Ruth Reyes, Ed.D. in Higher Education—Assistant Dean of the School of Communication & Creative Arts, Professor of Music (FL)

Donald R. Trentham, M.M. in Piano Literature—Director of Music Education Program, Professor of Music (TN)

Brent D. Weaver, M.A. in Music; pursuing Doctorate of Worship Studies—Director of Worship Program, Associate Professor of Music (TN)

Part-Time Faculty, School of Communication & Creative Arts

Stephen Ballast, B.S. in Electrical Engineering Technology—Lecturer in Communication (TN)

Scott Blair, B.S. in Mass Communications—Lecturer in Communication (TN)

Eddie S. Bryant, B.S. in Communication, B.A. in Bible, pursuing M.S. in Journalism and Electronic Media—Lecturer in Media Communication and Marketing (TN)

Tony Cason, B.M. in Piano Performance—Lecturer in Music (FL)

Dirk Donahue, B.A. in Radio/Television—Lecturer in Music (FL)

Deanna Giron, B.M.E. in Secondary Choral Specialization—Lecturer in Voice (FL)

Noelle Harb, Master of Music—Lecturer in Voice (TN)

Kara Hardin, B.M. in Biblical Studies and Church Music—Lecturer in Piano (FL)

Noelle Ladd McWilliams, M.A. in Music—Lecturer in Music (FL)

Sharon Moore, M.M. in Piano Pedagogy—Lecturer in Piano (TN)

Landon Paul, M.M. in Choral Conducting—Lecturer in Choral Conducting (TN)

Inez Reyes, M.A. in Communication & Training—Lecturer in Communication (TN)

Paul Tate, M.A. in Film and Video—Lecturer in Communication (FL)

Catheryn Van Kley, M.A. in Music—Lecturer in Music (FL)

Interdisciplinary Faculty

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

Administrative and Staff Faculty

John C. Ketchen, Ph.D. in Educational Psychology— Associate Provost for Online Education, Professor of Speech and Education (TN)

Michael Moore, Ed.D. in Education —Career Services Director, Staff Instructor in Speech and Urban Studies (TN)

William F. Wolf, Doctor of Worship Studies—Dean of the Chapel, Assistant Professor of Worship and Theology (TN)

Staff

Rebecca Eveland, M.A. in Holistic Education—Administrative Assistant (TN)

NOTE: Interdisciplinary faculty members are assigned to another Johnson University school, but teach courses in the School of Communication & Creative Arts. Administrative faculty members are full-time administrators who hold academic credentials in a field related to Communication & Creative Arts. They influence academic programs, but may or may not teach on a regular basis. The parenthetical note identifies the campus where individuals are based ("TN" for Tennessee, "FL" for Florida, "OL" for Online), or they may also operate at ExtendEd sites ("AZ" for Arizona, "IN" for Indianapolis).

Academic Programs

The School of Communication & Creative Arts oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
School of Communication & Creative Arts			
• B.A./B.S. in Audio Production	TN		
• B.A./B.S. in Journalism & Digital Mass Media	TN FL		
• B.A./B.S. in Media Ministry	TN		
• B.A./B.S. in Strategic Communication	TN FL		
• B.F.A. in Visual Media Production and Design	TN		
• A.A/A.S in Mass Communication	TN FL		
• Graphic Arts and Design Minor	TN		
• Mass Communication Minor	TN FL		
• Video Production Minor	TN		
• B.A. in Musical Arts	FL		
• B.A. in Worship Ministry	TN FL		
• Bachelor of Music Education	TN		
• A.A. in Music	TN FL		
• Music Minor	TN FL		
• Music Performance Minor	TN FL		
• Worship Theology Minor	TN FL		

Audio Production Major

Program Director: Matthew Broaddus, Ph.D.

Overview. The Audio Production Major equips students to utilize live audio production and studio production skills in a variety of audio-focused communication professions. Students are prepared for strategic positions in live and studio production.

Modality. Johnson University offers the Audio Production Major face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses and concentrations are available at a given time, location, and modality.

Purpose. The Audio Production Concentration equips students to utilize live audio production and studio production skills in a variety of audio-focused communication professions.

SLO 1: *PHILOSOPHY* — Graduates demonstrate a contextually informed philosophy towards audio-focused professions.

SLO 2: *KNOWLEDGE* — Graduates demonstrate understanding and application of principles and underpinnings of audio-focused professions.

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

Required Courses. The Audio Production Major consists of the following courses:

*COMM 2900	Society & Media	3
COMM 3300	Live Production I	3
COMM 3302	Sound Design	3
COMM 3304	MIDI Production for Audio	3
COMM 3306	Advanced Sound Design	3
COMM 3307	Audio for Video	3
COMM 3900	History & Philosophy of American Media	3
COMM 4603	Communication Internship	3
COMM 4613	Mass Media Management & Entrepreneurship	3
COMM 4900	Mass Media Law & Ethics	3
COMM 4998	Spiritual Formation & Creativity	3
COMM 4991	Communication Integrated Project	1
MUSC 1100	Musicianship Skills	3
TOTAL CREDITS IN MAJOR:		*37*

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

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Audio Production Major	37 credits
TOTAL:	*129 credits*

**NOTE:* The following course in this major fulfill requirements for the Arts & Sciences Core:

(1) COMM 2900 Society & Media as the Arts & Sciences Elective.

Requirements for the B.S. in Audio Production. To earn the Bachelor of Science degree with a double major in Bible & Theology and Audio Production, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Audio Production Major	37 credits
TOTAL:	*123 credits*

**NOTE:* The following course in this major fulfill requirements for the Arts & Sciences Core:
(1) COMM 2900 Society & Media as the Arts & Sciences Elective.

Academic Standards. Students must earn a 2.5 GPA in their professional major.

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 COMM 4991 Communication Integrated Project, each student must produce a professional-level final project that reflects their academic experience and the degree they are completing.

Journalism & Digital Mass Media Major

Program Director: Matthew Broaddus, Ph.D.

Overview. The Journalism & Digital Mass Media Major equips students to utilize mass communication principles and media technology to impact culture through a variety of channels. Students are prepared for strategic positions in media, news and information, and communication.

Modality. Johnson University offers the Journalism & Digital Mass Media Major face-to-face at its Tennessee and Florida campus (pending full implementation in Florida). Students should consult the Jenzabar enrollment system to determine which courses and concentrations are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Journalism and Digital Media Major equips students to gather and report news and information, in a variety of forms, while meeting the highest level of Journalistic ethics and principles.

SLO 1: *PHILOSOPHY* — Graduates demonstrate a contextually informed philosophy towards journalism and digital mass media.

SLO 2: *KNOWLEDGE* — Graduates demonstrate understanding and application of principles and underpinnings of journalism and digital mass media.

SLO 3: *SKILL* — Graduates demonstrate the ability to create content that meets professional standards for journalism and digital mass media.

Required Courses. The Journalism and Digital Media Major consists of the following courses:

*COMM 2900 Society & Media 3

COMM 2100	Reporting for Mass Media	3
COMM 2110	Introduction to Public Relations	3
COMM 2202	Video Production for News and Information	3
COMM 3100	Advanced Reporting & Writing	3
COMM 3213	Video Editing & Enhancement	3
**COMM 3323	Broadcast Journalism	3
COMM 3900	History & Philosophy of American Media	3
COMM 4613	Mass Media Management & Entrepreneurship	3
COMM 4603	Communication Internship	3
COMM 4900	Mass Media Law & Ethics	3
COMM 4991	Communication Integrated Project	1
Communication Electives (3 credits)—choose one additional Communication course with prefix COMM		3
TOTAL CREDITS IN MAJOR:		*37*

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

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Journalism & Digital Mass Media Major	37 credits
TOTAL:	*129 credits*

**NOTE:* The following course in this major fulfill requirements for the Arts & Sciences Core: (1) COMM 2900 Society & Media as the Arts & Sciences Elective.

***NOTE:* An additional Communication Elective is substituted for COMM 3323 Broadcast Journalism on the Florida campus.

Requirements for the B.S. in Journalism & Digital Mass Media. To earn the Bachelor of Science degree with a double major in Bible & Theology and Journalism & Digital Mass Media, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Journalism & Digital Mass Media Major	37 credits
TOTAL:	*123 credits*

**NOTE:* The following course in this major fulfill requirements for the Arts & Sciences Core: (1) COMM 2900 Society & Media as the Arts & Sciences Elective.

***NOTE:* An additional Communication Elective is substituted for COMM 3323 Broadcast Journalism on the Florida campus.

Academic Standards. Students must earn a 2.5 GPA in their professional major to graduate.

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 COMM 4991 Communication Integrated Project, each student must produce a professional-level final project that reflects their academic experience and the degree they are completing.

Media Ministry Major

Program Director: Matthew Broaddus, Ph.D.

Overview. The Media Ministry Major equips students to utilize communication principles, media technology, and best practices in ministry, to lead a successful media ministry in a church.

Modality. Johnson University offers the Media Ministry Major face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses and concentrations are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Media Ministry Major prepares Christian students to lead church media ministries and use media in appropriate ways to enhance biblical preaching, worship, and teaching, while also exhibiting godly pastoral influence and skillful leadership to extend the kingdom of God among all nations.

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

SLO 2: *KNOWLEDGE* — Graduates demonstrate understanding of principles and underpinnings of Media Ministry.

SLO 3: *SKILL* — Graduates Create content associated with media ministry.

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

*COMM 2900	Society & Media	3
CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3110	Pastoral Ministry	3
CMPR 4303	Conflict and Communication	3
CMPR 4310	Effectiveness in Leadership & Life	3
COMM 3300	Live Production I	3
COMM 3301	Live Production II	3
COMM 4606	Media Ministry Internship	3
COMM 4991	Communication Integrated Project	1
Media Skills Elective (12 credits)—choose four additional production skills courses with prefix COMM		12
TOTAL CREDITS IN MAJOR:		*37*

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

Arts & Sciences Core for B.A.	59 credits

Bible & Theology Major	33 credits
General Electives	0 credits
Media Ministry Major	37 credits
TOTAL:	*129 credits*

*<u>*NOTE*</u>*: The following course in this major fulfills a requirement for the Arts & Sciences Core:
(1) COMM 2900 Society & Media as the Arts & Sciences Elective

Requirements for the B.S. in Media Ministry. To earn the Bachelor of Science degree with a double major in Bible & Theology and Media Ministry, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Media Ministry Major	37 credits
TOTAL:	*123 credits*

*<u>*NOTE*</u>*: The following course in this major fulfills a requirement for the Arts & Sciences Core:
(1) COMM 2900 Society & Media as the Arts & Sciences Elective

Academic Standards. Students must earn a "C" in all program courses for them to count towards their degree.

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 COMM 4991 Communication Integrated Project, each student must produce a professional-level final project that reflects their academic experience and the degree they are completing.

Strategic Communication Major

Program Director: Matthew Broaddus, Ph.D.

Overview. The Strategic Communication Major equips students to utilize mass communication principles and media technology to impact culture through a variety of channels. Students are prepared for strategic positions in: strategic communication, public relations, corporate communication, media, news and information, and communication.

Modality. Johnson University offers the Strategic Communication Major face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses and concentrations are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Strategic Communication Major equips students to understand concepts and apply theories in the presentation of mass media content; understand professional ethical principles; think critically, creatively, and independently; conduct research and evaluate information by methods appropriate to the communications professions in which they work; write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; critically evaluate their own work and that of others for accuracy and fairness,

clarity, appropriate style and grammatical correctness; apply basic numerical and statistical concepts; and apply tools and technologies appropriate for the communications professions in which they work.

SLO 1: *PHILOSOPHY* — Graduates demonstrate a contextually informed philosophy towards Strategic Communication.

SLO 2: *KNOWLEDGE* — Graduates demonstrate understanding and application of principles and underpinnings of Strategic Communication.

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

Required Courses. The Strategic Communication Major consists of the following courses:

BUSN 3043	Business Communication	3
*COMM 2900	Society & Media	3
COMM 2100	Reporting for Mass Media	3
COMM 2110	Introduction to Public Relations	3
COMM 2202	Video Production for News and Information	3
COMM 3900	History & Philosophy of American Media	3
COMM 4613	Mass Media Management and Entrepreneurship	3
COMM 4603	Communication Internship	3
COMM 4900	Mass Media Law & Ethics	3
COMM 4991	Communication Integrated Project	1
MKTG 3013	Marketing	3
MKTG 3033	Promotion Strategy	3
TOTAL CREDITS IN MAJOR:		*34*

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

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Strategic Communication	34 credits
TOTAL:	*126 credits*

**NOTE:* The following course in this major fulfills requirements for the Arts & Sciences Core: (1) COMM 2900 Society & Media as the Arts & Sciences Elective.

Requirements for the B.S. in Strategic Communication. To earn the Bachelor of Science degree with a double major in Bible & Theology and Strategic Communication, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits

General Electives	0 credits
Strategic Communication	34 credits
TOTAL:	*120 credits*

*_NOTE:_ The following course in this major fulfills requirements for the Arts & Sciences Core: (1) COMM 2900 Society & Media as the Arts & Sciences Elective.

Academic Standards. Students must earn a 2.5 GPA in their professional major to graduate.

Major Project: As part of COMM 4991 Communication Integrated Project, each student must produce a professional-level final project that reflects their academic experience and the degree they are completing.

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 face-to-face at its Tennessee campus (pending final SACSCOC approval). Students should consult the Jenzabar enrollment system to determine which courses and concentrations are available at a given time, location, and modality.

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 (32)

Written Communication (3 credits)

ENGL 1013	English Composition I	3

Religion, Philosophy, and Ethics (6 credits)

HIST 4200	History of the Restoration Movement	3
HUMN 1201	Freshman Cornerstone Seminar	1
HUMN 1501	Service-Learning & Discipleship	1

HUMN 1601	Multicultural Experience	1
Humanities (12 Credits)		
HIST 1100	World Civilization I or HIST 1200 World Civilization II	3
*MART 2013	History of Media Arts I	3
HUMN 4200	Senior Capstone Seminar	3
PHIL 2100	Philosophical Inquiry & Critical Thinking	3
Social and Behavioral Sciences (3 credits)		
ANTH 1100	Encountering Cultures	3
Natural Science Elective (4)—choose one set of corequisites:		*4*
SCIN 3201	Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*	
SCIN 3203	Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*	
SCIN 3301	Animal Biology Lab (1) *(Corequisite: SCIN 3303)*	
SCIN 3303	Animal Biology (3) *(Corequisite: SCIN 3301)*	
SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)*	
SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
SCIN 3501	Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*	
SCIN 3503	Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*	
SCIN 3601	Biodiversity Lab (1) *(Corequisite: SCIN 3603)*	
SCIN 3603	Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*	
Spiritual Formation (4 credits)		
PRMN 1000	Service Learning (each term)	
PRMN 1500	Chapel (0.5 credit) (8 terms)	4
TOTAL CREDITS IN MODIFIED ARTS & SCIENCE CORE:		*32*
Visual Media Production and Design Core (21)		
COMM 2900	Society & Media	3
COMM 4613	Mass Media Management & Entrepreneurship	3
MART 1013	Introduction to Visual Art & Design	3
*MART 2013	History of Media Arts I	3
MART 2023	History of Media Arts II	3
MART 4603	Media Arts Internship	3
MART 4999	Media Arts Integrated Project	3
Visual Media Production and Design Video Arts (30)		
COMM 2200	Introduction to Video Production	3
COMM 2203	Scripting	3
MART 2033	Introduction to Animation	3
COMM 3213	Video Editing & Enhancement	3
COMM 3223	Advanced Video Production	3
COMM 3233	Advanced Video Editing & Enhancement	3
COMM 3307	Audio for Video	3
COMM 3333	Broadcast Studio Production	3
MART 2043	3D Animation	3
MART 3013	Advanced Animation	3
Visual Media Production and Design Graphic Arts (24)		

COMM 3105	Fundamentals of Web Design	3
COMM 3106	Advanced Website Design	3
COMM 3107	HTML5 Multimedia	3
MART 2053	Foundational Graphic Arts and Design I	3
MART 2063	Foundational Graphic Arts and Design II	3
MART 3023	Typography	3
MART 3033	Graphic Arts & Design Processes	3
MART 3043	Advanced Graphic Arts	3
TOTAL CREDITS IN MAJOR:		*75*

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 for B.A.	29 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Bachelor of Fine Arts in Visual Media Production and Design	75 credits
TOTAL:	*134 credits*

**NOTE:* The following course in this major fulfill requirements for the Arts & Sciences Core: (1) MART 2013 History of Media Arts I as a Humanities course.

Academic Standards. Students must earn a 2.5 GPA in their professional major.

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 MART 4999 Media Arts 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 Mass Communication
Associate of Science in Mass Communication

Program Director: Matthew Broaddus, Ph.D.

Overview. The two-year Associate of Arts and Associate of Science in Mass Communication is designed to provide foundational instruction to undergraduate students in the field of Mass Communication. 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 A.A. and the A.S. in Mass Communication face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The A.A. and A.S. in Mass Communication equips students with entry-level skills to

utilize mass communication and media technology to impact culture through strategic vocations in news and information.

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

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

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

Required Courses. The A.A./A.S. in Mass Communication consists of the following courses:

Arts & Sciences Core (24-30 credits)

ANTH 1100	Encountering Cultures	3
HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
ENGL 1100	Introduction to Literature	3
ENGL 1013	English Composition I	3
COMM 1013	Introduction to Speech	3

Natural Science Elective (4 credits)—choose one set of corequisites: *4*

SCIN 3201	Science Concepts & Methods Lab (1) *(corequisite: SCIN 3203)*
SCIN 3203	Science Concepts & Methods (3) *(corequisite: SCIN 3201*
SCIN 3301	Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303	Animal Biology (3) *(Corequisite: SCIN 3301)*
SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*
SCIN 3501	Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503	Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*
SCIN 3601	Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603	Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

MATH 2100	Quantitative Literacy	3
PRMN 1500	Chapel (4 terms)	2
PRMN 1000	Service Learning (4 terms) (0)	0

Foreign Language (6 credits)—For students doing the Associate of Arts in Mass Communication choose two sequential foreign language courses. 6

Bible & Theology (15 credits)

BIBL 1101	Orientation to the OT I	3
BIBL 1201	Orientation to the OT II	3
BIBL 2201	Orientation to the NT	3
BIBL 2130	Exegetical Methods	3
THEO 2100	Fundamentals of Christian Faith	3

Communication (21 credits)

COMM 2100	Reporting for Mass Media	3
COMM 2110	Introduction to Public Relations	3
COMM 2202	Video Production for News and Information	3
COMM 2900	Society and Media	3

COMM 3100	Advanced Reporting & Writing	3
Communication Elective (6 credits)—choose additional course(s) with prefix COMM or MART		*6*
TOTAL DEGREE CREDITS:		*60-66*

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 face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses and concentrations are available at a given time, location, and modality.

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 1013	Introduction to Visual Art & Design	3
MART 2053	Foundational Graphic Arts and Design I	3
MART 2063	Foundational Graphic Arts and Design II	3
MART 3023	Typography	3
MART 3033	Graphic Arts & Design Processes	3
MART 3043	Advanced Graphic Arts	3
TOTAL CREDITS IN MINOR:		*18*

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

Sciences Core for B.A.	62 credits
Arts &Bible & Theology Major	33 credits
General Electives	7 credits
Graphic Arts and Design Minor	18 credits
TOTAL:	*120 credits*

Requirements for the B.S. with a Graphic Arts and Design Minor. To earn the Bachelor of Science degree with a major in Bible & Theology and a Graphic Arts and Design Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	56 credits
Bible & Theology Major	33 credits
General Electives	13 credits
Graphic Arts and Design Minor	18 credits
TOTAL:	*120 credits*

Academic Standards. Students must earn a 2.5 GPA in their professional major.

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.

Mass Communication Minor

Program Director: Matthew Broaddus, Ph.D.

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

Modality. Johnson University offers the Mass Communication Minor face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Mass Communication 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 communication professions.

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

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

Required Courses. The Mass Communication Minor consists of the following courses:

*COMM 2900	Society & Media	3
Communication Electives—choose 15 credits:		*15*
COMM 2100	Reporting for Mass Media (3)	
COMM2110	Introduction to Public Relations (3)	
COMM 2199	Royal Scribe Staff (1) [Can be repeated for credit]	
COMM 2202	Video Production for News and Information (3)	
COMM 2901	Communication & Christian Faith (3)	
COMM 3100	Advanced Reporting & Writing (3)	

COMM 3101 Digital Reporting (3)
COMM 3105 Fundamentals of Web Design (3)
COMM 3205 Photography (3)
COMM 3213 Video Editing & Enhancement (3)
COMM 3300 Live Production I (3)
COMM 3301 Live Production II (3)
COMM 3302 Sound Design (3)
COMM 3304 MIDI Production for Audio (3)
COMM 3306 Advanced Sound Design (3)
COMM 3307 Audio for Video (3)
COMM 3323 Broadcast Journalism (3)
COMM 3900 History & Philosophy of American Media (3)
COMM 3903 Communication Special Topics (3)
COMM 4603 Communication Internship (3)
COMM 4606 Media Ministry Internship (3)
COMM 4613 Mass Media Management & Entrepreneurship (3)
COMM 4900 Mass Media Law & Ethics (3)
COMM 4991 Communication Integrated Project (1)
COMM 4998 Spiritual Formation & Creativity (3)
COMM 4999 Communication Integrated Project (3)

TOTAL CREDITS IN MINOR: *18*

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

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	33 credits
General Electives	10 credits
Mass Communication Minor	18 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: The following course in this minor fulfills a requirement for the Arts & Sciences Core: (1) COMM 2900 Society & Media as the Arts & Sciences Elective.

Requirements for the B.S. with a Mass Communication Minor. To earn the Bachelor of Science degree with a major in Bible & Theology and a Mass Communication Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	16 credits
Mass Communication Minor	18 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: The following course in this minor fulfills a requirement for the Arts & Sciences Core: (1) COMM 2900 Society & Media as the Arts & Sciences Elective.

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 face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses and concentrations are available at a given time, location, and modality.

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 3223	Advanced Video Production	3
COMM 3233	Advanced Video Editing & Enhancement	3
COMM 3307	Audio for Video OR	
	COMM 3333 Broadcast Studio Production	3
TOTAL CREDITS IN MAJOR:		*18*

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

Arts & Sciences Core for B.A.	62 credits
Bible & Theology Major	33 credits
General Electives	7 credits
Video Production Minor	18 credits
TOTAL:	*120 credits*

Requirements for the B.S. with a Video Production Minor. To earn the Bachelor of Science degree with a major in Bible & Theology and a Video Production Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	56 credits

Bible & Theology Major	33 credits
General Electives	13 credits
Video Production Minor	18 credits
TOTAL:	*120 credits*

Academic Standards. Students must earn a 2.5 GPA in their professional major.

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.

Musical Arts Major

Program Director: Ruth Reyes, Ed.D.

Overview. The Musical Arts Major is designed for students who wish to pursue a full-time professional career in a music-emphasis ministry in a church setting and/or private teaching career. It also prepares students to pursue graduate education in music education toward the goal of certification.

Modality. Johnson University offers the Musical Arts Major face-to-face at its Florida campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Musical Arts Major prepares students with music core skills to lead a music-emphasis ministry in the local and/or establish a private teaching studio as a career musician.

SLO 1: Graduates demonstrate music core-related skills in music theory, music history, and general musicianship.

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

SLO 3: Graduates demonstrate related musical skills in conducting and vocal or piano pedagogy.

SLO 4: Graduates demonstrate education-core skills and administrative skills.

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

Musical Arts Core (59 Credits)

EDUC 2013	Introduction to Teaching: Elementary Education	3
EDUC 3110	Classroom Management	3
EPSY 2112	Educational Psychology	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 2211	Music Theory III	3
*MUSC 2231	Music Theory Lab III	1
*MUSC 2221	Music Theory IV	3

*MUSC 2241	Music Theory Lab IV	1
*MUSC 3110	Music History & Literature I	3
*MUSC 3210	Music History & Literature II	3
MUSC 3313	Conducting I	3
MUSC 4503	Music Internship (3) OR	
MUSC 4501	Music Internship Fall (1.5) *and*	
MUSC 4502	Music Internship Spring (1.5)	3

Pedagogy Elective (3)—choose one: *3*

MUED 3320 Vocal Pedagogy I (3)
MUED 4450 Piano Pedagogy (3)
MUED 3520 Instrumental Methods (3)

Business Elective (3)—choose one: *3*

BUSN 2010 Globalization, Business & Leadership (3)
BUSN 3020 Organizational Development & Change (3)
BUSN 2020 Financial Management & Accounting (3)
BUSN 4120 Creativity & Innovation (3)

Performing Ensemble (6)—choose 6 credits: [may be repeated for credit] † *6*

MUAP 1010 Campus Choir (1)
MUAP 1925 New Creation Ensemble (1)

† *NOTE:* Students complete 6 credits of Campus Choir unless they pass auditions for the New Creation Ensemble. In that case, they complete 2 credits of Campus Choir followed by 4 credits of New Creation.

Principal Instrument: Applied Music (7)—choose 7 credits in one instrument (voice, guitar, or piano) with a required Senior Recital (see note below): *7*

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)
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)
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)	
MUAP 4000 Senior Recital (1)	1
Secondary Instrument: Applied Music (2)—choose 2 credits in a second instrument. Options include voice, piano, guitar.	2
Recommendations for Musical Arts Major:	
THEO 3120 Theological & Biblical Foundations of Christian Worship as Theology Elective	
THEO 3121 History of Christian Worship as Bible/Theology Elective	
TOTAL CREDITS IN MAJOR:	*59*

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

Arts & Sciences Core for B.A.	44 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Musical Arts Major	59 credits
TOTAL:	136 credits

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) MUSC 3110 Music History & Literature I as the Fine Arts Elective; (2) MUSC 3210 Music History & Literature II as the Arts & Sciences Elective; (3) Music Theory I-IV [MUSC 1111, 1221, 2211, 2221] in place of the World Languages requirement. Students who wish to study a foreign language may do so, but this will add credits to the B.A. program and extend its length.

Application, Audition, and Admission to the Musical Arts Program. Students desiring to pursue the B.A. in Musical Arts must submit an application to the Communication & Creative Arts faculty and must pass an audition.

This application is *not* a substitute for the Application for Admission to Johnson University, but an additional application to enter the Musical Arts program. It invites students to describe their past musical background and experiences, choose their degree of study, and select their principal and secondary instruments.

The applicant is also required to schedule and perform an audition on the primary instrument for admission into the Musical Arts program.

Dates, deadlines, specific audition guidelines, and the application are available at www.JohnsonU.edu/SCCAapplication.

Music Transfer Credits. The Communication & Creative Arts faculty of Johnson University do not automatically accept credits in music from other colleges and/or universities. Transfer credits are evaluated through placement examinations and auditions. Transfer students who do not have credits in music theory from an accredited college or university are required to take the Music Reading Diagnostic Examination (described below). Transfer students with credits in music

theory from an accredited college or university are required to take a placement examination(s) corresponding to the level of music theory found on their college or university transcripts.

Music Reading Diagnostic Examination. During registration, all applicants (including transfer students) must complete the Music Reading Diagnostic Examination (MRDE) administered by the Communication & Creative Arts faculty. Applicants who score below 75% on the MRDE will be placed in MUSC 1100 Musicianship Skills. Students must earn a minimum grade of "C" in this course in order to register for MUSC 1111 Music Theory I.

Applied Music Lessons, Jury Performances, and End-of Term Student Recitals. All students must choose a primary instrument they wish to study while pursuing the B.A. in Musical Arts. Options are voice and piano. Students then choose a secondary instrument of study. Options are voice, piano, and guitar. The faculty recommends that students with voice as their primary instrument select piano as their secondary instrument. Private lessons are not available for audit.

Without exception, students must perform at a required student recital on their primary and secondary instruments at the conclusion of each term of study. Recital scores are factored into the music lesson final grades. In addition, students must present a required jury performance on their primary and secondary instruments at the conclusion of each spring term of study. The jury performance grade will be factored into the music lesson final grades. If extenuating circumstances prevent a student from presenting a jury performance, the Communication & Creative Arts faculty will evaluate the extenuating circumstances and make alternative arrangements. New students must earn a minimum grade of B- on their first jury performance for their primary instrument at the conclusion of their second term. Failure to do so will result in dismissal from the degree program. The Communication & Creative Arts faculty may suggest to students a variety of options for the secondary instrument in order to prepare students to meet their professional goals.

Ensemble Participation. All students pursuing the B.A. in Musical Arts must earn a total of 6 or more credits through participation in Campus Choir or New Creation Ensemble.

Rehearsal/Practice Work: Rehearsal and practice outside of the classroom in the performance-related courses and corresponding public performance events are mandatory and a course work requirement.

Students who do not achieve the grade of "C" or higher in the first course of a sequence will not be allowed to continue with the next course of the sequence. Students who fail to meet the minimum grade of "C" in the first course of the sequence two times may be dismissed from the degree program.

Internship Requirements. All students pursuing the B.A. in Musical Arts must complete an internship during the last year of study (MUSC 4503 Music Internship or equivalent). The 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 the Internship Coordinator.

Senior Recital. Musical arts majors who have demonstrated exceptional ability on their primary instrument and who wish to continue their training at the graduate level will present a recital

during their senior year (MUAP 4000 Senior Recital), with the permission of their Primary Instrument Instructor. The one-hour Senior Recital is a culminating achievement of the Musical Arts Major. Students are guided by the Primary Instrument Instructor to develop and execute a recital program combined with a worship set. A "hearing" of the recital before the Communication & Creative Arts faculty is conducted at least four weeks prior to the scheduled performance.

Worship Ministry Major

Program Directors: Brent Weaver, M.A. *(TN)*
Ruth Reyes, Ed.D. *(FL)*

Overview. The Worship Ministry Major 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 Worship Ministry Major face-to-face at its Tennessee and Florida campuses. Students on the Florida campus will experience a songwriting emphasis. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Worship Ministry Major prepares students in worship leadership for professional careers in congregational worship ministry and other related vocations.

SLO 1: *KNOWLEDGE* — Graduates demonstrate the understanding and application of principles to organize, administrate, and lead a structured worship ministry in a local church setting.

SLO 2: *KNOWLEDGE* — Graduates demonstrate a biblical, theological, and historical understanding of Christian worship.

SLO 3: *SKILL* — Graduates demonstrate proficiencies in music core and performance skills.

SLO 4: *PHILOSOPHY* — Graduates demonstrate a contextually-informed philosophy towards worship ministry vocations.

Required Courses. The Worship Ministry Major consists of the following courses:

Worship Ministry Core (35 Credits)

*BIBL 3102	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 1000	Worship Ministry Orientation	1
WORS 3110	Worship Leadership and Ministry	3
WORS 3120	Worship Ensemble Leadership	3
WORS 3130	Introduction to Worship Technology and Production	3
WORS 4400	Worship Ministry Internship	3
WORS 4110	The Arts in Christian Worship	3

WORS 4999 Integrative Project 1

(Tennessee)

WORS 3230 Worship Technology & Production Practicum 3

Professional Elective (3 credits)— choose one 3-credit course, or three 1-credit courses, that enhance professional studies. In consultation with their advisor, students select additional music courses, audio or video production courses, or ministry courses. 3

(Florida)

WORS 3013 The Art & Theology of Songwriting 3
WORS 3023 Songwriting and Composition 3

Congregational Ministry/Spiritual Formation Electives (9 credits)—choose three of the following courses: *9*

CMPR 2110 Biblical Teaching and Preaching (3)
CMPR 3110 Pastoral Ministry (3)
CMPR 4303 Conflict and Communication (3)
CMPR 3203 Spiritual Formation OR
COMM 4900 Spiritual Formation and Creativity (3)

Music Core (18)

**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 2223 Music History & Literature II 3
**MUSC 2211 Music Theory III 3
**MUSC 2231 Music Theory Lab III 1

Ensemble (6)—choose 6 credits: [may be repeated for credit] † 6

MUAP 1010 Campus Choir (1)
MUAP 1925 New Creation Ensemble (1)
MUAP 2000 University Choir (1)
MUAP 2600 Vox Royale (1)
WORS 2000 Chapel Worship Leadership Team (1)

† *NOTE*: Florida students complete first 2 ensemble credits with Campus Choir and the next 4 credits with New Creation Ensemble, if student passes NC audition. Tennessee students complete first 2 ensemble credits with University Choir, and may complete up to 3 credits in Chapel Worship Leadership team.

***Primary Instrument: Applied Music (6)*—choose 6 credits in one instrument (voice, guitar, or piano) with a possible Senior Recital. 6

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)

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)

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)

MUAP 4000 Senior Recital (1)

Secondary Instrument: Applied Music (2)—choose 2 credits in a second instrument. Options include voice, piano, guitar.	2
TOTAL CREDITS IN MAJOR:	*77*

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

Arts & Sciences Core for B.A.	38 credits
Bible & Theology Major	21 credits
General Electives	0 credits
Worship Ministry Major	76 credits
TOTAL:	135 credits

**NOTE:* The following courses may fulfill requirements for *both* the Bible & Theology Major and the Worship Ministry Major: (1) BIBL 3102 Message of the Psalms as the Old Testament Poetry/Wisdom Elective; (2) BIBL 3314 Book of Revelation or BIBL 3311 Letter to the Hebrews as New Testament Epistles Elective; (3) THEO 3120 Theological & Biblical Foundations of Christian Worship as the Theology Elective; and (4) THEO 3121 History of Christian Worship as the Bible/Theology Elective.

***NOTE:* The following courses fulfill requirements for *both* the Arts & Sciences Core and the Worship Ministry Major: (1) Three credit hours of Primary Instrument as the Fine Arts Elective; (2) Three credit hours of Primary Instrument as the Arts & Sciences Elective; (3) Music Theory I-III [MUSC 1111, 1221, 2211] and Music Theory Lab I-III [MUSC 1131, 1241, 2231] in place of the World Languages requirement; and (4) MUSC 2113 Music History & Literature I and MUSC 2223 Music History & Literature II in place of the Humanities requirement Students who wish to study a foreign language may do so, but this will add credits to the B.A. program and extend its length.

Application, Audition, and Admission to the Worship Ministry Program. Students desiring to pursue the B.A. in Worship Ministry must submit an application to the Communication & Creative Arts faculty and must pass an audition. This application is *not* a substitute for the Application for Admission to Johnson University, but an additional application to enter the Worship Ministry program. It invites students to describe their past musical background and experiences, choose their degree of study, and select their primary and secondary instruments.

The applicant is also required to schedule and perform an audition on the primary instrument for admission into the Worship Ministry program.

Dates, deadlines, specific audition guidelines, and the application are available at www.JohnsonU.edu/SCCAapplication.

Music Transfer Credits. The Communication & Creative Arts faculty of Johnson University do not automatically accept credits in music from other colleges and/or universities. Transfer credits are evaluated through placement examinations and auditions. Transfer students who do not have credits in music theory from an accredited college or university are required to take the Music Reading Diagnostic Examination (described below). Transfer students with credits in music

theory from an accredited college or university are required to take a placement examination(s) corresponding to the level of music theory found on their college or university transcripts.

Music Reading Diagnostic Examination. During registration, all applicants (including transfer students) must complete the Music Reading Diagnostic Examination (MRDE) administered by the Communication & Creative Arts faculty. Applicants who score below 75% on the MRDE will be placed in MUSC 1100 Musicianship Skills. Students must earn a minimum grade of "C" in this course in order to register for MUSC 1111 Music Theory I.

Applied Music Lessons and Jury Performances. All students must choose a primary instrument they wish to study while pursuing the B.A. in Worship Ministry. Options are guitar, piano, and voice. Students then choose a secondary instrument of study from the remaining two options. Private lessons are not available for audit.

Without exception, students must present a required jury or student recital performance on their primary and secondary instruments at the conclusion of each term of study. The Communication & Creative Arts faculty will evaluate the jury/recital performance and a grade for the performance will be given. This grade will be one of the components in the computation of the final grade for the private music lessons. If extenuating circumstances prevent a student from presenting a jury/recital performance, the Communication & Creative Arts faculty will evaluate the extenuating circumstances and make alternative arrangements for the jury/recital performance. New students must earn a minimum grade of B- on their first jury performance for their primary instrument either at the conclusion of their first or second term of study as determined by faculty. Failure to do so will result in dismissal from the degree program. The Communication & Creative Arts faculty may suggest to students a variety of options for the secondary instrument to better prepare students to meet their professional goals.

Ensemble Participation. All students pursuing the B.A. in Worship Ministry must earn a total of six (6) or more credits through participation in one or more ensembles.

Rehearsal/Practice Work: Rehearsal and practice outside of the classroom in the performance-related courses and corresponding public performance events are mandatory and a course work requirement.

Academic Standards. Students must earn a minimum grade of "C" in each course required in their professional major (Worship Ministry) for the course to be applied to the degree program. The Communication & Creative Arts faculty will confer with students who do not meet this minimum grade requirement.

Students who do not achieve the grade of "C" or higher in the first course of a sequence will not be allowed to continue with the next course of the sequence. Students who fail to meet the minimum grade of "C" in the first course of the sequence two times may be dismissed from the degree program.

Internship Requirements. All students pursuing the B.A. in Worship Ministry must complete an internship during the last year of study (WORS 4400 Worship Ministry Internship). The internship is designed to provide practical experience in the area of worship ministry. The internship must be a minimum of ten weeks in length and take place in a local church setting. It must be supervised by a full-time worship minister hired by the church, or by a part-time worship minister hired by the church who holds at least a four-year degree in music or worship studies, as approved by the Internship Program Coordinator. Students must complete WORS 3110 Worship Leadership and

Ministry and THEO 3120 Theological & Biblical Foundations of Christian Worship prior to their internship.

Senior Recital. Worship Ministry majors who have demonstrated exceptional ability on their primary instrument and who wish to continue their training at the graduate level may present a recital during their senior year (MUAP 4000 Senior Recital), with the permission of their Primary Instrument Instructor. The one-hour Senior Recital is a culminating achievement of the Worship Ministry Major. Students are guided by the Primary Instrument Instructor to develop and execute a recital program combined with a worship set. A "hearing" of the recital before the Communication & Creative Arts faculty is conducted at least four weeks prior to the scheduled performance.

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 face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 (32)

Written Communication (3 credits)

ENGL 1013 English Composition I 3

Oral Communication (3 credits)
COMM 1013 Introduction to Speech 3

Religion, Philosophy, and Ethics (9 credits)
HIST 4200 History of the Restoration Movement 3
HUMN 1201 Freshman Cornerstone Seminar 1
HUMN 1501 Service-Learning & Discipleship 1
HUMN 1601 Multicultural Experience 1
HUMN 4200 Senior Capstone Seminar 3

Humanities (6 Credits)
*MUSC 2113 Music History and Literature I 3
*MUSC 2223 Music History and Literature II 3

Social and Behavioral Sciences (3 credits)
ANTH 1100 Encountering Cultures 3

Natural Science Elective (4)—choose one set of corequisites: *4*
SCIN 3201 Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*
SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*
SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*
SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*
SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

Spiritual Formation (4 credits)
PRMN 1500 Chapel (0.5 credit) (8 terms) 4

Bible & Theology Major for Bachelor of Music Education (30 credits)
BIBL 1101 Orientation to the Old Testament I 3
BIBL 1201 Orientation to the Old Testament II 3
BIBL 2130 Exegetical Methods 3
BIBL 2201 Orientation to the New Testament 3
THEO 2100 Fundamentals of Christian Faith 3

Old Testament Poetry/Wisdom Elective (3)
BIBL 3102 Message of the Psalms 3

Old Testament Prophets Elective (3) 3

New Testament Gospels Elective (3) 3

New Testament Epistles Elective (3)
BIBL 3314 Book of Revelation or BIBL 3311 Letter to the Hebrews 3

Theology Elective (3)
THEO 3120 Theological & Biblical Foundations of Christian Worship 3

Music Core (56)
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
MUSC 2221 Music Theory IV	3
MUSC 2241 Music Theory Lab IV	1
MUED 2100 Introduction to Music Technology	1
MUSC 4220 Arranging & Orchestration	3
MUSC 3313 Conducting I	3
*MUSC 2113 Music History and Literature I	3
*MUSC 2223 Music History and Literature I	3

Music Methods (6)

MUED 4110 Methods for Teaching Music in Elementary School	3
MUED 4220 Methods for Teaching Music in Secondary School	3

Elective Music focus (6)—choose either the Choral Option or the Entrepreneurial Option 6

Choral Option

MUSC 3420 Conducting II (3)
MUED 3323 Vocal Choral Pedagogy (3)

Entrepreneurial Option

MUSC 3300 Entrepreneurship in Music (3)
MUED 4450 Piano Pedagogy (3)

Ensemble (6)—choose 6 credits: [may be repeated for credit] † 6

MUAP 1010 Campus Choir (1)
MUAP 2000 University Choir (1)
MUAP 2600 Vox Royale (1)

**Primary Instrument: Applied Music (7)*—choose 7 credits in one instrument (voice or piano) with a required Senior Recital. 7

MUAP 4100 Senior Recital (0)

Secondary Instrument: Applied Music (2)—choose 2 credits in a second instrument. Options include voice or piano. 2

Proficiency Examinations (0)

Keyboard Proficiency (0)
Vocal Proficiency (0)

Education (29.5 credits)

EDUC 2013 Introduction to Teaching	3
EDUC 3013 Introduction to Teaching II	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
EDUC 4113 History and Philosophy of Christian Education	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
FLED 3401 Practicum: School Music Program Primary	.5
FLED 4001 Practicum: School Music Program Secondary	.5
MATH 1100 Introduction to Mathematics	2
MATH 2110 Mathematics Concepts	3
TOTAL CREDITS IN MAJOR:	*85.5*

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	26 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Education	29.5 credits
Music	56 credits
TOTAL:	141.5 credits

*<u>*NOTE*</u>*: The following courses may fulfill requirements for *both* the Arts & Sciences Core and the Music Education Major: (1) MUSC 2113 Music History and Literature I and MUSC 2223 Music History and Literature II in place of the Humanities requirement.

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.

Experiential Learning. 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

Bachelor of Music Education Program Admission and Continuation, and Licensure. Students desiring to pursue the Bachelor of Music Education must meet the standards of admission and progress of the School of Communication & Creative Arts and The Templar School of Education.

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.

Application. Prospective students wanting to pursue a Bachelor of Music Education should submit an application (separate from the Johnson University Application) to the School of Communication & Creative Arts. This application is available at www.johnsonu.edu/SCCAapplication.

This application is *not* a substitute for the Application for Admission to Johnson University, but an additional application to enter the Music Education program. It invites students to describe their past musical background, experiences, and select their primary and secondary instruments.

Auditions. All students who wish to enter the Music Education program must perform an audition for the faculty of the School of Communication & Creative Arts on their primary instrument. Auditions dates will be posted on the online application. Audition requirements for admission can be found at JohnsonU.edu.

Music Transfer Credits. The faculty of the School of Communication & Creative Arts of Johnson University does not automatically accept credits in music from other colleges and/or universities. Transfer credits are evaluated through placement examinations and auditions. Transfer students who do not have credits in music theory from an accredited college or university are required to take the Music Reading Diagnostic Examination (described below). Transfer students with credits in music theory from an accredited college or university are required to take a placement examination(s) corresponding to the level of music theory found on their college or university transcripts.

Music Reading Diagnostic Examination. During registration, all applicants (including transfer students) complete the Music Reading Diagnostic Examination (MRDE) administered by the faculty of the School of Communication & Creative Arts. Applicants who score below 75% on the MRDE will be placed in MUSC 1100 Musicianship Skills. Students must earn a minimum grade of "C" in this course in order to register for MUSC 1111 Music Theory I.

Applied Music Lessons and Jury Performances. All students must choose a primary instrument they wish to study while pursuing the Bachelor of Music Education. Options are piano and voice. Students then choose a secondary instrument of study. Private lessons are not available for audit. Without exception, students must present a required jury performance on their primary and secondary instruments at the conclusion of each term of study. If extenuating circumstances prevent a student from presenting a jury performance, the faculty of the School of Communication & Creative Arts will evaluate the extenuating circumstances and make alternative arrangements for the jury performance. New students must earn a minimum grade of B- on their first jury for their primary instrument at the conclusion of their first term. Failure to do so will result in dismissal from the degree program. The faculty of the School of Communication & Creative Arts may suggest to students a variety of options for the secondary instrument in order to prepare students to meet their professional goals.

Ensemble Participation. All students pursuing the Bachelor of Music Education must earn a total of 6 or more credits through participation in one or more ensembles.

Academic Standards. Students must earn a minimum grade of "C" in each of the music courses applied to the bachelor of Music Education program. Students who do not achieve the grade of "B-" in the first course of a sequence will not be allowed to continue with the next course of the sequence. Students who consistently fail to meet this requirement may be dismissed from the

degree program. The faculty of the School of Communication & Creative Arts will confer with students who do not meet this minimum grade requirement.

Senior Recital. Bachelor of Music Education majors will be required to present a recital during their senior year. (MUAP 4100 Senior Recital). With selections for the recital approved by the faculty of the School of Communication & Creative Arts, the student will rehearse the music under the guidance of the private instructor and present a "hearing" of the recital before the faculty of the School of Communication & Creative Arts 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.

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 1060 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) 15+ credit hours of Johnson University coursework with a 3.0+ cumulative grade point average, earned over a single full-time term with no course failures, including Chapel and Service Learning; (3) passing scores on the PRAXIS Test (Basic Skills Test).
  - Transfer students must complete a minimum of two terms at Johnson University to be considered as candidates for Teacher Education. 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 I Core Academic Skills Test 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

- ***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 PRAXIS II test
  - Earn the minimum score of a 40 on EdTPA Portfolio
  - Successfully complete a 12-credit internship in a Partnership School approved by Johnson University, earning a minimum grade of B- *(may be done as part of a master's degree program—see below)*
  - 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.

Associate of Arts in Music

Program Directors: Don Trentham, M.M. *(TN)*
Ruth Reyes, Ed.D. *(FL)*

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 Ministry, 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 face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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:

Arts & Sciences (31 credits)

ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ENGL 1013	English Composition I	3
HUMN 1201	Freshman Cornerstone Seminar OR	1
HUMN 3201	Transfer Cornerstone Seminar (1)	
HUMN 1500	Discipleship and Service Learning	1
HUMN 1600	Multicultural Experience	1
Natural Science Elective (4 credits)—choose one set of corequisites:		*4*
SCIN 3201	Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*	
SCIN 3203	Science Concepts & Methods (3) *(Corequisite: SCIN 3201*)	
SCIN 3301	Animal Biology Lab (1) *(Corequisite: SCIN 3303)*	
SCIN 3303	Animal Biology (3) *(Corequisite: SCIN 3301)*	
SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)*	
SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
SCIN 3501	Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*	
SCIN 3503	Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*	
SCIN 3601	Biodiversity Lab (1) *(Corequisite: SCIN 3603)*	
SCIN 3603	Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*	
MUSC 2113	Music History and Literature I	3
MUSC 2223	Music History and Literature I	3
MUSC 1111	Music Theory I	3
MUSC 1221	Music Theory II	3
PHIL 2100	Philosophical Inquiry & Critical Thinking	3
PRMN 1500	Chapel (4 terms)	2
PRMN 1000	Service Learning (4 terms) (0)	0

Bible & Theology (15 credits)

BIBL 1101	Orientation to the OT I	3
BIBL 1201	Orientation to the OT II	3
BIBL 2201	Orientation to the NT	3
BIBL 2130	Exegetical Methods	3
THEO 2100	Fundamentals of Christian Faith	3

Music (15 credits)

MUSC 1131	Music Theory Lab I	1
MUSC 1241	Music Theory Lab II	1
MUSC 2211	Music Theory III	3
MUSC 2231	Music Theory Lab III	1
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)
MUSC 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 1010 Campus Choir (1)
MUAP 1925 New Creation Ensemble (1)
MUAP 2000 University Choir (1)
MUAP 2600 Vox Royale (1)
WORS 2000 Chapel Worship Leadership Team (1)

† *NOTE*: Florida students complete first 2 ensemble credits with Campus Choir.

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

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 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 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 DEGREE CREDITS: *61*

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

Arts & Sciences Core for A.A.	31 credits
Bible & Theology	15 credits
General Electives	0 credits

Associate of Arts in Music	15 credits
TOTAL:	*61 credits*

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 1100 Introduction to Mathematics (2.0), MATH 2110 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.

Application, Audition, and Admission to the Associate of Arts in Music. Students desiring to pursue the Associate in Arts in Music must submit an application to the Communication & Creative Arts faculty and must pass an audition. This application is *not* a substitute for the Application for Admission to Johnson University, but an additional application to enter the Associate of Arts in Music. It invites students to describe their past musical background and experiences, choose their degree of study, and select their primary instrument.

The applicant is also required to schedule and perform an audition on the primary instrument for admission into the Associate of Arts in Music.

Dates, deadlines, specific audition guidelines, and the application are available at www.JohnsonU.edu/SCCAapplication.

Music Transfer Credits. The Communication & Creative Arts faculty of Johnson University do not automatically accept credits in music from other colleges and/or universities. Transfer credits are evaluated through placement examinations and auditions. Transfer students who do not have credits in music theory from an accredited college or university are required to take the Music Reading Diagnostic Examination (described below). Transfer students with credits in music theory from an accredited college or university are required to take a placement examination(s) corresponding to the level of music theory found on their college or university transcripts.

Music Reading Diagnostic Examination. During registration, all applicants (including transfer students) must complete the Music Reading Diagnostic Examination (MRDE) administered by the Communication & Creative Arts faculty. Applicants who score below 75% on the MRDE will be placed in MUSC 1100 Musicianship Skills. Students must earn a minimum grade of "C" in this course in order to register for MUSC 1111 Music Theory I.

Applied Music Lessons and Jury Performances. All students must choose a primary instrument they wish to study while pursuing the Associate of Arts in Music. Options are guitar, piano, and voice. Private lessons are not available for audit.

Without exception, students must present a required jury or student recital performance on their primary and secondary instruments at the conclusion of each term of study. The Communication & Creative Arts faculty will evaluate the jury/recital performance and a grade for the performance will be given. This grade will be one of the components in the computation of the final grade for the private music lessons. If extenuating circumstances prevent a student from presenting a jury/recital performance, the Communication & Creative Arts faculty will evaluate the extenuating circumstances and make alternative arrangements for the jury/recital performance. New students

must earn a minimum grade of B- on their first jury performance for their primary instrument either at the conclusion of their first or second term of study as determined by faculty. Failure to do so will result in dismissal from the degree program.

Ensemble Participation. All students pursuing the Associate of Arts in Music must earn a total of two (2) or more credits through participation in one or more ensembles.

Rehearsal/Practice Work: Rehearsal and practice outside of the classroom in the performance-related courses and corresponding public performance events are mandatory and a coursework requirement.

Academic Standards. Students must earn a minimum grade of "C" in each course required in their professional Associate of Arts in Music for the course to be applied to the degree program. The Communication & Creative Arts faculty will confer with students who do not meet this minimum grade requirement.

Students who do not achieve the grade of "C" or higher in the first course of a sequence will not be allowed to continue with the next course of the sequence.

Music Minor

Program Director: Don Trentham, M.M. (TN) Ruth Reyes, Ed.D. (FL)

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 face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 1010	Campus Choir (1)	
MUAP 1920	Tour Choir (1)	
MUAP 1925	New Creation Ensemble (1)	
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*

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)
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)
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*

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

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	33 credits
General Electives	10 credits
Music Minor	18 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: The following courses fulfill requirements for *both* the Arts & Sciences Core and the Music Minor: (1) Six credit hours of Primary Instrument and Performance Ensemble courses as the Arts & Sciences and Fine Arts Electives; and (2) Music Theory I-III [MUSC 1111, 1221, 2211] and Music Theory Lab I-III [MUSC 1131, 1241, 2231] in place of the World Languages requirement. Students who wish to study a foreign language may do so, but this will add credits to the B.A. program and extend its length.

Requirements for the B.S. with a Music Minor. To earn the Bachelor of Science degree with a major in Bible & Theology and a Music Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	16 credits
Music Minor	18 credits
TOTAL:	*120 credits*

**NOTE:* The following courses fulfill requirements for *both* the Arts & Sciences Core and the Music Minor: (1) Six credit hours of Primary Instrument and Performance Ensemble courses as the Arts & Sciences and Fine Arts Electives.

Audition and Admission to the Music Minor. Students desiring to pursue the Music Minor must perform a brief audition. Contact Don Trentham (TN) or Ruth Reyes (FL), program director, for additional information.

Music Transfer Credits. The Communication & Creative Arts faculty of Johnson University do not automatically accept credits in music from other colleges and/or universities. Transfer credits are evaluated through placement examinations and auditions. Transfer students who do not have credits in music theory from an accredited college or university are required to take the Music Reading Diagnostic Examination (described below). Transfer students with credits in music theory from an accredited college or university are required to take a placement examination(s) corresponding to the level of music theory found on their college or university transcripts.

Music Reading Diagnostic Examination. Students (including transfer students) must complete the Music Reading Diagnostic Examination (MRDE) administered by the Communication & Creative Arts faculty. Students who score below 75% on the MRDE will be placed in MUSC 1100 Musicianship Skills. Students must earn a minimum grade of "C" in this course in order to register for MUSC 1111 Music Theory I.

Academic Standards. Students must earn a 2.5 GPA in their minor courses to graduate with the Music Minor.

Applied Music Lessons and Jury Performances. All students must choose a primary instrument they wish to study while pursuing the music minor. Options are guitar, piano, and voice. Private lessons are not available for audit.

Without exception, students must present a required jury or student recital performance on their primary instrument at the conclusion of each term of study. The Communication & Creative Arts faculty will evaluate the jury/recital performance and a grade for the performance will be given. This grade will be one of the components in the computation of the final grade for the private music lessons. If extenuating circumstances prevent a student from presenting a jury/recital performance, the Communication & Creative Arts faculty will evaluate the extenuating circumstances and make alternative arrangements for the jury/recital performance. New students must earn a minimum grade of B- on their first jury performance for their primary instrument either at the conclusion of their first or second term of study as determined by faculty.

Music Performance Minor

Program Director: Don 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 face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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
**Performing Ensemble (4)*—choose 4 credits: [may be repeated for credit]		*4*
MUAP 1010	Campus Choir (1)	
MUAP 1920	Tour Choir (1)	
MUAP 1925	New Creation Ensemble (1)	
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*
* *Secondary Instrument: Applied Music (2)*—choose 2 credits in one instrument (voice, guitar, or piano)		*2*
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)	
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)	
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*

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

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	33 credits
General Electives	10 credits
Music Performance Minor	18 credits
TOTAL:	*120 credits*

**NOTE* The following courses fulfill requirements for *both* the Arts & Sciences Core and the Music Performance Minor: (1) Six credit hours of Primary Instrument and Performance Ensemble courses as the Arts & Sciences and Fine Arts Electives.

Requirements for the B.S. with a Music Performance Minor. To earn the Bachelor of Science degree with a major in Bible & Theology and a Music Performance Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	16 credits
Music Performance Minor	18 credits
TOTAL:	*120 credits*

**NOTE:* The following courses fulfill requirements for *both* the Arts & Sciences Core and the Music Performance Minor: (1) Six credit hours of Primary Instrument and Performance Ensemble courses as the Arts & Sciences and Fine Arts Electives.

Audition and Admission to the Music Performance Minor. Students desiring to pursue the Music Performance Minor must perform a brief audition. Contact Don Trentham (TN) or Ruth Reyes (FL), program director, for additional information.

Music Transfer Credits. The Communication & Creative Arts faculty of Johnson University do not automatically accept credits in music from other colleges and/or universities. Transfer credits are evaluated through placement examinations and auditions. Transfer students who do not have credits in music theory from an accredited college or university are required to take the Music Reading Diagnostic Examination (described below). Transfer students with credits in music theory from an accredited college or university are required to take a placement examination(s) corresponding to the level of music theory found on their college or university transcripts.

Music Reading Diagnostic Examination. Students (including transfer students) must complete the Music Reading Diagnostic Examination (MRDE) administered by the Communication & Creative Arts faculty. Students who score below 75% on the MRDE will be placed in MUSC 1100

Musicianship Skills. Students must earn a minimum grade of "C" in this course in order to register for MUSC 1111 Music Theory I.

Academic Standards. Students must earn a 2.5 GPA in their minor courses to graduate with a Music Performance Minor.

Applied Music Lessons and Jury Performances. All students must choose a primary instrument they wish to study while pursuing the music minor. Options are guitar, piano, and voice. Students then choose a secondary instrument of study from the remaining two options. Private lessons are not available for audit but can be taken as Fine Arts and Arts & Science Electives.

Without exception, students must present a required jury or student recital performance on their primary instrument at the conclusion of each term of study. The Communication & Creative Arts faculty will evaluate the jury/recital performance and a grade for the performance will be given. This grade will be one of the components in the computation of the final grade for the private music lessons. If extenuating circumstances prevent a student from presenting a jury/recital performance, the Communication & Creative Arts faculty will evaluate the extenuating circumstances and make alternative arrangements for the jury/recital performance. New students must earn a minimum grade of B- on their first jury performance for their primary instrument either at the conclusion of their first or second term of study as determined by faculty.

Worship Theology Minor

Program Director: Brent Weaver, M.A.

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 face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (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 3110	Worship Leadership & Ministry	3
WORS 4110	The Arts in Christian Worship	3
TOTAL CREDITS IN MINOR:		*18*

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

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	33 credits
General Electives	10 credits
Worship Theology Minor	18 credits
TOTAL:	*120 credits*

**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 Poetry/Wisdom Elective; (2) BIBL 3314 Book of Revelation or BIBL 3311 Letter to the Hebrews as New Testament Epistles Elective; (3) THEO 3120 Theological & Biblical Foundations of Christian Worship as the Theology Elective; and (4) THEO 3121 History of Christian Worship as the Bible/Theology Elective.

Requirements for the B.S. with a Worship Theology Minor. To earn the Bachelor of Science degree with a major in Bible & Theology and a Worship Theology Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	16 credits
Worship Theology Minor	18 credits
TOTAL:	*120 credits*

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 Poetry/Wisdom Elective; (2) BIBL 3314 Book of Revelation or BIBL 3311 Letter to the Hebrews as New Testament Epistles Elective; (3) THEO 3120 Theological & Biblical Foundations of Christian Worship as the Theology Elective; and (4) THEO 3121 History of Christian Worship as the Bible/Theology Elective.

Academic Standards. Students must earn a 2.5 GPA in their minor course to graduate with a Worship Theology Minor.

SCHOOL OF CONGREGATIONAL MINISTRY

Personnel

Dean of the School of Congregational Ministry

James Jeffrey Snell, D.Min. in Expository Preaching—Director of Preaching Ministries, Professor of Congregational Ministry (TN/FL/OL/AZ)

Full-Time Faculty, School of Congregational Ministry

Rory Christensen, D.Min. in Church and Parachurch Leadership—Associate Professor of Congregational Ministry (FL)

Brian Leslie, M.A. in Youth Ministry Leadership—Director of Youth and Children's Ministries, Associate Professor of Youth Ministry (TN/FL)

Daniel Overdorf, D.Min. in Preaching—Professor of Pastoral Ministry (TN/OL/AZ)

J. Michael Shannon, D.Min. in Ministry—Indiana Program Director, Professor of Congregational Ministry (IN/OL)

David A. Wheeler, M.A. in Leadership, M.Min. in Ministry—Associate Professor of Congregational Ministry (TN)

Part-Time Faculty, School of Congregational Ministry

Chad Broaddus, D.Min. in Preaching—Lecturer in Congregational Ministry (OL)

John Shannon Caldwell, M.A. in Ministry, M.Min. in Ministry—Lecturer in Congregational Ministry (IN)

Barbara Camblin, M.Ed. in Educational Leadership—Lecturer in Children's Ministry (FL)

Kevin Carr, M.B.A. in Strategic Leadership, M.A. in New Testament Studies—Lecturer in Congregational Ministry (IN)

Jeremy Cox, M.A. in New Testament with Concentration in Preaching—Lecturer in Congregational Ministry (TN/OL)

P. Dwayne Curry, M.A.R. in Church History—Lecturer in Congregational Ministry (OL)

Nick Demos, M.A. in Sports Leadership—Lecturer in Strategic Ministry (AZ)

Steve Gross, M.A. in Elementary Education—Lecturer in Strategic Ministry (AZ)

Todd Hardin, D.Min. in Biblical Counseling—Lecturer in Congregational Ministry (TN/OL)

Joseph D. Harvey, D.Min. in Pastor Care—Lecturer in Congregational Ministry (OL)

M. Scott Heller, M.A.R. in Leadership Studies and Pastoral Leadership—Lecturer in Congregational Ministry (OL)

Lisa Horner, M.A. in Christian Leadership—Lecturer in Strategic Ministry (AZ)

Bruce Humphrey, M.A. in Practical Ministries—Lecturer in Youth Ministry (OL)

David Huskey, D.Min. in Spiritual Formation—Lecturer in Congregational Ministry (OL)

Harold E. Keck, D.Min. in Expository Preaching—Lecturer in Congregational Ministry (TN)

Tom LaHue, D.Min. in Ministry—Lecturer in Congregational Ministry (FL)

Trent Lambert, D.Min. in Leadership—Lecturer in Congregational Ministry (IN)

Curtis McGinnis, D.Min. in Church Leadership—Lecturer in Congregational Ministry (OL)
Robert G. O'Lynn II, D.Min. in Homiletics—Lecturer in Biblical Teaching and Preaching (OL)
Dwayne Pedroza, D. Min. in Ministry—Lecturer in Strategic Ministry (OL)
Rick Penny, M.Ed. in Early Childhood Education, M.A. in Elementary Education—Lecturer in Strategic Ministry (AZ)
Greg Robbins, D. Min. in Ministry—Lecturer in Congregational Ministry (IN)
Thomas E. Roberts, D.B.A. in Business Administration—Lecturer in Congregational Ministry and Leadership (IN/OL)
Jonathan Roe, D.Min. in Ministry—Lecturer in Strategic Ministry (AZ)
Mark Searby, D.Min. in Pastoral Counseling/Pastoral Theology—Lecturer in Congregational Ministry (FL)
Matthew Sullivan, M.Div. in Preaching Ministry—Lecturer in Congregational Ministry (OL)
L. Scott Sutherland, M.A. in New Testament Exposition and Preaching—Lecturer in Biblical Teaching and Preaching (OL)
Dave VanDonge, M.A. in Christian Leadership—Lecturer in Strategic Ministry (AZ)
Shannon Warden, M.A. in Marriage and Family Therapy—Lecturer in Pastoral Counseling (OL)
Michael Shane Wood, Ph.D. in Organizational Leadership—Affiliate Faculty in Business & Public Leadership, Candidacy Coach, Lecturer in Congregational Ministry (FL)
Stephen A. Yeaton, D.Min in Ministry—Lecturer in Congregational Ministry (OL)

Interdisciplinary Faculty

Karen Eastep, M.Ed. in Adult Education and Development—Field Experience Coordinator, Staff Instructor in Early Childhood Program Development (TN)
Leslie T. Hardin, D.Min. in Spiritual Formation—Professor of New Testament (OL)
Jody L. Owens, D.Min. in Old Testament Studies—Professor of Bible and Pastoral Ministries (TN)
J. Jerome Prinston, Ed.D. in Educational Administration— Professor of Bible and Education (OL)
Wilbur A. Reid III, Ph.D. in Organizational Leadership—Lecturer in Congregational Ministry (IN)
Twila Sias, M.Ed. in English and Language Arts Education—Professor of Education (FL)
Gary David Stratton, Dean of the School of Arts & Sciences, University Professor of Spiritual Formation and Cultural Leadership (TN/OL)
Sue Stratton, M.A. in Old Testament, Pursuing D.Min. in Spiritual Formation and Leadership—Lecturer in Spiritual Formation (TN)
Mark Ziese, Ph.D. in Religion—Dean of the School of Bible & Theology, Professor of Old Testament (OL)

Administrative and Staff Faculty

William F. Wolf, Doctor of Worship Studies—Dean of the Chapel, Assistant Professor of Worship and Theology (TN)

Staff

Samantha Woolverton, B.A. in Intercultural Studies—Administrative Assistant (TN)

NOTE: Interdisciplinary faculty members are assigned to another Johnson University school, but teach courses in the School of Congregational Ministry. Administrative faculty members are

full-time administrators who hold academic credentials in a field related to Congregational Ministry. They influence academic programs, but may or may not teach on a regular basis. The parenthetical note identifies the campus where individuals are based ("TN" for Tennessee, "FL" for Florida, "OL" for Online), or they may also operate at ExtendEd sites ("AZ" for Arizona, "IN" for Indianapolis).

Academic Programs

The School of Congregational Ministry oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
School of Congregational Ministry			
• Certificate in Christian Ministries	OL		ABHE
• A.S. in Ministry Leadership	TN FL OL		ABHE
• B.A./B.S. in Children's Ministry	TN FL		ABHE
• B.A./B.S. in Ministry Leadership	OL		ABHE
• B.A./B.S. in Pastoral Care and Counseling	FL OL		ABHE
• B.A./B.S. in Preaching & Church Leadership	TN FL		ABHE
• B.A./B.S. in Preaching & Youth Ministry	TN FL		ABHE
• B.A./B.S. in Strategic Ministry	TN* FL*	*Senior year Ministry Residency in Phoenix, Indianapolis, or Orlando	ABHE
• B.A./B.S. in Youth Ministry	TN FL		ABHE
• Graduate Certificate in Christian Ministries	OL		ABHE
• Master of Strategic Ministry	FL	Ministry Apprenticeship in Phoenix, Indianapolis, or Orlando	ABHE

Certificate in Christian Ministries

Program Director: James Jeffrey Snell, 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 bachelor's degree at Johnson University.

Modality. The Certificate in Christian Ministries is offered in a fully online format.

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 enable 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 integrating key biblical passages and principles.

Required Courses. The Certificate in Christian Ministries consists of the following courses:

Required:	
BIBL 2130 Exegetical Methods	3
CMPR 3203 Spiritual Formation	3
Choose Three (9 credits):	9
BIBL 1101 Orientation to Old Testament I (3)	
BIBL 1201 Orientation to Old Testament II (3)	
BIBL 2201 Orientation to New Testament (3)	
CMPR 2110 Biblical Teaching and Preaching (3)	
CMPR 3110 Pastoral Ministry (3)	
CMPR 4303 Conflict and Communication (3)	
CMPR 4320 Pastoral Counseling (3)	
CMCM 3100 Introduction to Counseling Ministry (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	15 credits
TOTAL:	*15 credits*

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. Instead, the Dean of the School of Congregational Ministry will deal with academic issues on a case-by-case basis. (3) Students must have achieved a cumulative GPA of 2.0 in order to receive the certificate.

Associate of Science in Ministry Leadership

Program Director: James Jeffrey Snell, D.Min.

Overview. The two-year Associate of Science in Ministry Leadership provides students with foundational preparation for leadership in churches and parachurch ministries.

Modality. Johnson University offers the Associate of Science in Ministry Leadership face-to-face

at its Tennessee and Florida campuses and online.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Associate of Science 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 demonstrate personal devotion to God expressed in spiritual disciplines.

SLO 2: Graduates will be able to demonstrate respect for biblical truth.

SLO 3: Graduates will be able to identify basic skills necessary to minister and lead in churches and similar ministries.

Required Courses. The Associate of Science in Ministry Leadership consists of the following courses. The Arts & Sciences and Bible & Theology courses are offered face-to-face and online. The Ministry Leadership courses are offered in the modalities identified below.

Arts & Sciences (26 credits)

COMM 1013	Introduction to Speech	3
ENGL 1100	Introduction to Literature	3
ENGL 1013	English Composition I	3
SPSY 1100	Interpersonal and Family Relationships	3

JUTN face-to-face:

HUMN 1201	Freshman Cornerstone Seminar	1
HUMN 1501	Service-Learning & Discipleship	1
HUMN 1601	Multicultural Experience	1

[*NOTE*: JUTN Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

JUFL face-to-face:

HUMN 1100	Freshman Cornerstone Experience	3

[*NOTE*: JUFL Transfer students may take HUMN 1100 Freshman Cornerstone Experience OR an Arts & Sciences Elective.]

JUOL:

HUMN 1102	Online Cornerstone Experience	3

[*NOTE*: Online Transfer students may take HUMN 1102 Online Cornerstone Experience OR an Arts & Sciences Elective. Online transfer students who do not take HUMN 1102 Online Cornerstone Experience are required to take the Online Course Certification.]

Natural Science Elective (3)—choose one: 3

HLSC 2103 Health and Fitness Science (3)

SCIN 3100 Biological Science with Lab (4) *(online only)*

SCIN 3200 Science Concepts and Methods with Lab (4) *(online)*

SCIN 3201 Science Concepts & Methods Lab (1) *(face-to-face) (Corequisite: SCIN 3203)*

SCIN 3203 Science Concepts & Methods (3) *(face-to-face) (Corequisite: SCIN 3201) (SCIN 3203 may be taken without the lab, SCIN 3201. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)*

SCIN 3220 Introduction to Meteorology (3) *(online only)*

SCIN 3301 Animal Biology Lab (1) *(face-to-face) (Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(face-to-face) (Corequisite: SCIN 3301)*

SCIN 3401 Plant Biology Lab (1) *(face-to-face) (Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(face-to-face) (Corequisite: SCIN 3401)*

SCIN 3501 Water Science & Human Thriving Lab (1) *(face-to-face) (Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(face-to-face) (Corequisite: SCIN 3501) (SCIN 3503 may be taken without the lab, SCIN 3501. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)*

SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

Mathematics or Social Science Elective (3)—choose one: 3
MATH 2100 Quantitative Literacy (3)
PSYC 2100 Introduction to Psychology (3)
PSYC 2200 Social Psychology (3)

World Civilizations Elective (3)—choose one: 3
HIST 1100 World Civilizations I
HIST 1200 World Civilizations II

**Spiritual Formation* (2) 2
PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)

PRMN 1500 Chapel (0.5)
PRMN 1500 Chapel (0.5)
PRMN 1500 Chapel (0.5)
PRMN 1500 Chapel (0.5)

Bible & Theology (18 credits)
BIBL 1101 Orientation to the Old Testament I 3
BIBL 1201 Orientation to the Old Testament II 3
BIBL 2130 Exegetical Methods 3
BIBL 2201 Orientation to the New Testament 3
THEO 2100 Fundamentals of the Christian Faith 3

Bible Elective (3)—choose one:
(Choose any course with a BIBL 3XXX prefix and course number.) 3

Ministry Leadership (18 credits)
*ANTH 1100 Encountering Cultures 3
(face-to-face TN and FL, online)
CMPR 2110 Biblical Teaching and Preaching 3
(face-to-face TN and FL, online)
CMPR 3110 Pastoral Ministry 3
(face-to-face TN and FL, online)
CMPR 3203 Spiritual Formation 3
(face-to-face TN and FL, online)

Ministry Electives (6) – choose two: 6

CMCH 3220 Ministry to Children
(face-to-face TN and FL)
CMCM 3100 Introduction to Counseling Ministry
(face-to-face FL, online)
CMPR 3410 Advanced Biblical Teaching & Preaching
(face-to-face TN and FL, online)
CMYM 2100 Youth & Children's Ministry Fundamentals
(face-to-face TN and FL)
CMYM 3200 Ministry to Youth
(face-to-face TN and FL)
COMM 2901 Communication and Christian Faith
(face-to-face TN)
COMM 3105 Fundamentals of Web Design
(online)
COMM 3300 Live Production
(face-to-face TN and FL)
EDUC 3212 Survey of Persons with Disabilities
(face-to-face TN)
ICST 2131 Missiology
(face-to-face TN and FL, online)
ICST 2133 Intercultural Communication
(face-to-face TN and FL, online)
ICUR 2100 Dynamics of the City
(face-to-face TN)
ICUR 2200 Faith and the City
(face-to-face TN)

TOTAL DEGREE CREDITS: *62 (60 if online)*

**NOTE:* (1) Face-to-face students meet the Arts and Sciences Spiritual Formation requirement through PRMN 1000 Service Learning and PRMN 1500 Chapel. Online students meet the Spiritual Formation requirement through CMPR 3203 Spiritual Formation, which also fulfills requirements for Ministry Leadership. As a result, the degree requires 62 credits for face-to-face students and 60 credits for online and hybrid students. (2) ANTH 1100 Encountering Cultures meets requirements for both Arts and Sciences and Ministry Leadership.

Children's Ministry Major

Program Directors: Brian Leslie, M.A.

Overview. Most people who accept Christ do so during their early years. Reaching and discipling young people therefore stands critical to the church's effectiveness for this and future generations. The Children's Ministry Major equips students to lead and minister to children and their families. Graduates may pursue career paths in church-based children's ministry, para-church ministry that reaches children, preschool education, or other careers that involve nurturing, teaching, and ministering to children.

Modality. Johnson University offers the Children's Ministry Major face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Children's Ministry Major equips and motivates Christian students for effective leadership and service to children and their families in local congregations and other ministry organizations in order to extend the kingdom of God among all nations.

Congregational Ministry Core

SLO 1: Graduates will be able to demonstrate personal devotion to God expressed in spiritual disciplines.

SLO 2: Graduates will be able to demonstrate respect for biblical truth.

SLO 3: Graduates will be able to lead churches and Christian ministries through pastoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.

SLO 4: Graduates will understand the process of sermon development..

Children's Ministry Major

SLO 5: Graduates will be able to demonstrate an understanding the spiritual, cognitive, moral, social, and physical development of children.

SLO 6: Graduates will be able to create a curriculum plan for children that includes child-centered ideas and developmentally appropriate practices.

Required Courses. The Children's Ministry Major consists of the following courses:

CMPR 3301	Congregational Ministry Internship Preparation *(see note below)*	1
CMCH 3231	Children's Ministry Internship *(see note below)*	1
CMPR 3311	Congregational Ministry Internship Assessment *(see note below)*	1
CMCH 3220	Ministry to Children	3
CMCH 3400	Administration of Early Childhood Education Programs	3
CMCH 3600	Early Childhood Program Development	3
CMPR 2110	Biblical Teaching and Preaching	3
CMPR 4303	Conflict and Communication	3
CMPR 4310	Effectiveness in Leadership & Life	3
CMYM 2100	Youth & Children's Ministry Fundamentals	3
FAMS 2203	Human Development	3
*SPSY 1100	Interpersonal & Family Relationships	3
TOTAL CREDITS IN MAJOR:		*30*

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

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Children's Ministry Major	30 credits
TOTAL:	*122 credits*

*<u>*NOTE*</u>: Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it also fulfills a requirement for the Children's Ministry Major: SPSY 1100 Interpersonal & Family Relationships.

Requirements for the B.S. in Children's Ministry. To earn the Bachelor of Science degree with a double major in Bible & Theology and Children's Ministry, students must complete the following degree components:

Arts & Sciences Core for B.S.	53 credits
Bible & Theology Major	33 credits
General Electives	4 credits
Children's Ministry Major	<u>30 credits</u>
TOTAL:	*120 credits*

*<u>*NOTE*</u>: Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it also fulfills a requirement for the Children's Ministry Major: SPSY 1100 Interpersonal & Family Relationships.

Internship. Students in the Children's Ministry Major have three internship options:

- The first option is to complete 3 internship credits that consist of CMPR 3301 Congregational Ministry Internship Preparation (typically completed in spring session II), CMCH 3231 Children's Ministry Internship (typically completed in the summer term), and CMPR 3311 Congregational Ministry Internship Assessment (typically completed in fall session I).
- 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 12 ½ credits and includes: CMPR 3301 Congregational Ministry Extended Internship Preparation for 1 credit plus CMCH 3621 Children's Ministry 7-Month Internship I for 1 credit plus CMCH 3729 Children's Ministry 7-Month Internship II for 10.5 credits. Students who choose this 7-month option will *not* take CMYM 2100 Youth & Children's Ministry Fundamentals, CMPR 4310 Effectiveness in Leadership & Life and the New Testament Epistles Elective in the Bible & Theology Major or attend chapel *on campus* 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 the following 1-credit options: CMPD 3211 Children's Preschool/Daycare Internship, which involves working at Johnson University Tennessee's Early Childhood Learning Center (ECLC); CMPR 3440 Mentored Ministry Experience; 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.

Ministry Leadership Major (online)

Program Director: James Jeffrey Snell, 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 the Ministry Leadership Major online.Students should consult the Jenzabar enrollment system to determine which courses are available at a given time.Currently Johnson University does not offer world languages courses (required for the B.A.)online.. Most students therefore pursue the Bachelor of Science (non-language) version of the degree. Students desiring a B.A. must complete language requirements face-to-face at Johnson University or at another institution.

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 extend the kingdom of God among all nations.

Congregational Ministry Core

SLO 1: Graduates will be able to demonstrate personal devotion to God expressed in spiritual disciplines.

SLO 2: Graduates will be able to demonstrate respect for biblical truth.

SLO 3: Graduates will be able to lead churches and Christian ministries through pastoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.

SLO 4: Graduates will understand the process of sermon development.

Ministry Leadership Major

SLO 5: Graduates will be able to lead churches and Christian ministries through patoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.

SLO 6: Graduates will be able to prepare churches and other ministries for kingdom mission through the teaching and preaching of the Scriptures with depth and sensitivity to people's needs.

Required Courses. The Ministry Leadership Major consists of the following courses:

*ANTH 1100	Encountering Cultures	3
*BIBL 2130	Exegetical Methods	3
CMOL 3210	Ministry Leadership Internship	3
CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3110	Pastoral Ministry	3
CMPR 3203	Spiritual Formation	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
TOTAL CREDITS IN MAJOR:		*30*

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

Online Arts & Sciences Core for B.A.	55 credits

Online Bible & Theology Major	27 credits
General Electives	8 credits
Ministry Leadership Major	30 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>:* (1) Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it also fulfills a requirement for the Ministry Leadership Major: ANTH 1100 Encountering Cultures. Normally, the following course fulfills a requirement for the Bible & Theology Major, but for this program it also fulfills a requirement for the Ministry Leadership Major: BIBL 2130 Exegetical Methods.

Requirements for the B.S. in Ministry Leadership. To earn the Bachelor of Science degree with a double major in Bible & Theology and Ministry Leadership, students must complete the following degree components:

Online Arts & Sciences Core for B.S.	49 credits
Online Bible & Theology Major	27 credits
General Electives	14 credits
Ministry Leadership Major	30 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>:* (1) Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it also fulfills a requirement for the Ministry Leadership Major: ANTH 1100 Encountering Cultures. Normally, the following course fulfills a requirement for the Bible & Theology Major, but for this program it also fulfills a requirement for the Ministry Leadership Major: BIBL 2130 Exegetical Methods.

Pastoral Care and Counseling Major

Program Directors: James Jeffrey Snell, D.Min.

Overview. The Pastoral Care and Counseling Major equips students to provide pastoral care, godly counsel, and effective leadership in pastoral ministry settings.

Modalities. Johnson University offers the Bachelor of Arts and Bachelor of Science in Pastoral Care and Counseling face-to-face at its Florida campus andonline.Currently Johnson University does not offer world languages courses required for the Bachelor of Arts in the online format. Most students, therefore, pursue the Bachelor of Science version of the degree. Students desiring a B.A. must complete language requirements face-to-face at Johnson University or at another institution.

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 extend the kingdom of God among all nations.

Congregational Ministry Core

SLO 1: Graduates will be able to demonstrate personal devotion to God expressed in spiritual disciplines.

SLO 2: Graduates will be able to demonstrate respect for biblical truth.

SLO 3: Graduates will be able to lead churches and Christian ministries through pastoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.

SLO 4: Graduates will understand the process of sermon development.

Pastoral Care and Counseling Major

SLO 5: Graduates will be able to demonstrate the use of major psychological terms and concepts as they relate to pastoral ministry.

SLO 6: Graduates will be able to demonstrate counseling skills that foster Christian compassion based on the attitudes of Christ.

Required Courses. The Pastoral Care and Counseling Major consists of the following courses:

*ANTH 1100	Encountering Cultures	3
*BIBL 2130	Exegetical Methods	3
*SPSY 1100	Interpersonal and Family Relationships	3
CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3203	Spiritual Formation	3
CMCM 3100	Introduction to Counseling Ministry	3
CMCM 4110	Counseling Ministry Practicum	3
FAMS 4210	Family Life Education Methodology	3
CMPR 4303	Conflict and Communication	3
CMPR 4320	Pastoral Counseling	3
TOTAL CREDITS IN PASTORAL CARE AND COUNSELING MAJOR:		*30*

Requirements for the B.A. in Pastoral Care and Counseling (face-to-face modality). To earn the Bachelor of Arts degree with a double major in Bible & Theology and Pastoral Care and Counseling in face-to-face modality, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	30 credits
General Electives	4 credits
Pastoral Care and Counseling Major	30 credits
TOTAL:	*120 credits*

**NOTE:* Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they also fulfill requirements for the Pastoral Care and Counseling Major: ANTH 1100 Encountering Cultures, SPSY 1100 Interpersonal and Family Relationships. Normally, the following course fulfills a requirement for the Bible & Theology Major, but for this program it also fulfills a requirement for the Pastoral Care and Counseling Major: BIBL 2130 Exegetical Methods.

Requirements for the B.A. in Pastoral Care and Counseling (online modality). To earn the Bachelor of Arts degree with a double major in Bible & Theology and Pastoral Care and Counseling online, students must complete the following degree components:

Online Arts & Sciences Core for B.A.	52 credits
Online Bible & Theology Major	27 credits

General Electives	11 credits
Pastoral Care and Counseling Major	30 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they also fulfill requirements for the Pastoral Care and Counseling Major: ANTH 1100 Encountering Cultures, SPSY 1100 Interpersonal and Family Relationships. Normally, the following course fulfills a requirement for the Bible & Theology Major, but for this program it also fulfills a requirement for the Pastoral Care and Counseling Major: BIBL 2130 Exegetical Methods.

Requirements for the B.S. in Pastoral Care and Counseling (face-to-face modality). To earn the Bachelor of Science degree with a double major in Bible & Theology and Pastoral Care and Counseling in face-to-face modality, students must complete the following degree components:

Arts & Sciences Core for B.S.	50 credits
Bible & Theology Major	30 credits
General Electives	10 credits
Pastoral Care and Counseling Major	30 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they also fulfill requirements for the Pastoral Care and Counseling Major: ANTH 1100 Encountering Cultures, SPSY 1100 Interpersonal and Family Relationships. Normally, the following course fulfills a requirement for the Bible & Theology Major, but for this program it also fulfills a requirement for the Pastoral Care and Counseling Major: BIBL 2130 Exegetical Methods.

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:

Online Arts & Sciences Core for B.S.	46 credits
Online Bible & Theology Major	27 credits
General Electives	17 credits
Pastoral Care and Counseling Major	30 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they also fulfill requirements for the Pastoral Care and Counseling Major: ANTH 1100 Encountering Cultures, SPSY 1100 Interpersonal and Family Relationships. Normally, the following course fulfills a requirement for the Bible & Theology Major, but for this program it also fulfills a requirement for the Pastoral Care and Counseling Major: BIBL 2130 Exegetical Methods.

Preaching & Church Leadership Major

Program Directors: Daniel Overdorf, D.Min.

Overview. God extends His kingdom through His church—communities of Christ-followers empowered by the Spirit to reach their communities and the world. Such churches need passionate, visionary leaders, who are gifted and trained to preach, teach, administer, strategize, and provide

pastoral care. The Preaching & Church Leadership Major prepares students to lead churches and other ministries in this manner.

Modality. Johnson University offers the Preaching & Church Leadership Major face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Preaching & Church Leadership Major prepares Christian students to lead congregations through biblical preaching, godly pastoral influence, and skillful congregational leadership to extend the kingdom of God among all nations.

Congregational Ministry Core

SLO 1: Graduates will be able to demonstrate personal devotion to God expressed in spiritual disciplines.

SLO 2: Graduates will be able to demonstrate respect for biblical truth.

SLO 3: Graduates will be able to lead churches and Christian ministries through pastoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.

SLO 4: Graduates will understand the process of sermon development.

Preaching & Church Leadership Major

SLO 5: Graduates will be able to demonstrate the basic skills necessary to ministry and lead in churches and similar ministries.

SLO 6: Graduates will be able to demonstrate effective delivery of a sermon.

Required Courses. The Preaching & Church Leadership Major consists of the following courses:

CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3110	Pastoral Ministry	3
CMPR 3203	Spiritual Formation	3
CMPR 3301	Congregational Ministry Internship Preparation *(see note below)*	1
CMPR 3231	Preaching Internship *(see note below)*	1
CMPR 3311	Congregational Ministry Internship Assessment *(see note below)*	1
CMPR 3410	Advanced Biblical Teaching & Preaching	3
CMPR 4210	Preaching in Ministry	3
CMPR 4303	Conflict and Communication	3
CMPR 4310	Effectiveness in Leadership & Life	3
CMPR 4320	Pastoral Counseling	3
CMPR 4333	Leading Effective Churches	3
TOTAL CREDITS IN MAJOR:		*30*

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

Arts & Sciences Core for B.A.	62 credits
Bible & Theology Major	33 credits

General Electives	0 credits
Preaching & Church Leadership Major	30 credits
TOTAL:	*125 credits*

Requirements for the B.S. in Preaching & Church Leadership. To earn the Bachelor of Science degree with a double major in Bible & Theology and Preaching & Church Leadership, students must complete the following degree components:

Arts & Sciences Core for B.S.	56 credits
Bible & Theology Major	33 credits
General Electives	1 credit
Preaching & Church Leadership Major	30 credits
TOTAL:	*120 credits*

Internship. Students in the Preaching & Church Leadership Major have three internship options:

- The first option is to complete 3 internship credits that consist of CMPR 3301 Congregational Ministry Internship Preparation (typically completed in spring session II), CMPR 3231 Preaching Internship (typically completed in the summer term), and CMPR 3311 Congregational Ministry Internship Assessment (typically completed in fall session I).
- 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 12 ½ credits and includes: CMPR 3301 Congregational Ministry Internship Preparation for 1 credit plus CMPR 3621 Preaching 7-Month Internship I for 1 credit plus CMPR 3729 Preaching 7-Month Internship II for 10.5 credits. Students who choose this 7-month option will *not* take CMPR 3110 Pastoral Ministry, CMPR 4310 Effectiveness in Leadership & Life, and the New Testament Epistles Elective in the Bible & Theology Major or attend chapel *on campus* 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: 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 Congregational Ministry. 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.

Preaching & Youth Ministry Major

Program Directors: Daniel Overdorf, D.Min.

Overview. Many Johnson University graduates serve in multiple types of ministries during their lifetimes. Often, a graduate will serve in ministry to youth, then later transition into a ministry that focuses on preaching and church leadership. The Preaching and Youth Ministry Major

simultaneously prepares students for both youth- and preaching-focused ministries, equipping them to minister effectively in both roles.

Modality. Johnson University offers the Preaching & Youth Ministry Major face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Preaching & Youth Ministry Major prepares Christian students to lead both adult and youth ministries through biblical teaching, godly pastoral influence, and skillful leadership to extend the kingdom of God among all nations.

Congregational Ministry Core

SLO 1: Graduates will be able to demonstrate personal devotion to God expressed in spiritual disciplines.

SLO 2: Graduates will be able to demonstrate respect for biblical truth.

SLO 3: Graduates will be able to lead churches and Christian ministries through pastoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.

SLO 4: Graduates will understnad the process of sermon development.

Preaching & Youth Ministry Major

SLO 5: Graduates will demonstrate an understanding of the cultural influences that impact the lives of middle and high school students in American culture

SLO 6: Graduates will be able to demonstrate the ability to create a lesson plan

Required Courses. The Preaching & Youth Ministry Major consists of the following courses:

CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3203	Spiritual Formation	3
CMPR 3410	Advanced Biblical Teaching & Preaching	3
CMPR 4210	Preaching in Ministry	3
CMPR 4303	Conflict and Communication	3
CMPR 4310	Effectiveness in Leadership & Life	3
CMYM 2100	Youth & Children's Ministry Fundamentals	3
CMYM 3200	Ministry to Youth	3
Ministry Elective (3)—choose one:		*3*
CMCH 3220	Ministry to Children (3)	
CMPR 4320	Pastoral Counseling (3)	
CMPR 4333	Leading Effective Churches (3)	
*COMM 2901	Communication & Christian Faith (3)	
COMM 3105	Fundamentals of Web Design (3)	
COMM 3300	Live Production I (3)	
COMM 3303	Radio Production I (3)	
EDUC 3212	Survey of Persons with Disabilities (3)	
ICMI 4720	Church Planting & Discipleship (3)	
ICST 2131	Missiology (3)	

ICUR 2100 Dynamics of the City (3)
ICUR 2200 Faith and the City (3)
WORS 3110 Worship Leadership and Ministry (3)

Internship Elective (3)—choose 3 preaching internship credits or 3 youth ministry internship credits: *(see note below)*: *3*

CMPR 3301 Congregational Ministry Internship Preparation (1) *(see note below)*
CMPR 3231 Preaching Internship (1) *(see note below)*
CMYM 3231 Youth Ministry Internship (1) *(see note below)*
CMPR 3311 Congregational Ministry Internship Assessment (1) *(see note below)*

TOTAL CREDITS IN MAJOR: 30

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

Arts & Sciences Core for B.A.	62 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Preaching & Youth Ministry Major	30 credits
TOTAL:	*125 credits*

**NOTE:* One of the Ministry Electives, COMM 2901 Communication & Christian Faith, could also serve as the Fine Arts Elective in the Arts & Sciences Core.

Requirements for the B.S. in Preaching & Youth Ministry. To earn the Bachelor of Science degree with a double major in Bible & Theology and Preaching & Youth Ministry, students must complete the following degree components:

Arts & Sciences Core for B.S.	56 credits
Bible & Theology Major	33 credits
General Electives	1 credit
Preaching & Youth Ministry Major	30 credits
TOTAL:	*120 credits*

**NOTE:* One of the Ministry Electives, COMM 2901 Communication & Christian Faith, could also serve as the Fine Arts Elective in the Arts & Sciences Core.

Internship. Students in the Preaching & Youth Ministry Major have three internship options:

- The first option is to complete 3 internship credits that consist of CMPR 3301 Congregational Ministry Internship Preparation (typically completed in spring session II), CMPR 3231 Preaching Internship or CMYM 3231 Youth Ministry Internship (typically completed in the summer term), and CMPR 3311 Congregational Ministry Internship Assessment (typically completed in fall session I).
- 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 ears 12 ½ credits and includes: CMPR 3301 Congregational Ministry Internship Preparation for 1 credit plus

CMYM 3621 Youth Ministry 7-Month Internship I for 1 credit plus CMYM 3729 Youth Ministry 7-Month Internship II for 10.5 credits. Students who choose this 7-month option will *not* take a Ministry Elective, CMPR 4310 Effectiveness in Leadership & Life, and the New Testament Epistles Elective in the Bible & Theology Major or attend chapel *on campus* 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: 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 Congregational Ministry. In special circumstances, the Dean may permit students to take one additional course per session orterm. Students are not permitted to take two or more additional courses per session or term.

Strategic Ministry Major

Program Director: James Jeffrey Snell, D.Min. *(AZ)*
Rory Christensen, D.Min. *(FL)*
J. Michael Shannon, D.Min. *(IN)*

Overview. Effective ministry in contemporary cultures requires a heart enflamed with mission, a head filled with biblical wisdom, and hands equipped to lead Christ's church and expand His kingdom in His world. The Strategic Ministry Major at Johnson University involves a partnership between the academy and the church that equips students for this kind of effective, strategic Christian leadership.

The program includes a 9-month ministry residency at churches in Peoria, Arizona, Indianapolis, Indiana, or Orlando, Florida, as well as a study trip to Israel. As part of the residency, students complete a Leadership Core and can choose a concentration in a specialty area. Customized specialty areas in Indiana and Florida are sometimes developed in partnership with church professionals at those locations on an as-available basis. Throughout the program, residents are mentored by Johnson University instructors, some of whom serve on staff at the participating churches.

Modality. Johnson University offers the Strategic Ministry Major face-to-face at its Tennessee and Florida campuses (91 or 97 credits), with a senior-level residency in Peoria, Arizona, Indianapolis, Indiana, or Orlando, Florida (30 credits). Students spend their freshman, sophomore, and junior years at Johnson University, completing all the credits required for the Arts & Sciences Core, nearly all the credits required for the Bible & Theology Major, and 6 credits toward the Strategic Ministry Major. During their senior year, partner churches in each city host the residents and provide housing and other support, as the students earn the 30 additional credits required for the Strategic Ministry major.

Students may apply for the residency no earlier than August of their junior year. They must complete a Strategic Ministry Application Form and submit it to the Dean of the School of

Congregational Ministry. Application forms are available from the Dean or the Administrative Assistant of the School of Congregational Ministry. If accepted, students change their major to Strategic Ministry and spend their senior year in residence at a partner church.

For application materials and further information, contact Dr. James Jeffrey Snell, Dean of the School of Congregational Ministry.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Strategic Ministry Major prepares Christian students to lead churches and other ministries with a biblical worldview, strategic planning, and effective management of people and resources to extend the kingdom of God among all nations.

Leadership Core

SLO 1: Graduates will be able to demonstrate principles and practices of strategic church leadership.

SLO 2: Graduates will be able to demonstrate the ability to function well as a contributing member of a church ministry leadership team.

SLO 3: Graduates will be able to demonstrate self-awareness related to conflict triggers and management sytles.

Church Administration Concentration

SLO 4: Graduates will be able to demonstrate effective administrative techniques to efficiently manage church and ministry programs.

Intercultural Studies Concentration

SLO 5: Graduates will be able to demonstrate strategies that enable a local church to make local and global kingdom impact.

Sports Ministry Concentration

SLO 6: Graduates will be able to use sports-related ministries to extend the Great Commission.

Church Planting Concentration

SLO 7: Graduates will be able to extend a congregation's ministry through the planting of additional sites or congregations.

Pastoral Ministry Concentration

SLO 8: Graduates will be able to demonstrate the skills necessary to provide pastoral leadership for churches and ministries.

Youth Ministry Concentration

SLO 9: Graduates will be able to direct ministry for and with junior high and high school students and their families that develops them into disciples of Jesus.

Children and Family Concentration

SLO 10: Graduates will be able to direct ministry for and with children from birth through fifth grade and their families that develops them into disciples of Jesus.

Worship Concentration

SLO 11: Graduates will be able to lead others in a program of worship.

Special Needs Concentration

SLO 12: Graduates will be able to coordinate and execute meaningful ministry to and with people who have special needs.

Customized Concentration for Students Not in Arizona

SLO 13: Graduates will be able to demonstrate professional skills in their chosen area of study.

Required Courses. The Strategic Ministry Major consists of the following courses:

Leadership Core (27 credits)

All Students

*CMPR 2110	Biblical Teaching and Preaching	3
*CMPR 4303	Conflict and Communication	3
*CMSM 4323	Bible Lands	3

Students in Arizona (fall-spring)

CMSM 411A-B	Fundamentals of Strategic Leadership	1.5-1.5
CMSM 421A-B	Congregational Leadership	1.5-1.5
CMSM 422A-B	Ministry Mobilization	1.5-1.5
CMSM 423A-B	People and Resource Management	1.5-1.5
CMSM 424A-B	Program Management	1.5-1.5
CMSM 431A-B	Advanced Strategic Leadership	1.5-1.5

Students not in Arizona

CMSM 4113	Fundamentals of Strategic Leadership	3
CMSM 4213	Congregational Leadership	3
CMSM 4223	Ministry Mobilization	3
CMSM 4233	People and Resource Management	3
CMSM 4243	Program Management	3
CMSM 4313	Advanced Strategic Leadership	3

Choose from the following electives. Students who choose 9 elective credits from a particular area earn a concentration in that field (9 credits): *9*

Elective Options for Students in Arizona (fall-spring)

CMSM 4614-4615 Children and Family Ministry (4.5-4.5)
CMSM 4624-4625 Church Administration (4.5-4.5)
CMSM 4634-4635 Church Planting (4.5-4.5)
CMSM 4644-4645 Intercultural Studies (4.5-4.5)
CMSM 4654-4655 Pastoral Ministry (4.5-4.5)
CMSM 4664-4665 Special Needs Ministry (4.5-4.5)
CMSM 4674-4675 Youth Ministry (4.5-4.5)
CMSM 4684-4685 Sports Ministry (4.5-4.5)
CMSM 4694-4695 Worship Ministry (4.5-4.5)

Elective Options for Students not in Arizona (fall-spring)

CMSM 4814-4815 Pastoral Ministry Field Experience (4.5-4.5)
CMSM 4824-4825 Student Ministry Field Experience (4.5-4.5)
CMSM 4834-4835 Children's Ministry Field Experience (4.5-4.5)
CMSM 4844-4845 Worship Ministry Field Experience (4.5-4.5)

CMSM 4854-4855	Urban Ministry Field Experience (4.5-4.5)
CMSM 4864-4865	Missions Ministry Field Experience (4.5-4.5)
CMSM 4874-4875	Discipleship Ministry Field Experience (4.5-4.5)
CMSM 4884-4885	Executive Ministry Field Experience (4.5-4.5)
CMSM 4894-4895	Sports Ministry Field Experience (4.5-4.5)

TOTAL DEGREE CREDITS: *36*

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

Arts & Sciences Core for B.A.	61 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Strategic Ministry Major	36 credits
TOTAL:	*127 credits*

**NOTE:* (1) Students who move into Strategic Ministry from another major within the School of Congregational Ministry must complete CMPR 2110 Biblical Teaching and Preaching and CMPR 4303 Conflict and Communication prior to the residency. Students who move into the Strategic Ministry Major from a different Johnson University School may, with the approval of the Dean of the School of Congregational Ministry, substitute 6 credits from another professional area for CMPR 2110 and CMPR 4303. (2) Normally, the following course fulfills a requirement for the Upper Division Bible/Theology Elective in the Bible & Theology Major, but for this program it also fulfills a requirement for the Strategic Ministry Major: CMSM 4323 Bible Lands.
(3) Strategic Ministry Majors must complete 3 credits of PRMN 1500 Chapel, rather than the normal 4 credits, because they are off campus during their senior year and Spiritual Formation components are built into the major. (4) Students on the Strategic Ministry major follow a modified version of the Academic Calendar, including arriving at the residency location prior to the fall term for a period of orientation and functioning similar to the staff of their host churches in regard to vacations and holidays. Their spring term will end at the time specified on the Academic Calendar. (5) For the fall and spring term that they spend in residence at a partner church/ministry, students on the Strategic Ministry major will pay the tuition required for TN campus face-to-face students, the General and Technology Fee, and the Strategic Ministry Program Fee.

Requirements for the B.S. in Strategic Ministry. To earn the Bachelor of Science degree with a double major in Bible & Theology and Strategic Ministry, students must complete the following degree components:

Arts & Sciences Core for B.S.	55 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Strategic Ministry Major	36 credits
TOTAL:	*121 credits*

**NOTE:* (1) Students who move into Strategic Ministry from another major within the School of Congregational Ministry must complete CMPR 2110 Biblical Teaching & Preaching and CMPR 4303 Conflict and Communication prior to the residency. Students who move into the Strategic

Ministry Major from a different Johnson University School may, with the approval of the Dean of the School of Congregational Ministry, substitute 6 credits from another professional area for CMPR 2110 and CMPR 4303. (2) Normally, the following course fulfills a requirement for the Upper Division Bible/Theology Elective in the Bible & Theology Major, but for this program it also fulfills a requirement for the Strategic Ministry Major: CMSM 4323 Bible Lands. (3) Strategic Ministry Majors must complete 3 credits of PRMN 1500 Chapel, rather than the normal 4 credits, because they are off campus during their senior year and Spiritual Formation components are built into the major. (4) Students on the Strategic Ministry major follow a modified version of the Academic Calendar, including arriving at the residency location prior to the fall term for a period of orientation and functioning similar to the staff of their host churches in regard to vacations and holidays. Their spring term will end at the time specified on the Academic Calendar. (5) For the fall and spring term that they spend in residence at a partner church/ministry, students on the Strategic Ministry major will pay the tuition required for TN campus face-to-face students, the General and Technology Fee, and the Strategic Ministry Program Fee.

Youth Ministry Major

Program Director: Brian Leslie, M.A.

Overview. Middle and high school students serve as a significant part of today's church and will extend their ministries and leadership into future decades. The church needs, therefore, leaders who evangelize, nurture, and equip these students to help them make an eternal impact on their churches, communities, and the world. The Youth Ministry Major prepares such leaders to serve in churches and other youth-focused ministries.

Modality. Johnson University offers the Youth Ministry Major face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Youth Ministry Major equips and motivates Christian students for effective leadership of and service to middle and high school students in local congregations and other ministry organizations in order to extend the kingdom of God among all nations.

Congregational Ministry Core

SLO 1: Graduates will be able to demonstrate personal devotion to God expressed in spiritual disciplines.

SLO 2: Graduates will be able to respect for biblical truth.

SLO 3: Graduates will be able to lead churches and Christian ministries through pastoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.

SLO 4: Graduates will understand the process of sermon development.

Youth Ministry Major

SLO 5: Graduates will demonstrate an understanding of the cultural influences that impact the lives of middle and high school students in American culture.

SLO 6: Graduates will demonstrate the ability to create a lesson plan.

Required Courses. The Youth Ministry Major consists of the following courses:

*BIBL 2130	Exegetical Methods	3
CMPR 2110	Biblical Teaching and Preaching	3
CMPR 3203	Spiritual Formation	3
CMPR 3410	Advanced Biblical Teaching & Preaching	3
CMPR 4303	Conflict and Communication	3
CMPR 4310	Effectiveness in Leadership & Life	3
CMYM 2100	Youth & Children's Ministry Fundamentals	3
CMYM 3200	Ministry to Youth	3
CMPR 3301	Congregational Ministry Internship Preparation *(see note below)*	1
CMYM 3231	Youth Ministry Internship *(see note below)*	1
CMPR 3311	Congregational Ministry Internship Assessment *(see note below)*	1
Ministry Electives (3)—choose one:		*3*
CMCH 3220	Ministry to Children (3)	
CMCM 3203	Forgiveness & Reconciliation (3)	
CMPR 4320	Pastoral Counseling (3)	
CMPR 4333	Leading Effective Churches (3)	
COMM 2901	Communication & Christian Faith (3)	
COMM 3105	Fundamentals of Web Design (3)	
COMM 3300	Live Production I (3)	
COMM 3303	Radio Production I (3)	
EDUC 3212	Survey of Persons with Disabilities (3)	
ICMI 4720	Church Planting & Discipleship (3)	
ICST 2131	Missiology (3)	
ICUR 2100	Dynamics of the City (3)	
ICUR 2200	Faith and the City (3)	
WORS 3110	Worship Leadership and Ministry (3)	
TOTAL CREDITS IN MAJOR:		*30*

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

Arts & Sciences Core for B.A.	62 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Youth Ministry Major	30 credits
TOTAL:	*122 credits*

**NOTE:* Normally, the following course fulfills a requirement for the Bible & Theology Major, but for this program it also fulfills a requirement for the Youth Ministry Major: BIBL 2130 Exegetical Methods.

Requirements for the B.S. in Youth Ministry. To earn the Bachelor of Science degree with a double major in Bible & Theology and Youth Ministry, students must complete the following degree components:

Arts & Sciences Core for B.S.	56 credits
Bible & Theology Major	30 credits
General Electives	4 credits
Youth Ministry Major	30 credits
TOTAL:	*120 credits*

**NOTE:* (1) Normally, the following course fulfills a requirement for the Bible & Theology Major, but for this program it fulfills a requirement for the Youth Ministry Major: BIBL 2130 Exegetical Methods.

Internship. Students in the Youth Ministry Major have three internship options:

- The first option is to complete 3 internship credits that consist of CMPR 3301 Congregational Ministry Internship Preparation (typically completed in spring session II), CMYM 3231 Youth Ministry Internship (typically completed in the summer term), and CMPR 3311 Congregational Ministry Internship Assessment (typically completed in fall session I).
- 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 12 ½ credits and includes: CMPR 3301 Congregational Ministry 7-Month Internship Preparation for 1 credit plus CMYM 3621 Youth Ministry 7-Month Internship I for 1 credit plus CMYM 3729 Youth Ministry 7-Month Internship II for 10.5 credits. Students who choose this 7-month option will *not* take a Ministry Elective, CMPR 4310 Effectiveness in Leadership & Life, and the New Testament Epistles Elective in the Bible & Theology Major or attend chapel *on campus* 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: 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 Congregational Ministry. 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.

Graduate Certificate in Christian Ministries

Program Director: James Jeffrey Snell, D.Min.

Overview. The Graduate Certificate in Christian Ministries targets staff members who are hired from within churches who have prior bachelor's degrees but do not have Christian college or seminary background. Students will complete six online courses (1.5 credits each).

Modality. The Graduate Certificate in Christian Ministries is offered in a fully online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Certificate in Christian Ministries develops foundational skills for implementing biblical/theological principles that are essential for effective leadership ministry. It develops skills for interpreting, integrating, and communicating Scripture that enable graduates to effectively engage their ministry context.

SLO 1: Graduates will be able to interpret Scripture accurately by assessing and integrating biblical research resources and skills.

SLO 2: Graduates will be able to integrate and appreciate foundational Restoration Movement principles.

SLO 3: Graduates will be able to communicate the truth and relevance of Scripture in ways consistent with gifts and ministry responsibilities.

SLO 4: Graduates will be able to facilitate spiritual growth in themselves and others through assessment and integration of key resources and practices.

SLO 5: Graduates will be able to lead effectively in ministry by assessing and integrating key biblical passages and principles.

Required Courses. The Graduate Certificate in Christian Ministries consists of the following courses:

CMMN 5110	Foundations for Understanding and Applying the Bible	1.5
CMMN 5120	Foundations for Biblical Preaching and Teaching	1.5
CMMN 5130	Foundations for Implementing Restoration Movement Principles	1.5
CMMN 5140	Foundations for Spiritual Formation	1.5
CMMN 5150	Foundations for Effective Leadership Ministry	1.5
CMMN 5160	Foundations for Understanding the Entire Story of Scripture	1.5
TOTAL CREDITS IN CERTIFICATE:		*9*

Requirements for the Graduate Certificate in Christian Ministries. To earn the Graduate Certificate in Christian Ministries, students must complete the following degree components:

Graduate Christian Ministries Certificate	9 credits
TOTAL:	*9 credits*

NOTE: (1) Students accepted into this certificate program pay a one-time fee when they are first enrolled that covers all tuition and fees for the entire program.This fee allows students up to three years to complete the program. 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 Graduate Certificate in Christian Ministries students. Instead, the Dean of the School of Congregational Ministry will deal with academic issues on a case-by-case basis. (3) Students must have achieved a cumulative GPA of 2.0 in order to receive the certificate.

Master of Strategic Ministry

Program Director: James Jeffrey Snell, D.Min. *(AZ)*
Rory Christensen, D.Min. *(FL)*
J. Michael Shannon, D.Min. *(IN)*

Overview. Christian leaders minister in a complex and rapidly changing world. Effective leadership in this context requires a biblically-based philosophy of ministry, skillful analysis of

cultural dynamics, the capacity to think and plan strategically, and the ability to lead and equip people to extend the kingdom of God in His world. Johnson University's Master of Strategic Ministry program involves a partnership between the academy and the church that equips students for this kind of effective, strategic Christian leadership.

The program includes online coursework in strategic ministry, a study trip to Israel, and a 9-month ministry apprenticeship at a partner church in Peoria, Arizona, Indianapolis, Indiana, or Orlando, Florida. Students complete a Leadership Core and can choose a concentration in a specialty area. Customized specialty areas in Indiana and Florida are sometimes developed in partnership with church professionals at those locations on an as-available basis. Throughout the program, apprentices are mentored by Johnson University instructors, some of whom serve on staff at the participating churches.

Modality. Johnson University offers the Master of Strategic Ministry degree partially online, partially through face-to-face classes, and partially through field experiences at partner churches in Peoria, Arizona, Indianapolis, Indiana, or Orlando, Florida. The portion of the degree offered in each modality differs by location.Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Master of Strategic Ministry equips Christian graduate students with advanced skills in strategic leadership, missional ministry, and effective management of people and resources to extend the kingdom of God among all nations.

Leadership Core

SLO 1: Graduates will be able to integrate the character traits Jesus' exemplified in His ministry into their own lives, leadership styles, and ministries.

SLO 2: Graduates will be able to analyze biblical teachings and contemporary approaches to leadership to develop their own philosophies of strategic ministry.

SLO 3: Graduates will be able to relate leadership principles learned during the residency to other ministry contexts.

Church Administration Concentration

SLO 4: Graduates will be able to analyze various administrative techniques and choose the best techniques to efficiently manage particular church and ministry programs.

Intercultural Studies Concentration

SLO 5: Graduates will be able to evaluate various mission strategies and choose strategies that will best empower a particular church or ministry to make local and global kingdom impact.

Sports Ministry Concentration

SLO 6: Graduates will be able to evaluate various sports ministry opportunities and to develop those that will best help a church minister to people in its particular community.

Church Planting Concentration

SLO 7: Graduates will be able to analyze strategies for extending a church's mission through the planting of additional sites or congregations.

Pastoral Ministry Concentration

SLO 8: Graduates will be able to integrate pastoral leadership skills developed through research into actual ministry circumstances.

Youth Ministry Concentration

SLO 9: Graduates will be able to analyze strategies to minister to and with junior high and high school students and their families that develop them into disciples of Jesus.

Children and Family Concentration

SLO 10: Graduates will be able to analyze strategies to minister to and with children and their families that develop them into disciples of Jesus.

Worship Concentration

SLO 11: Graduates will be able to evaluate philosophies and methods of leading others in worship, and develop a philosophy and choose methods that best serve a particular context.

Special Needs Concentration

SLO 12: Graduates will be able to coordinate, execute, and analyze meaningful ministry to and with people who have special needs.

Point Leadership Concentration

SLO 13: Graduates will be able to serve effectively as a "Lead Pastor" or similar role in churches and similar ministries.

Customized Concentration for Students Not in Arizona

SLO 14: Graduates will be able to demonstrate professional skills in their chosen area of study.

Required Courses. The Master of Strategic Ministry program consists of the following courses:

Corequisites required for students who have not completed 27 or more undergraduate or graduate credits in Bible:

†BIBL 5101 Old Testament Survey (3)
†BIBL 5102 New Testament Survey (3)

Master of Strategic Ministry Core Curriculum (25 credits)

All Students

†CMSM 5103	Theology & Dynamics of Strategic Leadership	3
†CMSM 5331	Contextual Implementation of Strategic Leadership	1
CMSM 5323	Bible Lands	3

Students in Arizona(fall-spring)

CMSM 511A-B	Fundamentals Of Strategic Leadership	1.5-1.5
CMSM 521A-B	Congregational Leadership	1.5-1.5
CMSM 522A-B	Ministry Mobilization	1.5-1.5
CMSM 523A-B	People And Resource Management	1.5-1.5
CMSM 524A-B	Program Management	1.5-1.5
CMSM 531A-B	Advanced Strategic Leadership	1.5-1.5

Students not in Arizona

CMSM 5113	Fundamentals Of Strategic Leadership	3
CMSM 5313	Advanced Strategic Leadership	3
CMSM 5213	Congregational Leadership	3
CMSM 5223	Ministry Mobilization	3
CMSM 5233	People And Resource Management	3

CMSM 5243 Program Management	3
Choose from the following electives. Students who choose 9 elective credits from a particular area earn a concentration in that field (9 credits):	*9*

Elective Options for Students in Arizona (fall-spring)
CMSM 5614-5615 Children and Family Ministry (4.5-4.5)
CMSM 5624-5625 Church Administration (4.5-4.5)
CMSM 5634-5635 Church Planting (4.5-4.5)
CMSM 5644-5645 Intercultural Studies (4.5-4.5)
CMSM 5654-5655 Pastoral Ministry (4.5-4.5)
CMSM 5664-5665 Special Needs Ministry (4.5-4.5)
CMSM 5674-5675 Youth Ministry (4.5-4.5)
CMSM 5684-5685 Sports Ministry (4.5-4.5)
CMSM 5694-5695 Worship Ministry (4.5-4.5)

Elective Options for Students not in Arizona (fall-spring)
CMSM 5814-5815 Pastoral Ministry Field Experience (4.5-4.5)
CMSM 5824-5825 Student Ministry Field Experience (4.5-4.5)
CMSM 5834-5835 Children's Ministry Field Experience (4.5-4.5)
CMSM 5844-5845 Worship Ministry Field Experience (4.5-4.5)
CMSM 5854-5855 Urban Ministry Field Experience (4.5-4.5)
CMSM 5864-5865 Missions Ministry Field Experience (4.5-4.5)
CMSM 5874-5875 Discipleship Ministry Field Experience (4.5-4.5)
CMSM 5884-5885 Executive Ministry Field Experience (4.5-4.5)
CMSM 5894-5895 Sports Ministry Field Experience (4.5-4.5)
CMSM 5914-5915 Family Ministry Field Experience (4.5-4.5)
CMSM 5924-5925 Multi-Site Ministry Field Experience (4.5-4.5)
CMSM 5934-5935 Pastoral Counseling Field Experience (4.5-4.5)
CMSM 5944-5945 Church Communications Field Experience (4.5-4.5)

TOTAL DEGREE CREDITS:	*34*

†Delivered online. All other courses are delivered face-to-face in the residency or in Israel.

Church Partnership. The Master of Strategic Ministry involves a partnership between Johnson University and churches in Peoria, Arizona, Indianapolis, Indiana, or Orlando, Florida. These partner churches provide housing and other support. Prior to the apprenticeship, students complete the online course CMSM 5103 Theology & Dynamics of Strategic Leadership. During the final two months of the apprenticeship, they complete CMSM 5331 Contextual Implementation of Strategic Leadership.

Acceptance by the partner churches is required, but does not guarantee admission into Johnson University's Master of Strategic Ministry program. For application materials and further information, contact Dr. James Jeffrey Snell, Dean of the School of Congregational Ministry.

NOTE: Students in the Master of Strategic Ministry major follow a modified version of the Academic Calendar, including arriving to their residency location prior to the fall term for a period of orientation and functioning similar to the staff of their host churches in regard to vacations and holidays. Their spring term will end at the time specified on the Academic Calendar.

SCHOOL OF INTERCULTURAL STUDIES

Personnel

Dean of the School of Intercultural Studies

Linda F. Whitmer, Ph.D. in Intercultural Studies—Professor of Intercultural Studies (TN)

Full-Time Faculty, School of Intercultural Studies

Brent L. Brewer, M.A. in Missiology, M.A. in Secondary Science Education, pursuing a Ph.D. from Oxford Centre for Missions Studies — Professor of Intercultural Studies (TN)

Kendi Howells Douglas, D.Miss. in Missiology—Program Director of Intercultural Studies, Professor of Intercultural Studies (FL)

Gerald L. Mattingly, Ph.D. in Intercultural Studies—Professor of Intercultural Studies (TN)

Kenneth A. Woodhull, D.Miss. in Missiology—Executive Director of the Johnson University Center for Urban Alliance, Professor of Intercultural Studies (TN)

Part-Time Faculty, School of Intercultural Studies

Brian Albright, Ph.D. in Organizational Leadership—Lecturer in Intercultural Studies (OL)

Susan O. Calderon, M.A. in Intercultural Studies—Lecturer in Intercultural Studies (OL)

Tracy A. Campbell, M.A. in Intercultural Studies—Lecturer in Intercultural Studies (TN)

David Cross, M.A. in Linguistics—Lecturer in Intercultural Studies (OL)

Sherry L. Fariss, Ph.D. in Linguistics—Lecturer in Intercultural Studies (OL)

Leoma Gilley, Ph.D. in Linguistics – Lecturer in Linguistics (TN, OL)

Kyle Harris, Ph.D. in Leadership Studies—Lecturer in Intercultural Studies (OL)

Jeffrey L. Holland, M.M.F.T. in Marriage and Family Therapy—Lecturer in Cross-Cultural Ministry (OL)

Troy Jackson, Ph.D. in History—Lecturer in Intercultural Studies (OL)

Jared Looney, D.Miss. in Intercultural Studies—Lecturer in Intercultural Studies (FL)

Erin MacSaveny, M.A. in Applied Linguistics—Lecturer in Phonetics and Phonology (OL)

Matthew Nance, M.A. in Intercultural Studies, pursuing a Ph.D. from Oxford Centre for Missions Studies —Lecturer in Intercultural Studies (TN, OL)

Anthony Parker, D.Min. in Mission and Evangelism—Lecturer in Intercultural Studies (OL)

Jaymi Penfold, M.A. in Applied Linguistcs—Lecturer in Sociolinguistics (OL)

Gregory J. Pruett, Ph.D. in Intercultural Studies—Lecturer in Intercultural Studies (OL)

Rebecca L. Pruett, M.A. in Linguistics—Lecturer in Linguistics and Culture & Language Acquisition (OL)

Robert Reese, Ph.D. in Missions, M.S. in Mathematics—Lecturer in Intercultural Studies (TN, OL)

Joe Sprinkle, Ph.D. in Hebraic & Cognate Studies—Lecturer in Intercultural Studies and Bible (OL)

Patrick Tolbert, M.A. in Ministry—Lecturer in Intercultural Studies (LU)

William Weber, Ph.D. in Human and Community Resources—Lecturer in Intercultural Studies (IN)
Steven M. Whitmer, Ph.D. in Intercultural Studies—Director of Online Programs in Intercultural Studies, Professor of Intercultural Studies (OL)
Todd Whitmer, M.B.A. in Business Administration—Lecturer in Intercultural Studies (OL)
Bradford Willits, Ph.D. in International Communications—Lecturer in Intercultural Studies (OL)

Interdisciplinary Faculty

Duan Hua, Ph.D. in Leadership Studies—Director of International Relations and International Education, Assistant Professor of Education and Chinese History & Culture (TN)
Michael Moore, Ed.D. in Education—Career Services Director, Staff Instructor in Speech and Urban Studies (TN)

Administrative and Staff Facuolty

Sally Folden, M.A. in Spanish—Staff Instructor in Spanish (TN)

Staff

Sally Folden, B.A. in Intercultural Studies—Office Manager and Internship Coordinator (TN)
Kim Linton, B.S. in Interior Design—Administrative Analyst and Assessment Coordinator (TN)

NOTE: Interdisciplinary faculty members are assigned to another Johnson University school, but teach courses in the School of Intercultural Studies. Administrative faculty members are full-time administrators who hold academic credentials in a field related to Intercultural Studies. They influence academic programs, but may or may not teach on a regular basis. The parenthetical note identifies the campus where individuals are based ("TN" for Tennessee, "FL" for Florida, "OL" for Online), or they may also operate at ExtendEd sites ("AZ" for Arizona, "IN" for Indianapolis).

Academic Programs

The School of Intercultural Studies oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Additional Programmatic Accreditation & Additional Information
School of Intercultural Studies			
• Certificate in Intercultural Studies	TN FL OL		
• A.S. in Intercultural Studies	TN FL OL		
• A.S. in Applied Linguistics	TN FL OL		*Linguistics courses offered online
• B.A./B.S. in Applied Linguistics	TN FL OL		*Linguistics courses offered online
• B.A./B.S. in Cross-Cultural Media Communication	TN		
• B.A./B.S. in Global Community Health	TN FL		
• B.A. in Intercultural Studies (face-to-face)			

—Chinese Studies Concentration	TN		
—Latin American & Latino Studies Concentration	TN		
• B.A./B.S. in Intercultural Studies (face-to-face)			
—Missions Concentration	TN FL		
• B.A./B.S. in Intercultural Studies (online)	OL		
• Intercultural Studies Minor	TN FL OL		
• B.A./B.S. in Middle Eastern Studies	TN		
• B.A./B.S. in Teaching English as a Second Language	TN FL		
• B.A./B.S. in Urban Studies	TN FL		
• Graduate Certificate in Translation	OL		
• Graduate Certificate in Intercultural Studies	OL		
• Graduate Certificate in Economic Community Development	OL		
• Graduate Translation Consultancy Certificate	OL		
• M.A. in Intercultural Studies	OL		
—Community Development Concentration	OL		
—Customized Concentration	OL		
—Cross-Cultural Church Planting Concentration	OL		
—Cross-Cultural Engagement Concentration	OL		
—Translation Concentration	OL		

Certificate in Intercultural Studies *(face-to-face and online)*

Program Directors: Linda F. Whitmer, Ph.D. *(face-to-face)*
Steven M. Whitmer, Ph.D. *(online)*

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 15 credits with a 2.0 cumulative grade point average. Working with their advisor, students have the freedom to customize their program by choosing 5 courses in Intercultural Studies most applicable to their studies. Contact the School of Intercultural Studies to discuss course options.

Modality. Johnson University offers the Certificate in Intercultural Studies face-to-face at its Tennessee and Florida campuses, as well as in fully-online format. Students should consult the

Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Certificate in Intercultural Studies introduces Christian men and women to the fundamentals of strategic, cross-cultural, and missional vocations among all peoples in accordance with God's kingdom gospel.

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 OR ICRU 4109 (Russian) Mission Theology		3

Choose One: *3*

ANTH 3300	Cultural Anthropology (3)	
ANTH 3203	Practical Anthropology (3)	
ICRU 3235	Missiological Anthropology (Russian) (3)	

Choose One: *3*

ICST 3100	Survey of World Religions (3)	
ICRU 4412	Area Studies (Russian) (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, ICCS, ICIS, ICLA, ICLI, ICME, ICMI, ICRU, ICST, ICRU, or ICUR.

TOTAL CREDITS IN CERTIFICATE: 12

Associate of Science in Intercultural Studies

Program Directors: Linda F. Whitmer, Ph.D. *(face-to-face)*
Steven M. Whitmer, Ph.D. *(online)*

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 the A.S. in Intercultural Studies face-to-face at its Tennessee and Florida campuses, as well as in fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The A.S. in Intercultural Studies prepares Christian men and women with foundations for strategic, cross-cultural, and missional vocations among all peoples in accordance with God's kingdom gospel. The degree is applicable to graduates working at the entry level in missions.

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 pursue Christian formational growth that facilitates cross-cultural ministry.

Required Courses for Face-to-Face Degree. The face-to-face version of the A.S. in Intercultural Studies consists of the following courses:

Arts & Sciences (23 credits)

ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ENGL 1100	Introduction to Literature	3
ENGL 1013	English Composition I	3

JUTN face-to-face:

HUMN 1201	Freshman Cornerstone Seminar	1
HUMN 1501	Service-Learning & Discipleship	1
HUMN 1601	Multicultural Experience	1

[*NOTE*: JUTN Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

JUFL face-to-face:

HUMN 1100	Freshman Cornerstone Experience	3

[*NOTE*: JUFL Transfer students may take HUMN 1100 Freshman Cornerstone Experience OR an Arts & Sciences Elective.]

Mathematics or Natural Science Elective (3)—choose one: *3*

HLSC 2103 Health & Fitness Science (3)
MATH 2100 Quantitative Literacy (3)
SCIN 3201 Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*
(SCIN 3203 may be taken without the lab, SCIN 3201. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)
SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*
SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*
SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*
(SCIN 3503 may be taken without the lab, SCIN 3501. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)
SCIN 3601 Biodiversity Lab (1) *(Corequisite: SCIN 3603)*
SCIN 3603 Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*

Spiritual Formation (2 credits) *2*

PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)
PRMN 1000 Service Learning (0)

PRMN 1500 Chapel (0.5)

PRMN 1500 Chapel (0.5)
PRMN 1500 Chapel (0.5)
PRMN 1500 Chapel (0.5)

Arts & Sciences Elective (3)—choose one: *3*
PHIL 2100 Philosophical Inquiry & Critical Thinking (3)
SPSY 1100 Interpersonal & Family Relationships (3)

Biblical & Theological Studies (18 credits)

BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3

Bible Elective (3) *3*
(various options—for list, see the Bible & Theology Major)

Intercultural Studies (21 credits)

ICST 2131	Missiology	3
ICST 3100	Survey of World Religions	3
ANTH 3300	Cultural Anthropology *OR*	
ANTH 3203	Practical Anthropology	3
ICST 2133	Intercultural Communication	3
ICST 3338	International Community Development	3

Intercultural Studies Elective (6)—choose two: *6*
ICCS 3200 Culture, Art & Science in China (3)
ICCS 3360 Religion & Philosophy in China (3)
ICEL 2015 Teaching Cross-Culturally (3)
ICEL 2100 Foundations in Linguistics (3)
ICIS 2310 Islam: History, Beliefs, and Practices (3)
ICLA 2200 History & Cultures of Latin America (3)
ICUR 2100 Dynamics of the City (3)
ICUR 2200 Faith & the City (3)

Additional Intercultural Electives include any course with prefix ANTH, ICCS, ICEL, ICIS, ICLA, ICLI, ICST, ICME, ICMI, or ICUR.

TOTAL DEGREE CREDITS: *62*

Required Courses for Online Degree. The online version of the A.S. in Intercultural Studies consists of the following courses:

Arts & Sciences (21credits)

ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ENGL 1100	Introduction to Literature	3
ENGL 1013	English Composition I	3
HUMN 1102	Online Cornerstone Experience	3

[*NOTE*: Online transfer students may take HUMN 1102 Online Cornerstone Experience OR an Arts & Sciences Elective. Online transfer students who do not take HUMN 1102

Online Cornerstone Experience are required to take the Online Course Certification.]

Mathematics or Natural Science Elective (3)—choose one:	*3*
HLSC 2103 Health & Fitness Science (3)	
MATH 2100 Quantitative Literacy (3)	
SCIN 3100 Biological Science with Lab (4)	
SCIN 3200 Science Concepts & Methods with Lab (4)	
SCIN 3220 Introduction to Meteorology (3)	
Arts & Sciences Elective (3)—choose one:	*3*
PHIL 2100 Philosophical Inquiry & Critical Thinking (3)	
SPSY 1100 Interpersonal & Family Relationships (3)	
Biblical & Theological Studies (18 credits)	
BIBL 1101 Orientation to the Old Testament I	3
BIBL 1201 Orientation to the Old Testament II	3
BIBL 2130 Exegetical Methods	3
BIBL 2201 Orientation to the New Testament	3
THEO 2100 Fundamentals of Christian Faith	3
Bible Elective (3)	*3*
(various options—for list, see the Bible & Theology Major)	
*Intercultural Studies (*21 credits)	
ICST 2131 Missiology	3
ICST 2133 Intercultural Communication	3
ICST2233 Foundations of Working Cross-Culturally	3
ICST 3134 Cross-Cultural Church-Planting & Growth	3
ANTH 3203 Practical Anthropology	3
Intercultural Studies Elective (6)—choose two:	*6*
ICST 3136 Introduction to Linguistics (3)	
ICST 3338 International Community Development (3)	
ICST 4415 Understanding the Muslim World (3)	
ICST 4416 Animism (3)	
Additional Intercultural Studies Electives include any course with prefix ICLI, ICST.	
TOTAL DEGREE CREDITS:	*60*

Associate of Science in Applied Linguistics

Program Directors: Linda F. Whitmer, Ph.D. *(face-to-face)*
Steven M. Whitmer, Ph.D. *(online)*

Overview. The two-year Associate of Science 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 the A.S. in Applied Linguistics face-to-face at its Tennessee and Florida campuses, as well as in fully-online format. Students should consult the Jenzabar

enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The A.S. in Applied Linguistics prepares Christian men and women with foundations for linguistical analysis, translation and literacy work, other linguistic related careers, and for further studies in Linguistics.

SLO 1: Graduates will be able 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 for Face-to-Face Degree. The face-to-face version of the A.S. in Applied Linguistics consists of the following courses:

Arts & Sciences (23 credits)

ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ENGL 1100	Introduction to Literature	3
ENGL 1013	English Composition I	3

JUTN face-to-face:

HUMN 1201	Freshman Cornerstone Seminar	1
HUMN 1501	Service-Learning & Discipleship	1
HUMN 1601	Multicultural Experience	1

[*NOTE*: JUTN Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

JUFL face-to-face:

HUMN 1100	Freshman Cornerstone Experience	3

[*NOTE*: JUFL Transfer students may take HUMN 1100 Freshman Cornerstone Experience OR an Arts & Sciences Elective.]

Mathematics or Natural Science Elective (3)—choose one: *3*

HLSC 2103 Health & Fitness Science (3)
MATH 2100 Quantitative Literacy (3)
SCIN 3201 Science Concepts & Methods Lab (1) *(Corequisite: SCIN 3203)*
SCIN 3203 Science Concepts & Methods (3) *(Corequisite: SCIN 3201)*
(SCIN 3203 may be taken without the lab, SCIN 3201. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)
SCIN 3301 Animal Biology Lab (1) *(Corequisite: SCIN 3303)*
SCIN 3303 Animal Biology (3) *(Corequisite: SCIN 3301)*
SCIN 3401 Plant Biology Lab (1) *(Corequisite: SCIN 3403)*
SCIN 3403 Plant Biology (3) *(Corequisite: SCIN 3401)*
SCIN 3501 Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*
SCIN 3503 Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*
(SCIN 3503 may be taken without the lab, SCIN 3501. To drop the lab, students must see the Registrar before the add/drop deadline for this course.)

SCIN 3601	Biodiversity Lab (1) *(Corequisite: SCIN 3603)*	
SCIN 3603	Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*	
Spiritual Formation (2 credits)		*2*
PRMN 1000	Service Learning (0)	
PRMN 1000	Service Learning (0)	
PRMN 1000	Service Learning (0)	
PRMN 1000	Service Learning (0)	
PRMN 1500	Chapel (0.5)	
PRMN 1500	Chapel (0.5)	
PRMN 1500	Chapel (0.5)	
PRMN 1500	Chapel (0.5)	
Arts & Sciences Elective (3)—choose one:		*3*
PHIL 2100	Philosophical Inquiry & Critical Thinking (3)	
SPSY 1100	Interpersonal & Family Relationships (3)	
Biblical & Theological Studies (18 credits)		
BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3
Bible Elective (3)		*3*
(various options—for list, see the Bible & Theology Major)		
Applied Linguistics (21 credits)		
ICLI 2610	Phonetics & Phonology	3
ICLI 3410	Grammatical Analysis	3
ICST 2133	Intercultural Communication	3
ICST 3136	Introduction to Linguistics	3
ICST 3237	Second Language & Culture Acquisition	3
ICST 2131	Missiology	3
Applied Linguistics Elective (3)—choose one:		*3*
ANTH 3300	Cultural Anthropology (3)	
ANTH 3203	Practical Anthropology (3)	
ICLI 4410	Sociolinguistics (3)	
ICST 3338	International Community Development (3)	
Additional Intercultural Studies Electives include any course with prefix ANTH, ICCS, ICEL, ICIS, ICLA, ICLI, ICST, ICME, ICMI, or ICUR.		
TOTAL DEGREE CREDITS:		*62*

Required Courses for Online Degree. The online version of the A.S. in Applied Linguistics consists of the following courses:

Arts & Sciences (21 credits)		
ANTH 1100	Encountering Cultures	3
COMM 1013	Introduction to Speech	3
ENGL 1100	Introduction to Literature	3

ENGL 1013	English Composition I	3
HUMN 1102	Online Cornerstone Experience	3

[*NOTE*: Online transfer students may take HUMN 1102 Online Cornerstone Experience OR an Arts & Sciences Elective. Online transfer students who do not take HUMN 1102 Online Cornerstone Experience are required to take the Online Course Certification.]

Mathematics or Natural Science Elective (3)—choose one: *3*

HLSC 2103 Health & Fitness Science (3)
MATH 2100 Quantitative Literacy (3)
SCIN 3100 Biological Science with Lab (4)
SCIN 3200 Science Concepts & Methods with Lab (4)
SCIN 3220 Introduction to Meteorology (3)

Arts & Sciences Elective (3)—choose one: *3*

PHIL 2100 Philosophical Inquiry & Critical Thinking (3)
SPSY 1100 Interpersonal & Family Relationships (3)

Biblical & Theological Studies (18 credits)

BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3

Bible Elective (3) *3*

(various options—for list, see the Bible & Theology Major)

Applied Linguistics (21 credits)

ICLI 2610	Phonetics & Phonology	3
ICLI 3410	Grammatical Analysis	3
ICST 2133	Intercultural Communication	3
ICST 3136	Introduction to Linguistics	3
ICST 3237	Second Language & Culture Acquisition	3

Applied Linguistics Elective (6)—choose two: *6*

ANTH 3203 Practical Anthropology (3)
ICLI 4410 Sociolinguistics (3)
ICST 2131 Missiology (3)
ICST 4415 Understanding the Muslim World (3)
ICST 4416 Animism (3)

Additional Intercultural Studies Electives include any course with prefix ICLI and ICST.

TOTAL DEGREE CREDITS: *60*

Applied Linguistics Major (face-to-face)

Program Director: Linda F. Whitmer, Ph.D.

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. [*NOTE:* See below under "Modality" for the location(s) at which the major is available.]

Modality. Johnson University offers the Applied Linguistics major face-to-face at its Tennessee and Florida campuses, as well as in fully online format. (A fully-online version of the major is also available—see below.) Students choosing the Applied Linguistics major may choose to apply to complete a select portion of their studies at Dallas International University (DIU) in Dallas, Texas, or other approved Bible translator organizations. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Applied Linguistics Major prepares graduates for entry-level translation and literacy work, other linguistic related careers, and for further studies in Linguistics.

SLO1: Graduates will be prepared foundationally for further studies 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.

SLO 4: Graduates will be able to demonstrate the ability to work in a second language.

Required Courses. The Applied Linguistics Major consists of the following courses:

Intercultural Studies Core (21 credits)

*ANTH 1100	Encountering Cultures	3
*ANTH 3300	Cultural Anthropology *OR*	
*ANTH 3203	Practical Anthropology	3
ICMI 4600	Living & Working Cross-Culturally	3
ICST 2131	Missiology	3
*ICST 2133	Intercultural Communication	3
*ICST 4109	Mission Theology	3
ICLI 3521	Linguistics Internship Preparation	1
ICLI 3522	Linguistics Internship	1
ICLI 3523	Linguistics Internship Assessment	1

Applied Linguistics Core (15-18 credits)

[*NOTE*: Most Linguistics courses from Johnson University are offered only in *online* format.]

Johnson University Applied Linguistics (15)

ICLI 2610	Phonetics & Phonology	3
ICLI 3410	Grammatical Analysis	3
ICLI 4410	Sociolinguistics	3
ICEL 2100	Foundations in Linguistics	3
ICST 3237	Second Language & Culture Acquisition	3

OR

Dallas International University Applied Linguistics (18 credits)		
ICAL 4302	Principles of Articulatory & Acoustic Phonetics	3
ICAL 4333	Principles of Phonological Analysis	3
ICAL 4410	Principles of Grammatical Analysis I	2
ICAL 4422	Principles of Grammatical Analysis II	2
ICLD 4350	Language & Society	3
ICLD 4505	Second Language & Culture Acquisition	5
TOTAL CREDITS IN MAJOR:		*36-39*

Requirements for the B.A. in Applied Linguistics. 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 for B.A.	56 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Applied Linguistics Major	36 -39 credits
TOTAL:	*122-125 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (3) ICST 4109 Mission Theology. [<u>*NOTE*</u>*:* Dallas International University Linguistics Studies add 2.5 credits to the program through the addition of 3 credits of coursework and the waiver of 0.5 credit of PRMN 1500 Chapel during the term students spend in Dallas.]

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Applied Linguistics Major in order to graduate.

World Language Requirement. Students in the Applied Linguistics Major must complete the B.A. degree with at least 12 credit hours of a single biblical or modern language.

Requirements for the B.S. in Applied Linguistics. To earn the Bachelor of Science degree with a double major in Bible & Theology and Applied Linguistics, students must complete the following degree components:

Arts & Sciences Core for B.S	54 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Applied Linguistics Major	36 -39 credits
TOTAL:	*120-123 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; (3) ANTH 3300 Cultural Anthropology or ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology.

[*NOTE:* Dallas International University Linguistics Studies add 2.5 credits to the program through the addition of 3 credits of coursework and the waiver of 0.5 credit of PRMN 1500 Chapel during the term students spend in Dallas.]

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Applied Linguistics Major in order to graduate.

Applied Linguistics Major (online)

Program Director: Steven M. Whitmer, Ph.D.

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. [*NOTE:* See below under "Modality" for the location(s) at which the major is available.]

Modality. Johnson University offers the Applied Linguistics major in fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Currently Johnson University does not offer world language courses (required for the B.A.) in online format. Most students, therefore, pursue the Bachelor of Science (non-language version of the degree. Online courses in world languages are under development and becoming available. Currently, four online Greek and Hebrew courses are available-namely GREK 5553, Greek A, and GREK 5563, Greek B, HEBR 5543, Hebrew A, and HEBR 5553, Hebrew B.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Applied Linguistics Major prepares graduates for entry-level translation and literacy work for further studies in Linguistics.

SLO1: Graduates will be prepared foundationally for further studies 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.

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 1100	Encountering Cultures	3
*ANTH 3203	Practical Anthropology	3
ICLI 2610	Phonetics & Phonology	3
ICLI 3410	Grammatical Analysis	3
ICLI 4410	Sociolinguistics	3
ICST 2131	Missiology	3

*ICST 2133	Intercultural Communication	3
ICST 2233	Foundations of Working Cross-Culturally	3
ICST 3136	Introduction to Linguistics	3
ICST 3237	Second Language and Culture Acquisition	3
*ICST 4109	Mission Theology	3
ICST 4415	Understanding the Muslim World OR ICST 4416 Animism	3
ICST 4413	Intercultural Studies Practicum	3
TOTAL CREDITS IN MAJOR:		*39*

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:

Online Arts & Sciences Core for B.A.	52 credits
Online Bible & Theology Major	27 credits
General Electives	2 credits
Applied Linguistics Major	39 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (3) ICST 4109 Mission Theology as the Theology Elective.

Requirements for the B.S. in Applied Linguistics (online). To earn the Bachelor of Science degree with a double major in Bible & Theology and Applied Linguistics, students must complete the following degree components:

Online Arts & Sciences Core for B.S.	43 credits
Online Bible & Theology Major	27 credits
General Electives	11 credits
Applied Linguistics Major	39 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; (3) ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology.

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Applied Linguistics major in order to graduate.

World Language Requirement. Students in the Applied Linguistics major must complete the B.A. degree with at least 12 credit hours of a single biblical or modern language.

Cross-Cultural Media Communication Major

Program Director: Linda F. Whitmer, Ph.D.

Overview. The Cross-Cultural Media Communication Major prepares men and women to serve cross-culturally in mission settings as media communication experts. It equips students to utilize storytelling, communication skills, and media technology to spread the gospel message of Jesus Christ among the nations.

Modality. Johnson University offers the Cross-Cultural Media Communication Major face-to-face at its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Cross-Cultural Media Communication Major prepares Christian men and women to serve in cross-cultural media ministries.

SLO 1: Graduates will be able to articulate biblical, theological, and missiological foundations for their chosen ministry field. .

SLO 2: Graduates will be able to successfully implement missional ministry within world contexts.

SLO 3: Graduates will be able to pursue Christian formational growth conducive to cross-cultural ministry.

SLO 4: Graduates will be able to utilize media arts skills, theory, and equipment to enhance biblical teaching and ministry.

Required Courses. The Cross-Cultural Media Communication Major consists of the following courses:

Intercultural Studies Core (21 credits)		
*ANTH 1100	Encountering Cultures	3
*ANTH 3300	Cultural Anthropology *OR*	
*ANTH 3203	Practical Anthropology	3
ICCM 3521	Cross-Cultural Media Communication Internship Preparation	1
ICCM 3522	Cross-Cultural Media Communication Internship	1
ICCM 3523	Cross-Cultural Media Communication Internship Assessment	1
ICMI 4600	Living & Working Cross-Culturally	3
ICST 2131	Missiology	3
*ICST 2133	Intercultural Communication	3
*ICST 4109	Mission Theology	3
Cross-Cultural Media Communication Requirement (3 credits)		
COMM 2900	Society & Media	3
Media Communication Electives (15 credits)—choose five:		*15*
COMM 2100	Reporting for Mass Media (3)	
COMM 2110	Introduction to Public Relations (3)	
COMM 2199	Royal Scribe Staff (1) [Can be repeated for credit]	
COMM 2202	Video Production for News and Information (3)	

COMM 3100 Advanced Reporting & Writing (3)
COMM 3101 Digital Reporting (3)
COMM 3105 Fundamentals of Web Design (3)
COMM 3205 Photography (3)
COMM 3213 Video Editing & Enhancement (3)
COMM 3300 Live Production I (3)
COMM 3301 Live Production II (3)
COMM 3302 Sound Design (3)
COMM 3304 MIDI Production for Audio (3)
COMM 3306 Advanced Sound Design (3)
COMM 3307 Audio for Video (3)
COMM 3323 Broadcast Journalism (3)
COMM 3900 History & Philosophy of American Media (3)
COMM 3903 Communication Special Topics (3)
COMM 4603 Communication Internship (3)
COMM 4606 Media Ministry Internship (3)
COMM 4613 Mass Media Management & Entrepreneurship (3)
COMM 4900 Mass Media Law & Ethics (3)
COMM 4991 Communication Integrated Project (1)
COMM 4998 Spiritual Formation & Creativity (3)
COMM 4999 Communication Integrated Project (3)

TOTAL CREDITS IN MAJOR: *39*

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

Arts & Sciences Core for B.A.	53 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Cross-Cultural Media Communication Major	39 credits
TOTAL:	*122 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (3) COMM 2901 Communication & Christian Faith as the Fine Arts Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: ICST 4109 Mission Theology as the Bible/Theology Elective or the Theology Elective.

World Language Requirement. Students in the Cross-Cultural Media Communication major must complete the B.A. degree with at least 12 credit hours of a single biblical or modern language.

Requirements for the B.S. in Cross-Cultural Media Communication. To earn the Bachelor of Science degree with a double major in Bible & Theology and Cross-Cultural Media Communication, students must complete the following degree components:

Arts & Sciences Core for B.S.	44 credits

Bible & Theology Major	30 credits
General Electives	7 credits
Cross-Cultural Media Communication Major	39 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; (3) ANTH 3300 Cultural Anthropology or ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective; and (4) COMM 2901 Communication & Christian Faith as the Fine Arts Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: ICST 4109 Mission Theology as the Bible/Theology Elective or the Theology Elective.

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Cross-Cultural Media Communication major in order to graduate.

Global Community Health Major

Program Director: Linda F. Whitmer, Ph.D.

Overview. The Global Community Health Major equips students to utilize holistic health and wellness education to spread the gospel message of Jesus Christ cross-culturally. Students combine the Intercultural Studies Core and foundational Public Health courses to prepare for working cross-culturally in mission and community health evangelism (CHE) and discipleship.

Modality. Johnson University offers the Global Community Health Major face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Global Community Health Major prepares students for entry-level positions in cross-cultural mission organizations and community-based health settings offering domestic and international opportunities to engage in health initiatives designed to improve, maintain, and contribute to the overall health of global communities.

SLO 1: Graduates will be able to articulate biblical, theological, and missiological foundations for their chosen ministry field.

SLO 2: Graduates will be able to successfully implement missional ministry within world contexts.

SLO 3: Graduates will be able to pursue Christian formational growth conducive to cross-cultural ministry.

SLO 4: Graduates will be equipped with the practical knowledge and skills for the planning, implementation and the evaluation of disease prevention and health promotion programs within diverse communities.

SLO 5: Graduates will be able to serve as health education resource persons and engage in health advocacy.

Required Courses. The Global Community Health Major consists of the following courses:

Intercultural Studies Core (21 credits)		
*ANTH 1100	Encountering Cultures	3
*ANTH 3300	Cultural Anthropology *OR*	
*ANTH 3203	Practical Anthropology	3
ICMI 4600	Living & Working Cross-Culturally	3
ICST 2131	Missiology	3
*ICST 2133	Intercultural Communication	3
*ICST 4109	Mission Theology	3
ICCH 3521	Global Community Health Internship Preparation	1
ICCH 3522	Global Community Health Internship	1
ICCH 3523	Global Community Health Internship Assessment	1
Global Community Health Core (23 credits)		
*PBHL 2204	Anatomy & Human Body Systems with Lab	4
PBHL 3110	Introduction to the Study of Disease	3
PBHL 3130	Health Program Planning & Evaluation	3
PBHL 3140	Health Instructional Methods for Schools & Communities	3
PBHL 3200	Nutrition	3
PBHL 3230	Global & Environmental Health Perspectives	3
SCIN 3301	Animal Biology Lab *(corequisite: SCIN 3303)*	1
SCIN 3303	Animal Biology *(corequisite: SCIN 3301)*	3
Global Community Health Elective (3 credits)—choose one:		*3*
SCIN 3503	Water Science & Human Thriving (3)	
PBHL 3210	Epidemiology (3)	
PBHL 4110	Drugs and Society (3)	
TOTAL CREDITS IN MAJOR:		*47*

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

Arts & Sciences Core for B.A.	52 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Global Community Health Major	47 credits
TOTAL:	*129 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) PBHL 2204 Anatomy & Human Body Systems with Lab as the Laboratory Science Elective; and (3) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: ICST 4109 Mission Theology as the Theology Elective.

World Language Requirement. Students in the Global Community Health major must complete the B.A. degree with at least 12 credit hours of a single biblical or modern language.

Requirements for the B.S. in Global Community Health. To earn the Bachelor of Science

degree with a double major in Bible & Theology and Global Community Health, students must complete the following degree components:

Arts & Sciences Core for B.S.	40 credits
Bible & Theology Major	30 credits
General Electives	3 credits
Global Community Health Major	47 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) HLSC 2103 Health & Fitness Science as the Applied Science Elective; (3) PBHL 2204 Anatomy & Human Body Systems with Lab as the Laboratory Science Elective; (4) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (5) ANTH 3300 Cultural Anthropology or ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: ICST 4109 Mission Theology as the Theology Elective.

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Global Community Health major in order to graduate.

Intercultural Studies Major (face-to-face)

Program Directors: Linda F. Whitmer, Ph.D. *(TN)*
Kendi Howells Douglas, D.Miss *(FL)*

Overview. The Intercultural Studies Major prepares Christian men and women for strategic, cross-cultural, and missional vocations among all peoples in accordance with God's kingdom gospel. Students may choose a concentration in one of three areas—namely, Chinese Studies, Latin American & Latino Studies, , or Missions. [*<u>NOTE</u>:* See below under "Modality" for the location(s) at which a given concentration is available.]

Since the Chinese Studiesand Latin American and Latino Studies Concentrations include two years of world language studies, they are only available in the B.A. degree track. Students may complete the Missions concentration in either the B.A. or the B.S. track.

The Chinese Studies Concentration introduces students to the historical, philosophical, and worldview knowledge necessary for ministering to Chinese populations in the Mainland and around the world. Students also gain practical knowledge in issues related to modern Chinese society and develop proficiency through Chinese language classes that helps them interact as change agents in Chinese society.

The Latin American & Latino Studies Concentration introduces students to historical, philosophical, and worldview knowledge necessary for ministering to Latin American populations around the world. Students also gain practical knowledge of issues related to modern Latin American society and develop proficiency through Spanish language classes that helps them interact as change agents in Latin American society.

The Missions Concentration introduces students to the needs, opportunities, and challenges of ministering cross-culturally with a focus on the changing role of American missionaries and new

strategies to share the gospel. Special attention is given to unreached people groups and the need for discipleship that leads to self-supporting indigenous churches capable of reproduction.

Modality. Johnson University offers the Intercultural Studies Major face-to-face at its Tennessee and Florida campuses, as well as in fully-online format. (A fully-online version of the major is also available—see below.) All concentrations are offered at the Tennessee Campus. The Missions Concentration is available at the Florida Campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Intercultural Studies Major prepares Christian men and women around the world for strategic, intercultural, and missional vocation in keeping with God's kingdom gospel among the nations.

All Intercultural Studies Majors

SLO 1: Graduates will be able to articulate biblical, theological, and missiological foundations for their chosen ministry field.

SLO 2: Graduates will be able to implement missional ministry within world contexts.

SLO 3: Graduates will be able to pursue Christian formational growth conducive to cross-cultural ministry.

Chinese Studies Concentration

Purpose. The Chinese Studies Concentration prepares students for cross-cultural work in Chinese settings, domestic and international.

SLO 4: Graduates will have the foundational knowledge and skills necessary for work in Chinese contexts, domestic and international..

Latin American & Latino Studies Concentration

Purpose. The Latin American and Latino Studies Concentration prepares Christian graduates for strategic cross-cultural and missional vocations in the Latin American world in keeping with God's kingdom gospel.

SLO 5: Graduates will have the foundational knowledge and skills necessary for work in Latin American and Latino contexts, domestic and international.

Missions Concentration

Purpose. The Missions Concentration prepares Christian men and women for general, missional vocations.

SLO 6: Graduates will be missiologically prepared to minister cross-culturally.

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

Intercultural Studies Core (18 credits)

*ANTH 1100	Encountering Cultures	3
*ANTH 3300	Cultural Anthropology *OR*	
*ANTH 3203	Practical Anthropology	3
ICMI 4600	Living & Working Cross-Culturally	3
ICST 2131	Missiology	3
*ICST 2133	Intercultural Communication	3

*ICST 4109 Mission Theology 3

Concentration (choose one): *18-30*

Chinese Studies Concentration (30 credits)

*ICCS 3200 Culture, Art & Science in China (3)
ICCS 3360 Religion & Philosophy in China (3)
ICCS 3521 Chinese Studies Internship Preparation (1)
ICCS 3522 Chinese Studies Internship (1)
ICCS 3523 Chinese Studies Internship Assessment (1) *(see note below)*
ICCS 4710 History of Modern China (3)
ICCS 4720 Special Topics in Chinese Studies (3)

Intercultural Studies Elective (3)

Choose one course with prefix ANTH, ICCS, ICEL, ICIS, ICLA, ICLI, ICME, ICMI, ICST, or ICUR.

Chinese Language requirements completed as part of the B.A. Arts & Sciences Core (12)

*CHIN 2100 Chinese I (3)
*CHIN 2200 Chinese II (3)
*CHIN 3200 Chinese III (3)
*CHIN 3210 Chinese IV (3)

Latin American & Latino Studies Concentration (30 credits)

ICLA 2200 History & Cultures of Latin America (3)
ICLA 3300 Religions of Latin America (3)
ICLA 3521 Latin American & Latino Studies Internship Preparation (1)
ICLA 3522 Latin American & Latino Studies Internship (1)
ICLA 3523 Latin American & Latino Studies Internship Assessment (1) *(see note below)*
ICLA 4710 Mission Strategies in Latin America (3)

Intercultural Studies Electives (6)—choose two courses with prefix ANTH, ICCS, ICEL, ICIS, ICLA, ICLI, ICME, ICMI, ICST, or ICUR.

Spanish Language requirements completed as part of the B.A. Arts & Sciences Core (12)

*SPAN 2100 Spanish I (3)
*SPAN 2200 Spanish II (3)
*SPAN 3200 Spanish III (3)
*SPAN 3210 Spanish IV (3)

Missions Concentration (18 credits)

ICMI 3521 Cross-Cultural Internship Preparation (1)
ICMI 3522 Cross-Cultural Internship (1)
ICMI 3523 Cross-Cultural Internship Assessment (1) *(see note below)*
ICMI 4720 Church Planting & Discipleship (3)
ICST 3100 Survey of World Religions (3)
ICST 3338 International Community Development (3)

Intercultural Studies Electives (6)—choose two courses with prefix ANTH, ICCS, ICEL, ICIS, ICLA, ICLI, ICME, ICMI, ICST, or ICUR.	
TOTAL CREDITS IN MAJOR:	*36-48*

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

Arts & Sciences Core for B.A.	41 credits
Bible & Theology Major	30 credits
General Electives	1 credit
Intercultural Studies Major with Chinese Studies Concentration	48 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICCS 3200 Culture, Art & Science in China as the Fine Arts Elective; (3) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (4) CHIN 2100-3210 Chinese I-IV as the World Languages Electives. The following course in this major fulfills a requirement for the Bible & Theology Major: (5) ICST 4109 Mission Theology.

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

Arts & Sciences Core for B.A.	44 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Intercultural Studies Major with Latin American/Latino Studies Conc.	48 credits
TOTAL:	*122 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (3) SPAN 2100-3210 Spanish I-IV as the World Languages Electives. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology.

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

Arts & Sciences Core for B.A.	56 credits

Bible & Theology Major	30 credits
General Electives	0 credits
Intercultural Studies Major with Missions Concentration	36 credits
TOTAL:	*122 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (3) ICST 4109 Mission Theology.

World Language Requirement. Students in the Intercultural Studies major must complete the B.A. degree with at least 12 credit hours of a single biblical or modern language.

Requirements for the B.S. in Intercultural Studies with Missions Concentration. To earn the Bachelor of Science degree with a double major in Bible & Theology and Intercultural Studies with a Missions Concentration, students must complete the following degree components:

Arts & Sciences Core for B.S.	47 credits
Bible & Theology Major	30 credits
General Electives	7 credits
Intercultural Studies Major with Missions Concentration	36 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (3) ANTH 3300 Cultural Anthropology or ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology.

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Intercultural Studies major in order to graduate.

Intercultural Studies Major (online)

Program Director: Steven M. Whitmer, Ph.D.

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 the Intercultural Studies Major in fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Currently Johnson University does not offer world language courses (required for the B.A.) in

online format. Most students, therefore, pursue the Bachelor of Science (non-language) version of the degree. Online courses in world languages are under development and becoming available. Currently, two online Greek courses are available–namely, GREK 5553 Greek A and GREK 5563 Greek B.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Intercultural Studies Major (online) prepares Christian men and women for strategic, cross-cultural, and missional vocations among all peoples in accordance with God's kingdom gospel.

SLO 1: Graduates will be able to articulate biblical, theological, and missiological foundations for their chosen ministry field.

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 prepared missiologically to minister cross-culturally.

Required Courses. The Intercultural Studies Major (online) consists of the following courses:

*ANTH 1100	Encountering Cultures	3
*ANTH 3203	Practical Anthropology	3
ICST 2131	Missiology	3
*ICST 2133	Intercultural Communication	3
ICST 2233	Foundations of Working Cross-Culturally	3
ICST 3134	Cross-Cultural Church Planting and Growth	3
ICST 3136	Introduction to Linguistics	3
ICST 3237	Second Language & Culture Acquisition	3
ICST 3338	International Community Development	3
*ICST 4109	Mission Theology	3
ICST 4311	The Gospel and Culture	3
ICST 4415	Understanding the Muslim World *OR* ICST 4416 Animism	3
ICST 4413	Intercultural Studies Practicum	3
TOTAL CREDITS IN MAJOR:		*39*

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

Online Arts & Sciences Core for B.A.	52 credits
Online Bible & Theology Major	27 credits
General Electives	2 credits
Intercultural Studies Major (online)	39 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (3) ICST 4109 Mission Theology as the Theology Elective.

World Language Requirement. Students in the Interculgural Studies major must complete the B.A. degree with at least 12 credit hours of a single biblical or modern language.

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:

Online Arts & Sciences Core for B.S.	43 credits
Online Bible & Theology Major	27 credits
General Electives	11 credits
Intercultural Studies Major (online)	39 credits
TOTAL:	*120 credits*

*<u>*NOTE*</u>*: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (3) ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology as the Theology Elective.

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Intercultural Studies (online) major in order to graduate.

Intercultural Studies Minor

Program Directors: Linda F. Whitmer, Ph.D. *(face-to-face)*
Steven M. Whitmer, Ph.D. *(online)*

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 the Intercultural Studies Minor face-to-face at its Tennessee and Florida campuses, as well as in fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Intercultural Studies Minor provides foundational equipping for Christian men and women for strategic, cross-cultural, and missional vocations among all peoples in accordance with God's kingdom gospel.

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 1100	Encountering Cultures	3
*ANTH 3300	Cultural Anthropology *OR*	
*ANTH 3203	Practical Anthropology	3
ICST 2131	Missiology	3
*ICST 2133	Intercultural Communication	3
Intercultural Studies Electives (9 credits)—choose three courses with prefix ICCS, ICEL, ICIS, ICLA, ICLI, ICME, ICMI, ICST, or ICUR:		*9*
TOTAL CREDITS IN MINOR:		*21*

Requirements for the Face-to-Face B.A. with an Intercultural Studies Minor. To earn the face-to-face Bachelor of Arts degree with a major in Bible & Theology and an Intercultural Studies Minor, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	33 credits
General Electives	10 credits
Intercultural Studies Minor (face-to-face)	21 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course, if chosen as an elective in this minor, fulfills a requirement for the Arts & Sciences Core: (3) ICCS 3200 Culture, Art & Science in China as the Fine Arts Elective. The following course, if chosen as an elective in this minor, fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology as the Theology Elective.

Requirements for the Face-to-Face B.S. with an Intercultural Studies Minor. To earn the face-to-face Bachelor of Science degree with a major in Bible & Theology and an Intercultural Studies Minor, students must complete the following degree components:

Arts & Sciences Core for B.S.	47 credits
Bible & Theology Major	33 credits
General Electives	19 credits
Intercultural Studies Minor (face-to-face)	21 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ANTH 3300 Cultural Anthropology or ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective; and (3) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course, if chosen as an elective in this minor, fulfills a requirement for the Arts & Sciences Core: (4) ICCS 3200 Culture, Art & Science in China as the Fine Arts Elective. The following course, if chosen as an elective in this minor, fulfills a requirement for the Bible & Theology Major:(5) ICST 4109 Mission Theology as the Theology Elective.

Requirements for the Online B.A. with an Intercultural Studies Minor. To earn the online Bachelor of Arts degree with a major in Bible & Theology and an Intercultural Studies Minor, students must complete the following degree components:

Online Arts & Sciences Core for B.A.	52 credits
Online Bible & Theology Major	27 credits
General Electives	20 credits
Intercultural Studies Minor (online)	21 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course, if chosen as an elective in this minor, fulfills a requirement for the Bible & Theology Major: (3) ICST 4109 Mission Theology as the Theology Elective.

Requirements for the Online B.S. with an Intercultural Studies Minor. To earn the online Bachelor of Science degree with a major in Bible & Theology and an Intercultural Studies Minor, students must complete the following degree components:

Online Arts & Sciences Core for B.S.	43 credits
Online Bible & Theology Major	27 credits
General Electives	29 credits
Intercultural Studies Minor (online)	21 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (3) ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course, if chosen as an elective in this minor, fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology as the Theology Elective.

Middle Eastern Studies Major

Program Director: Linda F. Whitmer, Ph.D.

Overview. The Middle Eastern Studies Major introduces students to the breadth of issues needed for witnessing and working in the Islamic context, including history and politics; Islamic law and theology; Arabic language; the structure of culture and values; and Christian theology, apologetics, witnessing, and church planting. Students in the Middle Eastern Studies Major will have the opportunity to travel to a Middle Eastern country to study Arabic language and culture.

Modality. Johnson University offers the Middle Eastern Studies Major face-to-face on its Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Middle Eastern Studies Major prepares graduates for cross-cultural work in Middle

Eastern settings, domestic and international.

SLO 1: Graduates will be able to work in Middle Eastern contexts, domestic and international.

SLO2: 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.

SLO 4: Graduates will be able to pursue Christian formational growth conducive to cross-cultural ministry.

Required Courses. The Middle Eastern Studies Major consists of the following courses:

Intercultural Studies Core (18 credits)		
*ANTH 1100	Encountering Cultures	3
*ANTH 3300	Cultural Anthropology *OR*	
*ANTH 3203	Practical Anthropology	3
ICMI 4600	Living & Working Cross-Culturally	3
ICST 2131	Missiology	3
*ICST 2133	Intercultural Communication	3
*ICST 4109	Mission Theology	3
Middle Eastern Studies Core (18 credits)		
ICIS 2310	Islam: History, Beliefs, and Practices	3
RELS 3260	History and Theology of Judaism	3
ICIS 3115	Modern Middle East	3
ICME 3360	Introduction to Arabic Language & Middle Eastern Cultures	3
ICME 4710	Faith Communities in Middle Eastern Contexts *OR*	
ANTH 3023	Peoples & Cultures of the Middle East	3
ICME 3521	Middle Eastern Studies Internship Preparation	1
ICME 3522	Middle Eastern Studies Internship	1
ICME 3523	Middle Eastern Studies Internship Assessment	1
TOTAL CREDITS IN MAJOR:		*36*

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

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Middle Eastern Studies Major	36 credits
TOTAL:	*122 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (3) ICST 4109 Mission Theology.

Requirements for the B.S. in Middle Eastern Studies. To earn the Bachelor of Science degree with a double major in Bible & Theology and Middle Eastern Studies, students must complete the following degree components:

Arts & Sciences Core for B.S.	47 credits
Bible & Theology Major	30 credits
General Electives	7 credits
Middle Eastern Studies Major	36 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (3) ANTH 3300 Cultural Anthropology or ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology.

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Middle Eastern Studies Major in order to graduate.

World Language Requirement. Students working toward the B.A. in Middle Eastern Studies must complete the degree with at least 12 credit hours of a single biblical or modern language. The preference is for students to complete 12 credit hours of Arabic language. This can be done in partnership with recognized schools in the Middle East as the student does language and culture education on location and then transfers to Johnson University.

Teaching English as a Second Language Major

Program Director: Linda F. Whitmer, Ph.D.

Overview. The Teaching English as a Second Language Major introduces students to the opportunities and requirements for teaching English as a Second Language or English as a Foreign Language; the social, cultural, and religious factors that influence the effective acquisition of a second language; and principles, methods, and techniques of effective second-language instruction in a mission context. Emphasis is placed on the role of teaching the English language in the Christian 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 face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Teaching English as a Second Language Major prepares Christian men and women around the world for strategic, intercultural, and missional vocation in keeping with God's kingdom gospel among the nations. The Teaching English as a Second Language Major specifically trains graduates in skills necessary to teach English language in cross-cultural contexts.

SLO 1: Graduates will be able to successfully work in strategic, cross-cultural Teaching English

as a Second Language (TESOL) vocations and professions worldwide.

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.

SLO 4: Graduates will be able to pursue Christian formational growth conducive to cross-cultural ministry.

Required Courses. The Teaching English as a Second Language Major consists of the following courses:

Intercultural Studies Core (18 credits)		
*ANTH 1100	Encountering Cultures	3
*ANTH 3300	Cultural Anthropology *OR*	
*ANTH 3203	Practical Anthropology	3
ICMI 4600	Living & Working Cross-Culturally	3
ICST 2131	Missiology	3
*ICST 2133	Intercultural Communication	3
*ICST 4109	Mission Theology	3
Teaching English as a Second Language (18 credits)		
ICEL 2203	Structure of the English Language	3
ICEL 2015	Teaching Cross-Culturally	3
ICEL 2100	Foundations in Linguistics *OR*	
ICST 3136	Introduction to Linguistics	3
ICEL 3360	English as a Second Language/EFL Methods & Materials	3
ICEL 3521	English as a Second Language/EFL Internship Preparation	1
ICEL 3522	English as a Second Language/EFL Internship	1
ICEL 3523	English as a Second Language/EFL Internship Assessment	1
ICEL 4700	Topics in English as a Second Language/EFL Instruction	3
TOTAL CREDITS IN MAJOR:		*36*

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 Teaching English as a Second Language, students must complete the following degree components:

Arts & Sciences Core for B.A.	56 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Teaching English as a Second Language Major	36 credits
TOTAL:	*122 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (3) ICST 4109 Mission Theology.

World Language Requirement. Students in the Teaching English as a Second Language major

must complete the B.A. degree with at least 12 credit hours of a single biblical or modern language.

Requirements for the B.S. in Teaching English as a Second Language. To earn the Bachelor of Science 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 for B.S.	47 credits
Bible & Theology Major	30 credits
General Electives	7 credits
Teaching English as a Second Language Major	36 credits
TOTAL:	*120 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (3) ANTH 3300 Cultural Anthropology or ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology.

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Teaching English as a Second Language major in order to graduate.

Urban Studies Major

Program Director: Linda F. Whitmer, Ph.D.

Overview. The Urban Studies Major equips students to effectively work in a variety of local and global urban contexts. The program equips students to embody and announce the gospel of Jesus Christ in urban contexts by introducing them to social, political, and cultural structures that influence urban environments. Students combine the Intercultural Studies Core and an Urban Studies curriculum, with a rigorous emphasis on experiential learning, to prepare for missional witness and city transformation.

Modality. Johnson University offers the Urban Studies Major face-to-face at its Tennessee and Florida campuses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Urban Studies Major prepares students for a variety of ministry positions and strategic vocations in domestic and international urban environments for the purpose of extending the kingdom of God.

SLO 1: Graduates will be able to serve as missional agents and resource persons in urban contexts.

SLO 2: Graduates will be able to articulate biblical, theological, and missiological foundations for their chosen ministry field.

SLO 3: Graduates will be cross-cultural urban workers who can successfully implement missional ministry within diverse contexts.

SLO 4: Graduates will be able to pursue Christian formational growth conducive to urban cross-cultural ministry.

SLO 5: Graduates will be equipped with knowledge and skills critical for the research, planning, and implementation of missional strategies in urban contexts.

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

Intercultural Studies Core (18 credits)	
*ANTH 1100 Encountering Cultures	3
*ICST 2133 Intercultural Communication	3
ICST 2131 Missiology	3
*ANTH 3300 Cultural Anthropology *OR*	
*ANTH 3203 Practical Anthropology	3
ICMI 4600 Living & Working Cross-Culturally	3
*ICST 4109 Mission Theology	3
Urban Studies Major Core (18 credits)	
ANTH 3103 Race & Ethnicity in the American Experience	3
ICUR 2100 Dynamics of the City	3
ICUR 2200 Faith & The City	3
ICUR 3360 Urban Anthropology	3
ICUR 3521 Urban Internship Preparation	1
ICUR 3522 Urban Internship	1
ICUR 3523 Urban Internship Assessment	1
ICUR 4600 Urban Strategies	3
In place of PRMN 1500 Chapel, students may apply for:	
ICST 3001 Urban Plunge & Lab: Fall (0.5)	
ICST 3002 Urban Plunge & Lab: Spring (0.5) *or*	
ICUR 3513 Engage Orlando I (3)	
ICUR 3514 Engage Orlando II (3)	
TOTAL CREDITS IN MAJOR:	*36*

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

Arts & Sciences Core for BA	56 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Urban Studies Major	36 credits
TOTAL:	*122 credits*

*NOTE: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this major fulfills a requirement for the Bible &

Theology Major: (3) ICST 4109 Mission Theology.

World Language Requirement. Students in the Urban Studies major must complete the B.A. degree with at least 12 credit hours of a single biblical or modern language.

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

Arts & Sciences Core for BS	47 credits
Bible & Theology Major	30 credits
General Electives	7 credits
Urban Studies Major	36 credits
TOTAL:	*120 credits*

*NOTE: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (3) ANTH 3300 Cultural Anthropology or ANTH 3203 Practical Anthropology as the Social & Behavioral Sciences Elective. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology.

Academic Standards. Students must achieve a "C+" (2.5) in ICST 2131 Missiology and ICST 2133 Intercultural Communication prior to beginning an Internship or Practicum. Students must achieve a "C+" (2.5) average for the entire Urban Studies major in order to graduate.

Graduate Certificate in Translation (online)

Program Director: Steven M. Whitmer, Ph.D.

Overview. The Graduate Certificate in Translation is especially designed for students who already have prior bachelor's degrees, often having seminary education as well, but do not have a background in Translation. Students will complete twenty-one credits (7 courses) with a 2.5 cumulative grade point average in the Translation concentration core of the M.A. in Intercultural Studies. Contact the School of Intercultural Studies to discuss course options.

Modality. Johnson University offers the Graduate Certificate in Translation in a fully online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Certificate in Translation develops foundational skill for implementing effective translation work. The certificate develops skills for implementing effective translation techniques across cultural boundaries when added to biblical language and other cultural studies.

SLO 1: Graduates will be able to exercise appropriate techniques across cultural boundaries.

SLO 2: Graduates will be committed to studying Bible-less languages around the world, interacting with speakers of these languages, and translating and developing written Scriptures and other works.

Required Courses. The Graduate Certificate in Translation consists of the following courses:

ICLI 5810 Translation Linguistics	3
ICLI 5823 Use & Distribution of Cross-Cultural Literature	3

ICLI 6210 Semantics, Pragmatics & Discourse	3
ICLI 6410 Translation Models & Methods	3
ICLI 6610 Translation Process	3
ICST 5135 Second Language & Culture Acquisition*	3
ICST 6031 Missionary Formation or	
ICCC 6031 Dynamics of Cross-Cultural Growth	3
TOTAL CREDITS IN CERTIFICATE:	*21*

Prerequisite for the Graduate Certificate in Translation:

*ICST 3136 Introduction to Linguistics (3) *(available online at Johnson University*)

NOTE: ICLI 5810 Translation Linguistics, ICLI 6210 Semantics Pragmatics & Discourse, ICLI 6410 Translation Models & Methods, and ICLI 6610 Translation Process, must be taken in consecutive order with ICLI 5810 Translation Linguistics as the first course.

Graduate Certificate in Intercultural Studies (online)

Program Director: Steven M. Whitmer, Ph.D.

Overview. The Graduate Certificate in Intercultural Studies is especially designed for students who already have an undergraduate degree and are joining a mission team as support personnel, becoming missionaries as a second career, or want to increase their mission understanding. Students must complete fifteen credits (5) online courses. To earn the Graduate Certificate, students must complete a minimum 15 credits with a 2.0 cumulative grade point average. Working with their advisor, students have the freedom to customize their program by choosing courses most applicable to their studies. Contact the School of Intercultural Studies to discuss course options.

Modality. Johnson University offers the Graduate Certificate in Intercultural Studies in a fully online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Certificate in Intercultural Studies develops foundational skill for implementing cross-cultural work. The certificate develops skills in Christian men and women for strategic, cross-cultural, and missional vocations among all peoples in accordance with God's kingdom gospel.

SLO 1: Graduates will be able to articulate foundational critical thinking that is biblically, culturally, missiological informed.

SLO2: Graduates will be able to grasp the need for cultural and ethnic sensitivity in relationships and leadership for communicating the Gospel.

Required Courses. The Graduate Certificate in Intercultural Studies consists of the following courses:

ICST 5232 Missiological Anthropology or ICCC 5232 Applied Anthropology	3
ICST 5234 Mission Theology or ICCC 5234 Global Philosophy & Religion	3
Choose One (3 credits):	*3*
ICST 6033 Living and Working in the Muslim World (3)	
ICST 6103 Animism and Folk Religions (3)	
Intercultural Studies Elective (6 credits)—choose two:	*6*

Students may choose, with consultation of their advisor, two (2) graduate level courses with the prefix ICST.

TOTAL CREDITS IN CERTIFICATE: *15*

Graduate Certificate in Economic Community Development (online)

Program Director: Steven M. Whitmer, Ph.D.

Overview. This certificate is designed for people who have cross-cultural experience and/or training in Intercultural Studies and want to prepare for Economic Development work. These courses comprise a core skills preparation for students who wish to work in relief, recovery and sustainable systems of development for the benefit of people in the context.

Modality. The Graduate Certificate in Economic Community Development is offered in a fully online format and initially in English.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Certificate in Economic Community Development prepares cross-cultural missional leaders to be agents of community-empowering change and transformation among emerging faith communities and their context. Upon completion of this Certificate, students will be able to:

SLO 1: Graduates will be able to develop partnerships with underdeveloped communities and minority peoples of the world, to meet specific needs and issues of the community in which the people live.

Required Courses. The Graduate Certificate in Economic Community Development (online) consists of the following courses:

ICST 5332 Developing Countries in Light of Macro-Economics	3
ICST 6302 Sustainable Development	3
ICCC 6301 Micro-Finance for Development	3
ICST 5331 International Community Development	3
TOTAL CREDITS IN CERTIFICATE:	*12*

Graduate Translation Consultancy Certificate (online)

Program Director: Steven M. Whitmer, Ph.D.

Overview. These certificate courses develop consulting skills for translation in students who have had training in Bible translation and biblical exegesis, have experience in biblical translation, and desire to assist other translators in Consultant capacity for the completion of their projects. Students with no field experience are required to obtain instructor approval before registering for Mentored Consulting.

Modality. The Graduate Translation Consultancy Certificate is offered in a fully online format and initially in English.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Translation Consultancy Certificate develops an experienced Bible translator with biblical training and experience to act in the role of consultant on translation projects of other teams. It focuses on the role of Consultant, the Consultant's relationship to the translation teams, the process of consultancy, back translation and other analysis, Paratext tools usage, and evaluating the translation's acceptability by the people based on style, genre and exegetical parameters.

SLO 1: Graduates will be able to deal with multicultural nature of the people involved in the process of consultancy.

SLO 2: Graduates will be able to analyze meaning based on translation.

SLO 3: Graduates will be prepared for and will be able to perform a consultant check.

SLO 4: Graduates will be able to oversee the process of preparation for publication.

Required Courses. The Graduate Translation Consultancy Certificate (online) consists of the following courses:

ICLI 6410 Translation Models and Methods	3
ICLI 6703 Translation Consulting	3
ICLI 6723 Mentored Consulting	3
Exegetical Elective	3
Choose one advisor-approved course with prefix BIBL or ICST.	
TOTAL CREDITS IN CERTIFICATE:	*12*

Master of Arts in Intercultural Studies (online)

Program Director: Steven M. Whitmer, Ph.D.

Overview. The Master of Arts in Intercultural Studies is a fully-online degree program that prepares students for many types of cross-cultural ministry, providing them with a solid framework for examining and engaging their ministry context with a broad missiological lens. The degree is intended for students with diverse levels of cross-cultural experience, and emphasizes scholarship and practical experience. Students combine a core of foundational and advanced courses with one of five concentrations: Community Development, Cross-Cultural Engagement, Cross-Cultural Church Planting, Translation, or Customized Concentration. Depending upon their concentration, graduates are equipped for missional, para-church, development, and marketplace roles in the cross-cultural and local context, and may enter into such mission specialties as church planter, relief and aid worker, or Bible translator.

The other concentrations were developed in partnership with Pioneer Bible Translators (PBT) and other mission organizations actively engaged in world evangelism and discipleship. Some PBT personnel teach in Johnson University's online master's program.

Modality. Johnson University offers the M.A. in Intercultural Studies in fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. in Intercultural Studies prepares Christian men and women around the world for advanced strategic, intercultural, and missional vocation in keeping with God's kingdom gospel among the nations.

Intercultural Studies Core

SLO 1: Graduates will be able to articulate critical thinking that is biblically, culturally, and missiologically informed.

SLO 2: Graduates will be able to demonstrate cultural and ethnic sensitivity in relationships and leadership for communicating the Gospel.

SLO 3: Graduates will be able to have the knowledge and skills for pursuing mission vocations as participants in God's mission.

SLO 4: Graduates will be able to value spiritual formation in their personal lives, families, and faith community.

Community Development Concentration

Purpose. The Community Development Concentration prepares cross-cultural missional leaders to be agents of community-empowering change and transformation among emerging faith communities and their context.

SLO 5: Graduates will be able to partner with underdeveloped communities and minority peoples of the world, focusing on specific needs and issues of the community in which the people live.

Cross-Cultural Church Planting Concentration

Purpose. The Cross-Cultural Church Planting Concentration prepares cross-cultural missional leaders for professional contributions to the expansion of God's kingdom through church planting and dedicated Scripture use.

SLO 6: Graduates will be able to transform lives of individuals and communities through using and encouraging the use of Scripture.

Cross-Cultural Engagement Concentration

Purpose. The Cross-Cultural Engagement Concentration prepares cross-cultural transformational leaders for professional contributions to the expansion of God's kingdom through initiating transformational communities and dedicated cross-cultural literature use.

SLO 7: Graduates will be able to transform lives of individuals and communities through using and encouraging the use of cross-cultural literature.

Translation Concentration

Purpose. The Translation Concentration prepares cross-cultural missional leaders to be Scripture translation professionals for the Bible-Less people of the world.

SLO 8: Graduates will be able to exercise appropriate translation techniques across cultural boundaries.

SLO 9: Graduates will be translation specialists who are committed to studying Bible-less languages around the world, interacting with speakers of these languages, and translating and developing written Scriptures and other written works.

Customized Concentration

SLO 10: Graduates will be able to develop a customized educational program that meets special training needs.

Required Courses. The M.A. in Intercultural Studies consists of the following courses:

Intercultural Studies Core (9 credits)

ICST 5011 Intercultural Studies Orientation	0
ICST 5232 Missiological Anthropology or ICCC 5232 Applied Anthropology	3
ICST 5234 Mission Theology or ICCC 5234 Global Philosophy and Religion	3
ICST 6033 Living and Working in the Muslim World *OR*	
ICST 6103 Animism and Folk Religions	3
Total Core Credits:	*9*

Prerequisite for all Concentrations except Customized and Translation Concentrations

ICST 3136 Introduction to Linguistics (3) *(available online from Johnson University)*

Choose one of the following concentrations (27-36 credits): *27-36*

Community Development Concentration (27 credits)

ICST 5131 Missiology or ICCC 5131 Foundations of Intercultural Studies (3)
ICST 5133 Cross-Cultural Leadership . . . & Team Dynamics (3)
ICST 5135 Second Language & Culture Acquisition (3)
ICST 5331 International Community Development (3)
ICST 6031 Missionary Formation or ICCC 6031 Dynamics of Cross-Cultural Growth (3)
ICST 6301 Micro-Finance for Mission or ICCC 6301 Micro-Finance for Development (3)
ICST 6302 Sustainable Development (3)
ICST 6433 Intercultural Studies Integrative Project (3)

Elective (3 credits)—choose one:

ICST 6210 Poverty in Biblical Perspective (3)
ICST 5332 Developing Countries in Light of Macro-Economics (3)
ICST 6304 Social Justice & Culture (3)
ICST 6305 Disaster Relief & Recovery (3)
ICST 6306 Social Entrepreneurship (3)

Cross-Cultural Church Planting Concentration (27credits)

ICST 5131 Missiology (3)
ICST 5133 Cross-Cultural Leadership . . . & Team Dynamics (3)
ICST 5135 Second Language & Culture Acquisition (3)
ICST 5339 Cross-Cultural Church Planting & Growth (3)
ICST 5431 Critical Introduction to the Old Testament Translation (3)
ICST 5433 Critical Introduction to the New Testament Translation (3)
ICST 6031 Missionary Formation (3)
ICST 6337 The Gospel & Change Theory (3)
ICST 6433 Intercultural Studies Integrative Project (3)

Cross-Cultural Engagement Concentration (27 credits)

ICCC 5131 Foundations of Intercultural Studies (3)
ICST 5133 Cross-Cultural Leadership… & Team Dynamics (3)
ICST 5135 Second Language & Culture Acquisition (3)
ICCC 5333 Initiating Transformational Communities (3)
ICST 5431 Critical Introduction to the Old Testament Translation (3)

ICST 5433 Critical Introduction to the New Testament Translation (3)
ICCC 6031 Dynamics of Cross-Cultural Growth (3)
ICCC 6337 Innovation of Transformation (3)
ICST 6433 Intercultural Studies Integrative Project (3)

Translation Concentration (33 credits)

Translation Core (24 credits)
ICLI 5813 Language Analysis (3)
ICLI 5823 Use & Distribution of Cross-Cultural Literature (3)
Courses 1-4 must be taken in consecutive order:
1. ICLI 5810 Translation Linguistics (3)
2. ICLI 6210 Semantics, Pragmatics & Discourse (3)
3. ICLI 6410 Translation Models & Methods (3)
4. ICLI 6610 Translation Process (3)

ICST 5135 Second Language & Culture Acquisition (3)
ICST 6031 Missionary Formation or
ICCC 6031 Dynamics of Cross-Cultural Growth (3)

NOTE: ICLI 5810 Translation Linguistics, ICLI 6210 Semantics Pragmatics & Discourse, ICLI 6410 Translation Models & Methods, and ICLI 6610 Translation Process, must be taken in consecutive order with ICLI 5810 Translation Linguistics as the first course.

Translation Specialty (12 credits)—choose one:

Old Testament Translation Specialty
ICST 5431 Critical Introduction to the Old Testament Translation (3) *[or equivalent] (prerequisite for BIBL 6505)*
BIBL 6505 Translation & Exegesis of Old Testament Texts (3)
HEBR5543 Hebrew A (3)
HEBR5553 Hebrew B (3)

OR

New Testament Translation Specialty
ICST 5433 Critical Introduction to the New Testament Translation (3) *[or equivalent] (prerequisite for BIBL 6303)*
BIBL 6303 Translation & Exegesis of New Testament Texts (3)
GREK5553 Greek A (3)
GREK5563 Greek B (3)

Customized Concentration (27+ credits)
ICST 5131 Missiology or ICCC 5131 Foundations of Intercultural Studies (3)
ICST 6031 Missionary Formation or ICCC 6031 Dynamics of Cross-Cultural Growth (3)
ICST 6433 Intercultural Studies Integrative Project (3)

In consultation with the Dean of the School of Intercultural Studies and relevant mission agencies (e.g. Pioneer Bible Translators, Team Expansion), students develop a learning contract under which they choose 18+ credits of elective coursework that meet their ministry preparation needs.

TOTAL CREDITS IN DEGREE: *36-45*

SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

Personnel

Dean of the School of Social & Behavioral Sciences

Nealy Brown, Ph.D. in Psychology—Professor of Social & Behavioral Sciences (FL)

Full-Time Faculty, School of Social & Behavioral Sciences

Pete N. Cummins, Ed.D. in Educational Administration—Professor of Counseling (TN)

Lora Erickson, Ph.D. in International Psychology—Associate Professor of Social & Behavioral Sciences (FL)

Joshua Fish, Ph.D. in Family Therapy—Assistant Professor of Social & Behavioral Sciences (TN)

Kristel W. Headley, Ph.D. in Counselor Education and Supervision—Professor of Counseling (TN)

Camden Morgante, Psy.D. in Clinical Psychology—Assistant Professor of Social & Behavioral Sciences (TN)

Sean M. Ridge, Ph.D. in Family Therapy—Professor of Counseling (TN)

Nicole Saylor, Psy.D. in Psychology—Professor of Social & Behavioral Sciences (TN)

Part-Time Faculty, School of Social & Behavioral Sciences

Ashley Bergman, M.A. in Professional Counseling and Marriage & Family Therapy—Lecturer in Social & Behavioral Sciences (OL)

Rebeccah Carlyle, M.A. in Counseling—Lecturer in Social & Behavioral Sciences (TN)

Taylor Dove, M.A. in Counseling, pursuing Ed.D.. in Counselor Education & Supervision—Lecturer in Counseling (TN)

Christy Fisher, J.D. in Law—Lecturer in Social & Behavioral Sciences (OL)

Michelle "Miki" Gordon, Ph.D. in Counselor Education and Supervision—Lecturer in Counseling (TN)

Laura M. Hebert, Ph.D. in Counselor Education—Lecturer in Counseling, School Counseling Specialist (TN)

Jonathan Hodge, M.S. in Counseling and Behavioral Health—Lecturer in Social & Behavioral Sciences (OL)

Tracy Ofenloch, M.A. in Professional Counseling—Lecturer in Social & Behavioral Sciences (OL)

Sarah Proctor, M.A. in Marriage and Family Therapy/Clinical Mental Health Counseling—Lecturer in Social & Behavioral Sciences (TN)

Cheryl Shelnutt, Pharm.D. in Pharmacy—Lecturer in Counseling (TN)

Carletta Smelcer, Ed.D. in Counseling Education & Supervision—Lecturer in Counseling (TN)

Stanley Taylor, Jr., M.S.W. in Social Work—Lecturer in Social & Behavioral Sciences (TN)

Administrative and Staff Faculty

Marla Black, M.S. in Information—Associate Librarian, Staff Instructor in Social & Behavioral Sciences (FL)

Staff

Charlene Bond—M.M. in Vocal Performance, Administrative Assistant (TN)
Emily Eisenhart, M.A. in Marriage & Family Therapy/Professional Counseling, LMFT, LPC-MHSP—Director of Clinical Services (TN)
Jody Miller, M.Ed. in Educational Leadership—Office Manager (TN)
Beth Ridge, M.S. in Organizational and Human Resource Development—Academic Advisor (TN)
Carletta Smelcer, Ed.D. in Counseling Education & Supervision, LPC-MHSP—Staff Therapist (TN)

NOTE: Interdisciplinary faculty members are assigned to another Johnson University school, but teach courses in the School of Social & Behavioral Sciences. Administrative faculty members are full-time administrators who hold academic credentials in a field related to Social & Behavioral Sciences. They influence academic programs, but may or may not teach on a regular basis. The parenthetical note identifies the campus where individuals are based ("TN" for Tennessee, "FL" for Florida, "OL" for Online), or they may also operate at ExtendEd sites ("AZ" for Arizona, "IN" for Indianapolis).

Academic Programs

The School of Social & Behavioral Sciences oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
School of Social & Behavioral Sciences			
• A.S. in Psychology	TN Hybrid		
• B.A./B.S. in Psychology	TN Hybrid FL Hybrid		
• B.A./B.S. in Family Studies	TN Hybrid		
• B.S. in Organizational Psychology			
—Human Resources Concentration	TN Hybrid FL Hybrid		
—Analytics Concentration	TN Hybrid FL Hybrid		
• M.A. in Counseling	TN Hybrid		
—Clinical Mental Health Counseling Concentration	TN Hybrid		CACREP
—School Counseling Concentration	TN Hybrid		CACREP

Associate of Science in Psychology

Program Director: Camden Morgante, Psy.D.

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 at the Tennessee campus utilizing a mix of face to face, online, and hybrid courses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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. The Associate of Science in Psychology consists of the following courses:

Arts & Sciences Core (25 credits)

HUMN 1201	Freshman Cornerstone Seminar *and*	1
HUMN 1501	Service-Learning & Discipleship *and*	1
HUMN 1601	Multicultural Experience *OR*	1
ANTH 1100	Encountering Cultures (3)	

[*NOTE*: Transfer students take HUMN 3201 Transfer Cornerstone Seminar in place of HUMN 1201 Freshman Cornerstone Seminar.]

HIST 1100	World Civilizations I *OR*	3
HIST 1200	World Civilizations II (3)	
ENGL 1100	Introduction to Literature	3
Natural Science Elective (4)—choose one set of corequisites:		*4*
SCIN 3201	Science Concepts & Methods Lab (1) *(corequisite: SCIN 3203)*	
SCIN 3203	Science Concepts & Methods (3) *(corequisite: SCIN 3201*)	
SCIN 3301	Animal Biology Lab (1) *(Corequisite: SCIN 3303)*	
SCIN 3303	Animal Biology (3) *(Corequisite: SCIN 3301)*	
SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)*	
SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
SCIN 3501	Water Science & Human Thriving Lab (1) *(Corequisite: SCIN 3503)*	
SCIN 3503	Water Science & Human Thriving (3) *(Corequisite: SCIN 3501)*	
SCIN 3601	Biodiversity Lab (1) *(Corequisite: SCIN 3603)*	
SCIN 3603	Biodiversity: Concepts and Methods (3) *(Corequisite: SCIN 3601)*	
SPSY 1100	Interpersonal & Family Relationships	3
ENGL 1013	English Composition I	3

COMM 1013	Introduction to Speech	3
MATH 2100	Quantitative Literacy OR PSYC 2013 Statistics	3
Spiritual Formation (2 credits)		
PRMN 1500	Chapel (4 terms)	2
PRMN 1000	Service Learning (4 terms)	0
Bible & Theology (15 credits)		
BIBL 1101	Orientation to the OT I	3
BIBL 1201	Orientation to the OT II	3
BIBL 2201	Orientation to the NT	3
BIBL 2130	Exegetical Methods	3
THEO 2100	Fundamentals of the Christian Faith	3
Professional Studies (18 credits)		
FAMS 2203	Human Development	3
PSYC 2100	Introduction to Psychology	3
HSVC 2100	Interviewing & Counseling Skills	3
PSYC 2300	Social Science Research & Writing	3
PSYC 3210	Theories of Counseling & Psychotherapy	3
PSYC XXXX	Psychology Elective	3
TOTAL DEGREE CREDITS:		*60*

Psychology Major

Program Directors: Nealy Brown, Ph.D. *(FL)*
Camden Morgante, Psy.D. *(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 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, 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 at its Tennessee and Florida campuses utilizing a mix of face-to-face, online, and hybrid courses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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:

*ANTH 1100	Encountering Cultures	3
*SPSY 1100	Interpersonal & Family Relationships	3
*PSYC 2013	Statistics	3
*FAMS 2203	Human Development	3
HSVC 2100	Interviewing & Counseling Skills	3
*PSYC 2100	Introduction to Psychology	3
PSYC 2300	Social Science Research & Writing	3
*FAMS 3102	Holistic Sexuality	3
PSYC 3013	Research Methods & Design	3
PSYC 3100	Abnormal Psychology	3
PSYC 3210	Theories of Counseling & Psychotherapy	3
PSYC 3510	Understanding Diversity in Human Services OR	
	COUN 5220 Social & Cultural Diversity in Counseling (with approval)	3
PSYC 4101	Ethics & Professional Practice OR	
	COUN 5210 Ethics & Professional Issues in Counseling (with approval)	3
PSYC 4914	Internship	3
PSYC 4951	Counseling Lab	3

Psychology Electives (6)— choose two: *6*

- ACCT 2013 Principles of Financial Accounting (3)
- BUSN 2023 Organizational Development & Change (3)
- BUSN 2043 Business Essentials (3)
- BUSN 3033 Financial Management & Accounting (3)
- CMPR 3203 Spiritual Formation (3)
- EDUC 3212 Survey of Persons with Disabilities (3)
- EDUC 4064 Nature & Needs of the Gifted Child (3)
- ICUR 2100 Dynamics of the City (3)
- ICUR 3360 Urban Anthropology (3)
- NPMG 2010 Introduction to the Nonprofit Sector (3)
- PBHL 2100 Introduction to Public Health (3)
- COUN 5310 Human Development Over the Lifespan (3) (with approval)
- COUN 5540 Group Dynamics, Theories & Techniques (3) (with approval)
- COUN 5610 Foundations in School Counseling (3) (with approval)
- Additional ANTH/HSVC/FAMS/PSYC/SPSY course not included in major (3-6)

TOTAL CREDITS IN MAJOR: *51*

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

Arts & Sciences Core for B.A.	50 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Psychology Major	51 credits
TOTAL:	*131 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) SPSY 1100 Interpersonal & Family Relationships; (3) FAMS 2203 Human Development as the Arts & Sciences Elective; and (4) PSYC 2013 Statistics in place of MATH 2100 Quantitative Literacy. The following course in this major fulfills a requirement for the Bible & Theology Major: (1) FAMS 3102 Holistic Sexuality.

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 for B.S.	41 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Psychology Major	51 credits
TOTAL:	*122 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) SPSY 1100 Interpersonal & Family Relationships; (3) PSYC 2100 Introduction to Psychology as the Social & Behavioral Sciences Elective; (4) FAMS 2203 Human Development as the Arts & Sciences Elective; and (5) PSYC 2013 Statistics in place of MATH 2100 Quantitative Literacy. The following course in this major fulfills a requirement for the Bible & Theology Major: (1) FAMS 3102 Holistic Sexuality as the Theology Elective.

Fingerprinting and Background Checks. The Johnson University faculty requires background checks for all senior level Psychology majors. Students are required to pay a fee (approximately $36) to cover the cost of this requirement. Students may not enroll in PSYC 4951 Counseling Lab (JUTN only), 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 BA/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.

Family Studies Major

Program Director: Josh Fish, Ph.D. *(TN)*

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 at its Tennessee campus utilizing a mix of face to face, online, and hybrid courses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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:

*ANTH 1100	Encountering Cultures	3
+*SPSY 1100	Interpersonal & Family Relationships	3
+FAMS 2013	Internal Family Dynamics	3
*PSYC 2013	Statistics	3
+*FAMS 2203	Human Development	3
HSVC 2100	Interviewing & Counseling Skills	3
*PSYC 2100	Introduction to Psychology	3
PSYC 2300	Social Science Research & Writing	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 4101	Ethics & Professional Practice OR	
	COUN 5210 Ethics & Professional Issues in Counseling (with approval)	3
+FAMS 4210	Family Life Education Methodology	3
+FAMS 4914	Internship	3

Family Studies Electives (6)—choose two: 6

ACCT 2013	Principles of Financial Accounting (3)
BUSN 2023	Organizational Development & Change (3)
BUSN 2043	Business Essentials (3)
BUSN 3033	Financial Management & Accounting (3)
CMPR 3203	Spiritual Formation (3)
EDUC 3212	Survey of Persons with Disabilities (3)
EDUC 4064	Nature & Needs of the Gifted Child (3)
ICUR 2100	Dynamics of the City (3)
ICUR 3360	Urban Anthropology (3)
NPMG 2010	Introduction to the Nonprofit Sector (3)
PBHL 2100	Introduction to Public Health (3)
COUN 5220	Social & Cultural Diversity in Counseling (3) (with approval)
COUN 5310	Human Development Over the Lifespan (3) (with approval)
COUN 5540	Group Dynamics, Theories & Techniques (3) (with approval)
COUN 5610	Foundations in School Counseling (3) (with approval)
Additional ANTH/HSVC/FAMS/PSYC/SPSY course not included in major	

TOTAL CREDITS IN MAJOR: *51*

+Required for CFLE certification

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

Arts & Sciences Core for B.A.	50 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Family Studies Major	51 credits
TOTAL:	*131 credits*

*<u>*NOTE*</u>: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) SPSY 1100 Interpersonal & Family Relationships; (3) FAMS 2203 Human Development as the Arts & Sciences Elective; and (4) PSYC 2013 Statistics in place of MATH 2100 Quantitative Literacy. The following course in this major fulfills a requirement for the Bible & Theology Major: (1) FAMS 3102 Holistic Sexuality.

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 for B.S.	41 credits
Bible & Theology Major	30 credits
General Electives	0 credits

Family Studies Major	51 credits
TOTAL:	*122 credits*

*<u>*NOTE*</u>:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) SPSY 1100 Interpersonal & Family Relationships; (3) PSYC 2100 Introduction to Psychology as the Social & Behavioral Sciences Elective; (4) FAMS 2203 Human Development as the Arts & Sciences Elective; and (5) PSYC 2013 Statistics in place of MATH 2100 Quantitative Literacy. The following course in this major fulfills a requirement for the Bible & Theology Major: (1) FAMS 3102 Holistic Sexuality as the Theology Elective.

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 (approximately $36) to cover the cost of this requirement. Students may not enroll in PSYC 4951 Counseling Lab (JUTN only), FAMS 4914 Internship, or FAMS 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 BA/BS 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.

Organizational Psychology Major

Program Directors: Nealy Brown, Ph.D. *(FL),* Beth Ridge, M.S. *(TN)*

Overview. The Bachelor of Science in Organizational Psychology (BSOP) degree prepares students for careers within the business sector. The two concentrations of Analytics and Human Resources lead to careers in areas such as data analysis, process improvement, quality enhancement, human resources, training, talent acquisition and management, and organizational development. Graduates will utilize psychological concepts and principles learned and practiced in the program to positively impact employee selection and placement, provide training and development, and influence organizational development. Johnson University's Christ-centered focus provides a valuable asset as graduates will have key opportunities to have a strategic Kingdom presence in the workplace. A significant component of the program includes the development of the student's personal philosophy for practicing that discipline or profession as a Christian ambassador for the Lord. Students who graduate with the human resources concentration may qualify for certification from the Society for Human Resource Management upon passing their exam and obtaining the required experience. Both concentrations include 18 hours of graduate credit and prepare students with foundational knowledge as well as fulfill prerequisite qualifications to continue education at the graduate level.

Modality. Johnson University offers the Organizational Psychology Major at its Tennessee and Florida campuses utilizing a mix of face-to-face, online, and hybrid courses. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Organizational Psychology Major with a concentration in Human Resources prepares students for work or advanced training in the business and psychology fields, with particular attention given to dynamics that improve employee performance and motivation, workplace transitions, and crisis response in the workplace.

The Organizational Psychology Major with a concentration in Analytics prepares students for work or advanced training in the business and psychology fields, with particular attention given to research, assessment, and utilizing data to increase effectiveness in the workplace.

Organizational Psychology Core

SLO 1: Graduates will be able to comprehend theoretical issues and practices in Organizational Psychology.

SLO 2: Graduates will be able to demonstrate professional and ethical behavior in the field.

SLO 3: Graduates will be able to demonstrate skills in ethical research, assessment, and evaluation.

Human Resources Concentration

SLO 4: Graduates will be able to apply the policies and practices of the primary areas of human resource management, including staffing, business acumen, communication and strategic planning.

Analytics Concentration

SLO 5: Graduates will be able to demonstrate skills in data driven decision making, predictive and prescriptive modeling, and effective communication to translate data into clear, actionable insights.

Required Courses. The Organizational Psychology Major consists of the following courses:

Organizational Psychology Core (33 credits)		
PSYC 2100	Introduction to Psychology	3
*PSYC 2013	Statistics	3
*PSYC 3013	Research Methods & Design	3
PSYC 3003	Organizational Behavior	3
MGMT 3013	Principles of Management	3
MGMT 4023	Management Science	3
PSYC 5013	Testing, Assessment & Evaluation	3
PSYC 5123	Ethical and Legal Issues	3
PSYC 6033	Organizational Leadership	3
BUSN 6033	International Business	3
PSYC 4914	Internship	3
Concentration (12 credits) –choose one:		12
Human Resources Concentration (12 credits)		

PSYC 4303	Conflict & Communication (3)
MGMT 4033	Human Resource Management (3)
BUSN 6013	Strategic Human Resource Management (3)
PSYC 5223	Recruitment, Placement and Selection (3)

Analytics Concentration (12 credits)

BUSN 3063	Business Analytics & Decision Making (3)
BUSN 5023	Advanced Business Analytics (3)
PSYC 6013	Advanced Applied Statistics (3)
MGMT 4013	Operations Management (3)

TOTAL CREDITS IN MAJOR: 45

Requirements for the B.S. in Organizational Psychology. To earn the Bachelor of Science degree with a double major in Bible & Theology and Organizational Psychology, students must complete the following degree components:

Arts & Sciences Core for B.S.	50 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Organizational Psychology Major	45 credits
TOTAL:	*128 credits*

***NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) PSYC 3013 Research Methods & Design as the Social & Behavioral Sciences Elective; and (2) PSYC 2013 Statistics in place of MATH 2100 Quantitative Literacy.

Graduation Requirements. To receive the B.S. in Organizational 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.

Master of Arts in Counseling

Program Director: Kristel Headley, Ph.D., LPC-MHSP, ACS

Overview. The M.A. in Counseling offers concentrations in two areas: 1) Clinical Mental Health Counseling; and, 2) School Counseling. Both concentrations are accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Students experience a unique blend of high quality theoretical training and clinical experience in a holistic Christian atmosphere. Additionally, the program maintains a student-faculty ratio of less than 12:1, allowing for more direct interaction and engagement between faculty and students.

The Clinical Mental Health Concentration (MAC-CMHC) provides a professional mental health counseling education and experience. Graduates are eligible to pursue professional licensure in most states. In Tennessee, graduates with this degree may pursue licensure as both Marital & Family Therapists and Professional Counselors with the Mental Health Service Provider designation. The program consists of 63 credit hours. Upon graduation students will have

completed 1000 hours of clinical contact. Practicum and internship opportunities include placements at the Johnson University Counseling Center, as well as various community-based settings.

The School Counseling Concentration (MAC-SC) provides a professional school counseling education and experience. Graduates of the program are eligible for licensure in Tennessee as Licensed Professional School Counselors. Students experience a unique blend of quality theoretical training and professional experience in a holistic Christian atmosphere. The program consists of 60 credit hours. Upon graduation students will have completed over 600 hours of practicum and internship experiences in both primary and secondary schools.

Modality. Johnson University offers the MAC in hybrid format based on its Tennessee campus. This course format incorporates diverse teaching modalities, such as in-class discussion, experiential activities, and online learning. Options allow individuals to complete the program in 2-5 years. Typically, courses require students to be on campus in a Class Residency two weekends per term per course.

Practicum and internship courses provide additional flexibility, allowing students to choose on-campus and/or off-campus site placements.

- MAC-CMHC: Practicum must be completed on the Tennessee campus in the University Counseling Center, and internships may include either an on-campus or an approved off-campus location, or some combination of the two.
- MAC-SC: All internship work is completed at approved off-campus school settings.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. in Counseling, Clinical Mental Health Counseling Concentration prepares students for work or advanced training with a professional therapeutic identity as they serve in diverse clinical settings.

The M.A. in Counseling, School Counseling Concentration prepares students for work or advanced training with a professional school counselor identity as they serve diverse educational environments.

MA in Counseling Core

SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves.

SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.

SLO 3: Graduates will demonstrate responsible use of research and assessment tools.

Clinical Mental Health Counseling Concentration

SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.

School Counseling Concentration

SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.

Required Courses. The M.A. in Counseling consists of the following courses:

MAC Core Coursework (42 credits)

COUN 5000	Graduate Counseling Orientation	0
COUN 5100	Research & Statistics	3
COUN 5200	Integrating Theology & Therapy	3
COUN 5210	Ethics & Professional Issues in Counseling	3
COUN 5220	Social & Cultural Diversity in Counseling	3
COUN 5310	Human Development Over the Lifespan	3
COUN 5330	Human Sexuality	3
COUN 5410	Theories of Counseling and Marriage & Family Therapy I	3
COUN 5420	Theories of Counseling and Marriage & Family Therapy II	3
COUN 5520	Child & Adolescent Assessment, Diagnosis & Treatment	3
COUN 5540	Group Dynamics, Theories & Techniques	3
COUN 5550	Addiction Etiology & Counseling	3
COUN 5560	Career Assessment & Development	3
COUN 5582	Testing & Appraisal I	1
COUN 5583	Testing & Appraisal II	1
COUN 5584	Psychopharmacology for Counselors	1
COUN 5585	Crisis Intervention & Psychological First Aid	1
COUN 5586	Counseling Skills & Techniques	2

Concentration (18-21 credits)—choose one: *18-21*

CMHC Concentration (21 credits)

COUN 5430 Contemporary Trends in Marriage & Family Therapy/CMHC (3)
COUN 5530 Couples & Marital Therapy (3)
COUN 5570 Adult Assessment, Diagnosis & Treatment (3)
COUN 6100 Clinical Practicum (2)
*COUN 61xx Clinical Internship (10)

**Note: 10 credits of Internship coursework are required and consist of 1-, 2-, 3-,4-, and 5-credit course options.*

SC Concentration (18 credits)

COUN 5610 Foundations in School Counseling (3)
COUN 5650 Contemporary Trends in School Counseling (3)
COUN 5830 School Counseling Practicum (3)
COUN 5831 School Counseling Internship I (3)
COUN 5832 School Counseling Internship II (3)
Choose one of the following Electives (3 credits):
EDUC 5022 Teaching in the Christian School(3)
EDUC 5203 Classroom Management for Regular and Special Populations (3)

EDUC 5225 Diversity & Special Education (3)

TOTAL CREDITS IN DEGREE: *60-63*

Academic Standards. MAC students must maintain a minimum cumulative grade point average (GPA) of 3.0 (B) in all courses taken toward the degree. If a grade below C is assigned for a graduate course, no credit is awarded for that course. No more than two grades of C/C+ may be applied to the degree. If a student's cumulative GPA falls below 3.0, s/he will be placed on academic probation until the average is raised to 3.0. Students on probation must meet with their

faculty advisors to develop and implement an academic recovery plan.

A student who earns two grades of C/C+ may be placed on probation even if the cumulative GPA remains at 3.0. If a student's term average falls below 2.0 (C), his/her case will be reviewed by the dean and faculty of the School of Social & Behavioral Sciences. Failure to maintain good academic standing may result in dismissal from the Graduate Counseling Program.

Personalized Degree Options. Students entering the Graduate Counseling Program develop an Individual Program of Study that is revised each term with their faculty advisor. This form identifies which courses will be taken in each semester leading up to graduation. This plan can be adapted at any point, allowing students the flexibility to adjust and personalize their academic course load.

Students typically complete the program in 2½ to 3 years as full-time students. Students also have the option to enroll part-time and complete the program within a 3-5 year timeline.

Additionally, students may choose to complete requirements for both concentrations. Students who do so will graduate with an MA in Counseling, with concentrations in CMHC and SC. Students who do this need only complete one Practicum course, but otherwise must complete all coursework in both concentrations. Doing so results in a degree of 78-79 credit hours, and allows for pursuit of licensure as a Professional School Counselor, Professional Counselor with Mental Health Service Provider designation, and Marital and Family Therapist.

Graduation Requirements. Students who successfully complete all academic coursework and the practicum/internship should be eligible to receive their degree given the following conditions are also met:

- Student has a cumulative graduate GPA of 3.0 or higher
- Student has an earned final grade of C or better in all academic coursework
- Student has earned no more than two grades below B- in all academic coursework
- Student has an earned final grade of B- or better in all practicum/internship courses
- Student is not on academic or clinical probation
- Student has submitted an *Intent to Graduate* form to the Registrar by the due date
- Student consistently demonstrates all counseling dispositions identified by the graduate counseling program (meets or exceeds standards)
- Student has completed the School Guidance & Counseling (0420) Praxis examination. (SC Concentration only). To be recommended for licensure as a Professional School Counselor in the state of Tennessee, students must pass this exam.
- Student has passed an oral comprehensive examination
- Student has successfully passed the CPCE or completed remediation as designated by the core faculty

TEMPLAR SCHOOL OF EDUCATION

Personnel

Dean of the Templar School of Education

Roy V. Miller, Ed.D. in Executive Leadership—Professor of Education (TN)

Full-Time Faculty, Templar School of Education

Melissa Drinnon, M.S. in Administration & Supervision—Director of Undergraduate Studies and Special Education, Assistant Professor of Education (TN)

Wendy Guthrie, Ed.D. in Educational Psychology—Assistant Dean of the Templar School of Education, Professor of Education (FL)

Duan Hua, Ph.D. in Leadership Studies—Director of International Relations and International Education,Assistant Professor of Education and Chinese History & Culture (TN)

John C. "Tony" Krug, Ph.D. in Curriculum and Instruction with an Emphasis in Educational Media—Professor of Educational Technology (TN)

Chris M. Templar, Ph.D. in Religious Education—Director of Educational Technology, Professor of Education (TN)

Nikki L. Votaw, Ph.D. in Curriculum and Instruction—Director of Graduate Studies, Professor of Education (TN)

Part-Time Faculty, Templar School of Education

Elaine Centeno, Ed.D. in Educational Leadership—Lecturer in special Education (FL)

Matthew Davidson, Ed.S. in Curriculum and Instruction – Lecturer in Educational Technology (TN)

Ashley Davis, M.A. in Holistic Education—Lecturer in Research, Integration and Learning; Student Teacher/Internship Supervisor (TN)

Candace Evans, M.A. in Teaching English as a Second Language—Lecturer in Teaching English (TN)

Patricia B. Fuller, Ed.S. in Elementary Education— Assistant Professor of Education (TN)

Kim Hawkins, Ed.D. in Educational Leadership—Lecturer in Test Measurement and Assessment, Research Design & Educational Psychology (TN)

Amy Henderson,M.Ed. in Curriculum and Instruction—Lecturer in Education (TN)

Christopher Henderson, Ed.D. in Education Administration and Policy Studies—Lecturer in Statistics (TN)

Kelly Kennedy, M.Ed. in Educational Technology—Student Teacher Supervisor (TN)

Jennifer Long, Ed.S. in Instructional Leadership—Lecturer in English as a Second Language (TN)

Karrie Morris, M.A. in Holistic Education—Lecturer in Early Childhood Methods (TN)

Tanna Nicely, Ed.D. in Educational Leadership and Policy Administration—Lecturer in Digital Video (TN)

Daphne Odom, Ph.D. in Education—Lecturer in Education (TN)
Stephanie F. Owens, M.A. in Holistic Education—Lecturer in Instructional Media and Math Concepts (TN)
Laura Payne, Ph.D. in Education—Lecturer in Education (TN)
Mark F. Pierce, Ph.D. in Psychology—Professor of Psychology (TN)
Anthony Pointer, Doctor of Educational Ministry—Lecturer in Teaching in the Christian School (TN)
Ashley Porter, Ed.S. in Education, Administration & Supervision—Lecturer in Teaching Mathematics (TN)
Scott Porter, Ed.D. in Executive Leadership—Lecturer in Education (TN)
L. Pat Robinette, M.S. in Education, Educational Administration—Intern Coordinator of Education (TN)
Jessica Ruiz-Ahorrio, M.Ed. in Early Childhood Education—Lecturer in English as a Second Langauage (FL)
Lou Ann Smith, Ph.D. in Leadership, Johnson University—Lecturer in Education (TN)
Kenneth Woehr, M.S. in English as a Second Language—Lecturer in Education (FL)
Renee Young, M.A. in Educational Technology—Lecturer in Education (FL)

Interdisciplinary Faculty

Jess O. Hale, Jr., J.D. in Law, M.A. in Public Policy Studies, M.T.S. in Applied Theology and Theology—Affiliate Faculty in Business & Public Leadership (OL)
J. Jerome Prinston, Ed.D. in Educational Administration— Professor of Bible and Education (TN)
Twila Sias, M.Ed. in English and Language Arts Education—Professor of Education (FL)

Administrative and Staff Faculty

Karen Eastep, M.Ed. in Adult Education and Program Development—Field Experience Coordinator, Staff Instructor in Early Childhood Program Development (TN)
David N. Eveland, M.A. in Holistic Education—Instructional Designer and Technologist, Staff Instructor in Educational Technology (TN)
Terry Golightly, M.Ed. in Instructional Design & Technology—Online Instructional Designer (OL)
John C. Ketchen, Ph.D. in Educational Psychology—Associate Provost for Online Education, Professor of Speech and Education (TN)

Staff

Katherine Barnhart, Administrative Assistant (FL)
Lisa Hale, B.A. in Bible and Christian Education—Teacher Resource Coordinator (TN)
Kara Hardin, B.M. in Biblical Studies and Church Music—Administrative Assistant (FL)
Karla Hunt, B.A. in Business Management—Office Coordinator (TN)
Mekinna Morris, M.A. in Holistic Education with Elementary Education K-5 and English as a Second Language PreK-12—Early Childhood Learning Center Lead Teacher (TN)

NOTE: Interdisciplinary faculty members are assigned to another Johnson University school, but teach courses in the Templar School of Education. Administrative faculty members are full-time administrators who hold academic credentials in a field related to Education. They influence academic programs, but may or may not teach on a regular basis. The parenthetical note identifies the campus where individuals are based ("TN" for Tennessee, "FL" for Florida, "OL" for Online), or they may also operate at ExtendEd sites ("AZ" for Arizona, "IN" for Indianapolis).

Academic Programs

The Templar School of Education oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
Templar School of Education			
• B.A./B.S. in Interdisciplinary Studies (Early Childhood Education Grades PreK-3)	TN		
• B.A./B.S. in Interdisciplinary Studies (Elementary Education Grades K-5 & English as a Second Language Education Grades PreK-12)	TN		
• B.S. in Elementary Education (Grades K-6) with Endorsements in ESOL and Reading	FL		
• B.A./B.S. in Interdisciplinary Studies (English as a Second Language Education Grades PreK-12)	TN		
• B.A./B.S. in Special Education Interventionist (Grades K-8)	TN		
• M.A. in Educational Technology	TN		
• M.A. in Holistic Education	TN		
—Early Childhood Education Concentration with Grades PreK-3 Licensure	TN		
—Elementary Education & English as a Second Language Education Concentration with Grades K-5 and Grades PreK-12 ESL Licensure	TN		
—Special Education Interventionist Concentration with Grades K-8	TN		
• M.A. in Post-Baccalaureate Elementary Education with Grades K-5 Licensure	TN Hybrid		
• M.A. in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure in Biology, Chemistry, Economics, English, Geography, Government, History, Mathematics, or Physics	TN Hybrid		
• M.A. in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology	TN Hybrid		
• M.A. in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure	TN Hybrid		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	ExtendEd Site	Programmatic Accreditation & Additional Information
• Endorsement in English as a Second Language Education (Continuing Education)	TN Adults		
• Endorsement in Gifted Education (Continuing Education)	TN Adults		
• Endorsement in Gifted Education (Undergraduate)	TN		
• Ed.S. in Educational Leadership	TN		Pending TDOE approval for the licensure program
• Ed.S. in Educational Technology	TN		

ADULTS = Adult studies format, which typically includes professional courses offered one evening session per week at the site indicated, supplemented by online studies; Arts & Sciences Core and Bible & Theology Major courses are available in fully-online format and may also be available face-to-face at certain sites

HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive face-to-face sessions at the site indicated

ONLINE = Fully-online programs available anywhere in the world with an internet connection

Templar School Purpose Statement. The Templar School of Education seeks to prepare teachers who gain knowledge and skills in a Christian environment; implement an integrated Christian worldview in Christian, mission and/or public schools; develop cultural and diversity competencies; and demonstrate effective pedagogical and interpersonal skills in the classroom.

Templar School Educational Philosophy. The greatest desire of the Templar School of Education is that its teacher education candidates develop compassion and kindness while exhibiting effective teaching skills. The importance of viewing teaching as a ministry to children is emphasized in its professional and methodology courses, as demonstrated by the course level outcomes listed in syllabi. The faculty and staff model these character qualities in their interactions with candidates outside the classroom and during instruction. Miller writes, "We view teaching to be a ministry and a calling rather than a profession or a science" (Miller 1991). The holistic philosophy of the Templar School of Education seeks to nurture the whole person—spiritual as well as intellectual. Templar School candidates develop and cultivate their creativity, sensitivity, responsibility, compassion, reverence and a sense of wonder. They are encouraged to focus on their spiritual growth through times of prayer, meditation on the Word of God, and worship both individual and corporate. They spend time in reflection on their progress through journals, peer discussions, and conferences with instructors. All of these activities enhance their sense of calling to the ministry of teaching.

In addition to character development, professors use group work, whole brain teaching methods, current technology, direct teaching, tutorials, real life experiences, critical thinking activities, children's literature connections, as well as alternative assessment methods, such as portfolios and reflective journals, in order to demonstrate the art and science of teaching in the 21st century. Instructors leading the University's core courses in the areas of Arts & Science and Bible & Theology also emphasize the integration of biblical ethics, morals, and character. The Senior

Capstone Seminar pulls together the information, knowledge, and skills gained in all University programs to produce ethical decision-makers for various professions, including teaching. Johnson University presupposes that people can apprehend and learn the truths of the Scripture, that the Arts and Sciences have enormous value, and that the tools for ministry come not only by way of spiritual gifts, but also, to some degree, by way of learning and refining personal skills. Therefore, the Teacher Education program includes a strong general education element that emphasizes knowledge of the arts and sciences.

Templar School of Education professors address diversity in all education courses. Candidates also participate in field placements in local public and private schools. They are usually placed in seven or more area classrooms throughout their educational experience. This gives them opportunities to interact with children from varying economic standards, children with various physical and learning abilities, as well as children from multiple language groups and ethnicities. The Templar School of Education considers the experiences in the classroom vital not only for learning teaching skills, but also for developing diversity competencies.

Templar School of Education program design and coursework are grounded in a biblical holistic philosophy that values the development of the whole child, strong relationships between educators and learners, experiential learning, and the development of multicultural competencies:

- ***Development of the Whole Child.*** "Holistic education nurtures the development of the whole person; it is concerned with intellectual as well as emotional, social, physical, creative/ intuitive, aesthetic, and spiritual potentials" (Miller, 1991). The Johnson University mission statement lays the groundwork for this focus on all aspects of the life of the individual. As Jesus the master teacher focused on the whole person, so the Johnson University faculty seeks to develop these aspects in the lives of pre-service teachers.
- ***Strong Relationships Between Educators and Learners.*** "Holistic education revolves around relationships between learners, between young people and adults… A sense of community is essential" (Miller, 1991). Relationships between candidate and professor, candidate and classroom teacher, candidate and peers, and candidate and children create that sense of community. Johnson University has always placed a strong emphasis on the importance of a sense of community—there is a strong connection between professors and candidates, University and surrounding community, and University and alumni. For this reason, most full-time faculty live on campus, including teacher education faculty. The scripture encourages Christians to be a community of believers: "Make my joy complete by being of the same mind, maintaining the same love, united in spirit and intent on one purpose" (Phil 2:2).

  Ashley Johnson, the founder of Johnson University, implemented a mentorship model when he invited the original student body to live with him in his home (Smith, p. 29). He further expressed that mentorship model in the early motto of the college: "A Preacher Training Institution in a Preacher-Growing Atmosphere" (Smith, p. 49). In the eyes of the institution's founder, the faculty related to students as "fathers in the faith"—essentially an expression of a mentorship model.
- ***Experiential Learning.*** "Holistic education is concerned with life experiences, not with narrowly defined 'basic skills.' Education is growth, discovery, and a widening of horizons; it is an engagement with the world, a quest for understanding and meaning. This quest goes far beyond the limited horizons of conventional curricula, textbooks and standardized exams" (Miller, 1991). Candidates in the teacher education program develop more than the basic skills

of teaching in a classroom; they develop as teachers through real-life experiences of cross-age peer tutoring, field experiences, practicum, and internships. These experiences stretch the candidates to try new methods; expand their knowledge, skills and dispositions; and implement the theoretical constructs of what it means to be a teacher.

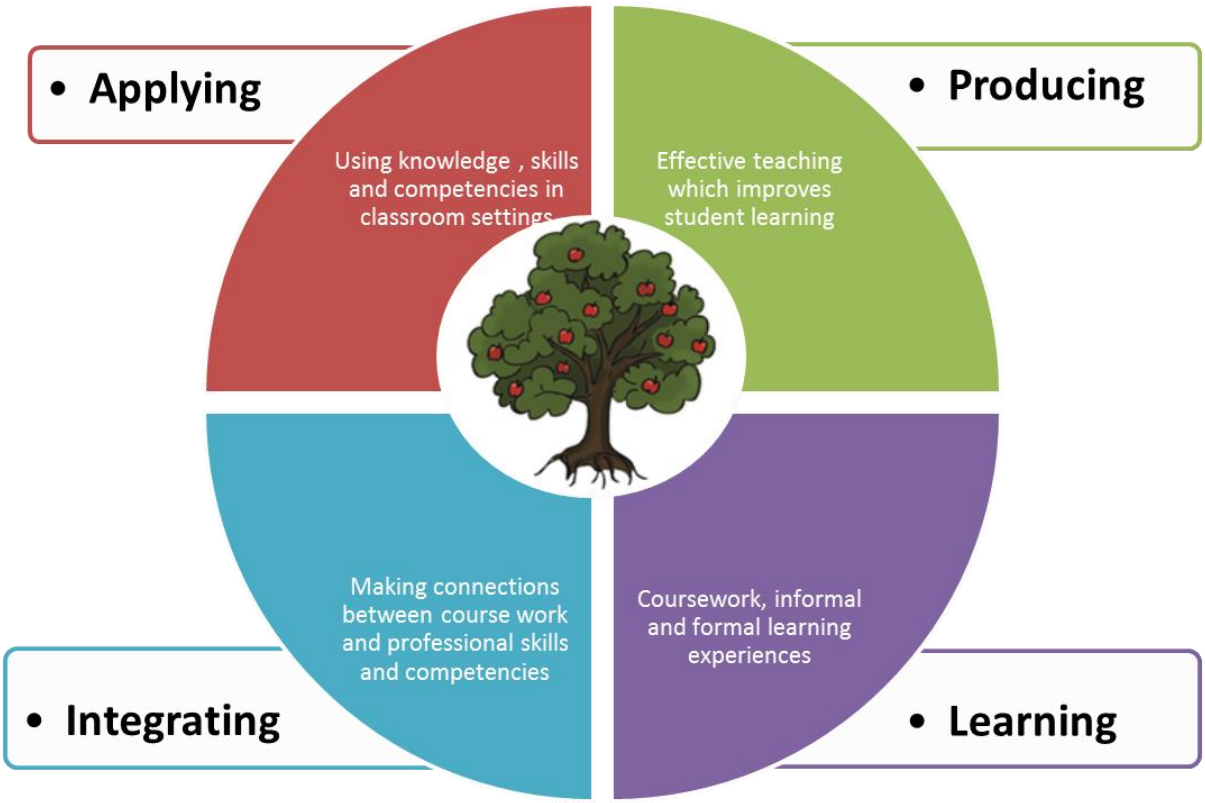
- ***Multicultural Competencies.*** Holistic education enables learners to critically approach the cultural, moral and political context of their lives (Miller, 1991). Candidates are provided a strong theoretical base in general education, professional education, and their own area of emphasis (early childhood, elementary, middle school, secondary, ESL, or gifted education). They are enabled to complete the transference of theory to practice through multiple simultaneous opportunities to observe and implement what they have studied in the college classroom. They are encouraged throughout the program to develop the dispositions needed for a professional Christian teacher. From the introductory freshman year program through the internship, candidates are given the opportunity to simultaneously implement the theory learned through meaningful sustained contact with children.
- ***Effective Classroom Methodologies.*** Holistic education results in candidates who display a high level of competency in the classroom. Because of their strong theoretical base, and the connections they have made between course content and the teaching skills they have seen in the University and local school classrooms, candidates are able to teach and manage a classroom effectively.

Hare (2006) suggests that the process of holistic education must be flexible and dynamic in order to accommodate the personal differences and influences in the rate of personal progression. Holistic education is, without a doubt, education for the 21st century, directed toward developing human beings with a global conscience, a vision of love and intelligence, and an emphasis on the importance of spirituality and wholeness (Nava 2001).

The Templar School of Education has rewritten Miller's statement to reflect its beliefs:

> *We, the Templar School of Education faculty, view teaching to be primarily a ministry and a calling, which is developed on a core of content knowledge, a solid professional foundation, and an understanding of the art and science of teaching.*

This philosophy, illustrated in the figure below, enables Templar School of Education candidates to learn, though general coursework and professional courses, the skills and competencies needed for 21st century teaching. They integrate those skills with the character development and ethical decision-making abilities they have developed in their formal and informal experiential learning. They apply their knowledge and skills in the classrooms where they are placed for their field experiences, practicum, and student teaching/internship. Finally, candidates will produce "fruit" by continually learning and furthering teaching skills, but primarily by improving the learning of the students in their classrooms.



Templar School Logo. The *fruitful tree* logo (see next page) embodies the Templar School of Education's purpose and educational philosophy. Trees grow as part of a dynamic ecosystem, both taking nourishment from and returning resources to that ecosystem. The tree metaphor represents this dynamic ecosystem interaction within education environments. The model consists of four interrelated parts:

- The ***root system*** represents ***learning***. Students take "nourishment from the soil" through formal and informal learning experiences and courses in Bible & Theology, Arts & Sciences, and professional education areas of the University curriculum.
- The ***tree trunk*** represents ***integrating***. Students make connections from their coursework to the cognitive, psychomotor and affective domains of child development and to communicating effectively in multicultural and diverse settings.
- The ***tree branches*** represent ***applying***. Students apply their knowledge and skills in a variety of school settings, giving them the opportunity to use their diversity and cultural competencies.
- The ***fruit*** represents ***producing***. Students produce fruit in effective teaching, using current management and pedagogical practices to improve student learning, communication skills for positive child and family relationships, personal life-long learning, and a desire for continuous educational improvement

Successful completion of Johnson University's teacher education programs should enable

candidates to "bear fruit" as they meet program learning objectives and apply them in school settings.

1. Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children. They would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.
2. Integrate methodologies and content into teaching
3. Develop multicultural, and diversity competencies
4. Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation
5. Understand and apply principles of human development with a holistic view of the child to the classroom
6. Demonstrate technological and technical skills required for competent classroom instruction
7. Develop a professional concern for lifelong learning and educational improvement

Florida Campus

Licensure and Certification. Johnson University Florida's Teacher Preparation program is approved by the Association of Christian Schools International (ACSI) and by the Florida Department of Education. A Bachelor's Degree is offered in Elementary Education (Grades K-6) with Endorsements in ESOL and Reading. State clinical practice requirements are met through field experiences and internships.

Johnson University Florida Teacher Education graduates are in high demand and have experienced great success in obtaining teaching positions in public and private schools in Florida.

Experiential Learning. Experience in the school classroom is considered a vital part of a teacher's training and is part of the Johnson University Florida Teacher Preparation program. Students participate in the following clinical practice experiences:

- *Field Experience*—lower level courses in public and Christian schools
- *Practicum*—upper level courses in ELL, ESE and Reading classrooms
- *Internship*— clinical practice in a public school classroom for one academic year

Undergraduate Teacher Preparation Program Admission, Continuation, and Licensure. For undergraduate students, earning a bachelor's degree and teaching license is a four-stage process:

1. ***Initial University Admission:*** Admission to Johnson University Florida is detailed in the section of this *Catalog* devoted to "Application & Admission."
2. ***Templar School of Education Admission:*** Admission to Johnson University Florida's Teacher Preparation Program is based on the following criteria:
    - CGPA of 2.5
    - CGPA of 2.5 in Arts and Sciences
    - Passing grade on all of the General Knowledge Tests of the Florida Teacher Certification Examination (FTCE)

- Grade of B- or better on Teacher Preparation Core Courses* and Field Experiences
- Satisfactory completion of the *Sixteen Personality Factor Questionnaire* (16PF)
- Satisfactory completion of required elements of the e-portfolio
- Three satisfactory evaluations from selected faculty, staff, and work supervisors regarding student conduct, attitude, motivation, and performance
- Approval from the Interdisciplinary Interview Committee

3. ***Graduation:*** Students must successfully complete all requirements for the bachelor's degree in Elementary Education (Grades K-6) with Endorsements in ESOL and Reading, including passing all FTCE exams, and earn a minimum cumulative GPA of 2.5 on a 4-point scale (see "Graduation Requirements" in the section of this *Catalog* devoted to "Academic Policies & Procedures").
4. ***Licensure:*** Florida Statute 1012 establishes the authority and purpose for Educator Certification. All information regarding Educator Certification is overseen by the Bureau of Educator Certification (BEC). Comprehensive certification information can be found on the BEC website: www.fldoe.org/teaching/certification or on the Florida Department of Education (FLDOE) home page: www.fldoe.org under "Educator Certification." Graduates who need help with the certification process may contact the Templar School of Education Administrative Assistant.

Elementary Education (Grades K-6) Major with Endorsements in ESOL and Reading

Program Director: Wendy Guthrie, Ed.D.

Overview. This program introduces students to the fundamentals of teaching in the elementary school and in English Language Learning (ELL) classrooms. In addition to the Arts & Sciences Core and the Bible & Theology Major, the Elementary Education major includes general education courses and professional studies in early childhood development, educational philosophy, and specialized teaching methodologies. Students receive instruction in lesson preparation and presentation, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, development and implementation of curriculum, and current trends in education. They develop their own philosophy of education based on these insights, and they demonstrate their skills and knowledge through an electronic portfolio using the Florida Educator Accomplished Practices (FEAPs). Field experiences expose students to the full range of elementary education in Florida, including ELL and ESE classrooms.

Modality. Johnson University offers the Elementary Education (Grades K-6) Major with Endorsements in ESOL and Reading face-to-face at its Florida campus, with field placements and practicums in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Elementary Education (Grades K-6) major with Endorsements in ESOL and Reading prepares students for entry-level positions teaching in Elementary classrooms in Florida public schools.

SLO 1: Graduates will utilize various teach strategies in their lesson planning and presentations.

SLO 2: Graduates will be able to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

SLO 3: Graduates will exhibit a thorough understanding of the subject matter they teach.

SLO 4: Graduates will demonstrate competence in the skills and dispositions of the teaching profession.

Required Courses. In addition to the Arts & Sciences Core and the Bible & Theology Major, this program includes Teacher Preparation, Professional Studies in the field of Education, and the Elementary Education (Grades K-6) Major with Endorsements in ESOL and Reading:

Elementary Education (Grades K-6)Major (32 credits)

*ENGL 2100	Literature for Children & Adolescents	3
*ENGL 1013	English Composition I	3
*HIST 1100	World Civilizations I	3
*HIST 1200	World Civilizations II	3
*MATH 2100	Quantitative Literacy	3
MATH 2110	Mathematics Concepts	3
*SCIN 3100	Biological Science with Lab	4
*SCIN 3200	Science Concepts & Methods with Lab	4

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

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

Literature Elective (3 credits)—choose one: *3*

ENGL 1100 Introduction to Literature (3)
ENGL 2110 Survey of World Literature I: Ancient (3)
ENGL 2120 Survey of World Literature II: Modern (3)
ENGL 3410 19th Century Russian Writers (3)
ENGL 3420 20th Century British Writers: The Inklings (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3450 African Literature & Cultures (3)
Other upper division literature courses approved by the Dean of the Templar School of Education and the Dean of the School of Arts & Sciences

Teacher Preparation Core (12 credits)

EDUF 1100	Introduction to Diversity in Education	3
CEDF 2033	Introduction to Educational Technology	3
EDUF 2013	Introduction to Teaching: Elementary Education	3
*EPSF 2112	Educational Psychology	3

Professional Studies (47.5 credits)

EDUF 2210	Integrating Fine Arts	2
EDUF 3212	Survey of Persons with Disabilities	3
EDUF 3311	Language Arts Methods	3
EDUF 3323	Bible & Social Studies Methods	3
EDUF 3324	Science, Health & Physical Education Methods	3
EDUF 3110	Classroom Management	3

EDUF 4111	Reading Methods	3
EDUF 4112	Research, Integration & Learning	3
EDUF 4115	Mathematics Methods	3
EDUF 3013	Teaching English Language Learners	3
EDUF 3123	Strategies & Assessments for English Language Learners	3
FEDF 1031	Field Experience: School Observations	0.5
FEDF 2022	Field Experience: Tutoring	0.5
FEDF 3312	Field Experience: General	0.5
FEDF 3516	Field Experience: Reading Lab	0.5
FEDF 4004	Practicum: English as a Second Language I	0.5
FEDF 4061	Practicum: Exceptional Students	0.5
FEDF 4601	Internship I: Elementary Education	0.5
FEDF 4612	Internship II: Elementary Education	12
TOTAL CREDITS IN MAJOR PROGRAM:		*91.5*

Requirements for the B.S. in Elementary Education (Grades K-6) with Endorsements in ESOL and Reading. To earn the Bachelor of Science degree with a double major in Bible & Theology and Elementary Education (Grades K-6) with Endorsements in ESOL and Reading, students must complete the following degree components:

Arts & Sciences Core for B.S.	28 credits
Bible & Theology Major	33 credits
General Electives	0 credits
Elem. Educ (K-6) with ESOL and Reading Prog.	91.5 credits
TOTAL:	*152.5 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (3) HIST 1100 World Civilizations I; (4) HIST 1200 World Civilizations II; (5) EPSF 2112 Educational Psychology as the Social & Behavioral Sciences Elective; (6) SCIN 3100 Biological Science with Lab as the Laboratory Science Elective; (7) SCIN 3200 Science Concepts & Methods with Lab as the Applied Science Elective; (8) MATH 2100 Quantitative Literacy; and (9) the American History Elective as the Arts & Sciences Elective. Note also that Teacher Education students (10) must complete COMM 1013 Introduction to Speech to fulfill the Oral Communication requirement; (11) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (12) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Tennessee Campus

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. 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.

Physical Education K-12, English as Second Language PreK-12, and Music Education K-12 can choose either internship or one semester student teaching.

Johnson University Teacher Education graduates are in high demand and have experienced great success in obtaining teaching positions in public and private schools in Tennessee, neighboring states, and around the world.

Experiential Learning. The Tennessee State Board of Education requires four distinct types of experiential learning found in Johnson University's Teacher 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

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 detailed in the section of this *Catalog* devoted to "Application & Admission." Highlights include:
  - Minimum score of 21 ACT (1080 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 and; (2) passing scores on the PRAXIS Test (Basic Skills Test).
  - Transfer students must complete a minimum of two terms at Johnson University to be considered as candidates for Teacher Education. 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 I Core Academic Skills Test 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

- ***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 PRAXIS II test
  - Earn the minimum score of a 40 on EdTPA Portfolio
  - Successfully complete a 12-credit internship in a Partnership School approved by Johnson University, earning a minimum grade of B- *(may be done as part of a master's degree program—see below)*
  - 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.

Graduate Teacher Education Program Admission, Continuation, and Licensure. For graduate students, earning a master's degree and teaching license is a three-stage process:

1. ***Admission:*** Admission requirements for Johnson University's graduate Teacher Education programs are detailed in the section of this *Catalog* devoted to "Application & Admission." Highlights include:
   - An appropriate bachelor's degree in the Teacher Education field from Johnson University (or equivalent) with a cumulative grade point average (GPA) of at least 3.0. Students *must* complete all required undergraduate *and* graduate Teacher Education components in order to be eligible for a teaching license.
   - State required scores on the PRAXIS II tests and any other examinations required by the State of Tennessee
   - Acceptance into the master's program and the student teaching or internship experience by the Teacher Education Graduate Committee

     NOTE: All M.A. in Holistic Education students who desire to receive licensure

must make application to the graduate program in the Spring Term prior to beginning the internship experience in the fall.

2. ***Graduation:*** Students must successfully complete all requirements for the master's degree in Teacher Education, earning a minimum cumulative GPA of 3.0 on a 4-point scale (see "Graduation Requirements" in the section of this *Catalog* devoted to "Academic Policies & Procedures").
3. ***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 PRAXIS II test
   - Successfully complete a 12-credit internship 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.

Interdisciplinary Studies (Early Childhood Education Grades PreK-3) Major

Program Director: Melissa M. Drinnon, M.S.

Overview. This program introduces students to the fundamentals of teaching in early childhood classrooms. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Interdisciplinary Studies (Early Childhood Education Grades PreK-3) Major, this program includes general education courses and professional studies in early childhood development, child psychology, educational philosophy, and specialized teaching methodologies. Students receive instruction in lesson preparation and presentation, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, development and implementation of curriculum, and current trends in education. They develop their own philosophy of education based on these insights, and they demonstrate their skills and knowledge through an electronic portfolio using the InTASC (Interstate Teacher Assessment and Support Consortium) Standards. Field experiences expose students to the full range of early childhood education in Tennessee, including public and private schools.

Modality. Johnson University offers the Interdisciplinary Studies (Early Childhood Education grades PreK-3) program face-to-face at its Tennessee campus, with field placements and practicums in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Interdisciplinary Studies (Early Childhood Education Grades PreK-3) program prepares students for entry-level positions teaching in early childhood classrooms in public and Christian elementary 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.

Early Childhood Ed. PreK-3 Major

SLO 5: Graduates will be able to integrate Early Childhood Ed. Prek-3 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 (Early Childhood Education Grades PreK-3) Major:

Bible & Theology Major for Interdisciplinary Studies (Early Childhood Education Grades PreK-3) **(**30)

BIBL 1101 Orientation to the Old Testament I	3
BIBL 1201 Orientation to the Old Testament II	3
BIBL 2130 Exegetical Methods	3
BIBL 2201 Orientation to the New Testament	3
THEO 2100 Fundamentals of Christian Faith	3
Old Testament Poetry/Wisdom Elective (3)	*3*
Old Testament Prophets Elective (3)	*3*
New Testament Gospels Elective (3)	*3*
New Testament Epistles Elective (3)	*3*
Theology Elective (3)	*3*

Interdisciplinary Studies Major (31 credits)

*ENGL 2100	Literature for Children & Adolescents	3
*ENGL 1013	English Composition I	3
*HIST 1100	World Civilizations I	3
*HIST 1200	World Civilizations II	3
MATH 1100	Introduction to Mathematics	2

*MATH 2110	Mathematics Concepts	3
*SCIN 3301	Animal Biology Lab *(Corequisite: SCIN 3303)* AND	1
*SCIN 3303	Animal Biology *(Corequisite: SCIN 3301)* OR	3
*SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)* AND	
*SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
SCIN 3201	Science Concepts & Methods Lab *(corequisite: SCIN 3203)* AND	1
*SCIN 3203	Science Concepts & Methods *(corequisite: SCIN 3201*	3
**American History Elective (3)*—choose one:		*3*
HIST 2100	American History I (3)	
HIST 2200	American History II (3)	
Literature Elective (3)—choose one:		*3*
ENGL 2110	Survey of World Literature I: Ancient (3)	
ENGL 2120	Survey of World Literature II: Modern (3)	
ENGL 3410	19th Century Russian Writers (3)	
ENGL 3420	20th Century British Writers: The Inklings (3)	
ENGL 3430	Contemporary Ethnic American Literature (3)	
ENGL 3440	Shakespearean Tragedies (3)	
ENGL 3450	African Literature & Cultures (3)	
Other upper division literature courses approved by the Dean of the Templar School of Education and the Dean of the School of Arts & Sciences		

Professional Studies (40.5 credits)

CPED 2023	Introduction to Educational Technology	3
ECED 3225	Early Childhood Methods	3
EDUC 4115	Math Methods	3
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 3323	Bible & Social Studies Methods	3
EDUC 4014	Classroom Management with Regular & Special Populations	3
EDUC 4111	Reading Methods	3
EDUC 4112	Research, Integration & Learning	3
EDUC 4113	History & Philosophy of Christian 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 3314	Practicum: Day in School	0.5
FLED 3513	Practicum: Christian School	0.5
FLED 4124	Senior Practicum	0.5
FLED 4208	Practicum: Public Preschool	0.5

General Education (3 credits)

EPSY 2112	Educational Psychology	3
TOTAL CREDITS IN MAJOR PROGRAM:		*73.5*

Requirements for the B.A. in Interdisciplinary Studies (Early Childhood Education Grades PreK-3). To earn the Bachelor of Arts degree with a double major in Bible & Theology and Interdisciplinary Studies (Early Childhood Education Grades PreK-3), students must complete the following degree components:

Arts & Sciences Core for B.A.	40 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Interdisc. Studies (ECE PreK-3) Program	73.5 credits
TOTAL:	*143.5 credits*

*_NOTE:_ The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (3) HIST 1100 World Civilizations I; (4) HIST 1200 World Civilizations II; (5) SCIN 3301 Animal Biology Lab and SCIN 3303 Animal Biology OR SCIN 3401 Plant Biology Lab and SCIN 3403 Plant Biology as the Laboratory Science Elective; (6) MATH 2110 Mathematics Concepts in place of MATH 2100 Quantitative Literacy; and (7) the American History Elective as the Arts & Sciences Elective. Note also that Teacher Education students (8) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (10) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Requirements for the B.S. in Interdisciplinary Studies (Early Childhood Education Grades PreK-3). To earn the Bachelor of Science degree with a double major in Bible & Theology and Interdisciplinary Studies (Early Childhood Education Grades PreK-3), students must complete the following degree components:

Arts & Sciences Core for B.S.	28 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Interdisc. Studies (ECE PreK-3) Program	73.5 credits
TOTAL:	*131.5 credits*

*_NOTE:_ The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (3) HIST 1100 World Civilizations I; (4) HIST 1200 World Civilizations II; (5) EDUC 3212 Survey of Persons with Disabilities as the Social & Behavioral Sciences Elective; (6) SCIN 3301 Animal Biology Lab and SCIN 3303 Animal Biology OR SCIN 3401 Plant Biology Lab and SCIN 3403 Plant Biology as the Laboratory Science Elective; (7) SCIN 3203 Science Concepts & Methods as the Applied Science Elective; (8) MATH 2110 Mathematics Concepts in place of MATH 2100 Quantitative Literacy; and (9) the American History Elective as the Arts & Sciences Elective. Note also that Teacher Education students (10) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (11) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

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 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. Students receive instruction in lesson preparation and presentation, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, development and implementation of curriculum, and current trends in education. They develop their own philosophy of education based on these insights, and they demonstrate their skills and knowledge through an electronic portfolio using the InTASC (Interstate Teacher Assessment and Support Consortium) Standards. Field experiences expose students to the full range of elementary education in Tennessee, including public and Christian schools.

Modality. Johnson University offers the Interdisciplinary Studies (Elementary Education Grades K-5 & ESL grades PreK-12) face-to-face at its Tennessee campus, with field placements and practicums in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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.

Elementary Ed. K-5 & ESL PreK-12 Major

SLO 7: 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:

Bible & Theology Major for Interdisciplinary Studies (Elementary Education Grades K-5 & English as a Second Language Education Grades PreK-12) **(**30)

BIBL 1101	Orientation to the Old Testament I	3
BIBL 1201	Orientation to the Old Testament II	3
BIBL 2130	Exegetical Methods	3
BIBL 2201	Orientation to the New Testament	3
THEO 2100	Fundamentals of Christian Faith	3
Old Testament Poetry/Wisdom Elective (3)		*3*
Old Testament Prophets Elective (3)		*3*
New Testament Gospels Elective (3)		*3*
New Testament Epistles Elective (3)		*3*
Theology Elective (3)		*3*

Interdisciplinary Studies Major (31 credits)

*ENGL 2100	Literature for Children & Adolescents	3
*ENGL 1013	English Composition I	3
*HIST 1100	World Civilizations I	3
*HIST 1200	World Civilizations II	3
MATH 1100	Introduction to Mathematics	2
*MATH 2110	Mathematics Concepts	3
*SCIN 3301	Animal Biology Lab *(Corequisite: SCIN 3303)* AND	1
*SCIN 3303	Animal Biology *(Corequisite: SCIN 3301)* OR	3
*SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)* AND	
*SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
*SCIN 3201	Science Concepts & Methods Lab *(corequisite: SCIN 3203)* AND	1
*SCIN 3203	Science Concepts & Methods *(corequisite: SCIN 3201*	3

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

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

Literature Elective (3 credits)—choose one: *3*

ENGL 2110 Survey of World Literature I: Ancient (3)
ENGL 2120 Survey of World Literature II: Modern (3)
ENGL 3410 19th Century Russian Writers (3)
ENGL 3420 20th Century British Writers: The Inklings (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3450 African Literature & Cultures (3)
Other upper division literature courses approved by the Dean of the Templar School of Education and the Dean of the School of Arts & Sciences

Professional Studies (46.5 credits)

CPED 2023	Introduction to Educational Technology	3
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 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 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 3314	Practicum: Day in School	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 4124	Senior Practicum	0.5
ESED 2100	Foundations in Linguistics	3

General Education (9 credits)

*EPSY 2112	Educational Psychology	3

**World Languages Elective (6)*—choose any two of the living verbal language, such as: *6*

CHIN 2100 Chinese I (3)
CHIN 2200 Chinese II (3)

FREN 2100 French I (3)
FREN 2200 French II (3)

SPAN 2100 Spanish I (3)
SPAN 2200 Spanish II (3)

TOTAL CREDITS IN MAJOR PROGRAM: 85.5

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 for B.A.	34 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Interdisc. Studies (K-5 & ESL PreK-12) Prog.	85.5 credits
TOTAL:	*149.5 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (3) HIST 1100 World Civilizations I; (4) HIST 1200 World Civilizations II; (5) a world language as 6 credits of World Languages Electives; (6) SCIN 3301 Animal Biology Lab and SCIN 3303 Animal Biology OR SCIN 3401 Plant Biology

Lab and SCIN 3403 Plant Biology as the Laboratory Science Elective; (7) MATH 2110 Mathematics Concepts in place of MATH 2100 Quantitative Literacy; and (8) the American History Elective as the Arts & Sciences Elective. Note also that Teacher Education students (9) must complete COMM 1013 Introduction to Speech to fulfill the Oral Communication requirement; (10) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (11) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Requirements for the B.S. in Interdisciplinary Studies (Elementary Education Grades K-5 & English as a Second Language Education Grades PreK-12). To earn the Bachelor of Science 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 for B.S.	28 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Interdisc. Studies (K-5 & ESL PreK-12) Prog.	85.5 credits
TOTAL:	*143.5 credits*

*<u>*NOTE:*</u> The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (3) HIST 1100 World Civilizations I; (4) HIST 1200 World Civilizations II; (5) EPSY 2112 Educational Psychology as the Social & Behavioral Sciences Elective; (6) SCIN 3301 Animal Biology Lab and SCIN 3303 Animal Biology OR SCIN 3401 Plant Biology Lab and SCIN 3403 Plant Biology as the Laboratory Science Elective; (7) SCIN 3201 Science Concepts & Methods Lab and SCIN 3203 Science Concepts & Methods as the Applied Science Elective; (8) MATH 2110 Mathematics Concepts in place of MATH 2100 Quantitative Literacy; and (9) the American History Elective as the Arts & Sciences Elective. Note also that Teacher Education students (10) must complete COMM 1013 Introduction to Speech to fulfill the Oral Communication requirement; (11) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (12) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

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. Students receive instruction in lesson preparation and presentation for English Language Learners, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, development and implementation of curriculum, and current trends in education. They develop their own philosophy of education based on these insights, and they demonstrate their skills and knowledge

through an electronic portfolio using the InTASC (Interstate Teacher Assessment and Support Consortium) Standards. Field experiences expose students to the full range of ESL education in Tennessee, including public and private schools.

Modality. Johnson University offers the Interdisciplinary (ESL PreK-12) program face-to-face at its Tennessee campus, with field placements and practicums in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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.

Elementary Ed. ESL PreK-12 Major

SLO 8: Graduates will be able to integrate Elementary Ed. 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 (English as a Second Language Education Grades PreK-12) Major:

Bible & Theology Major for Interdisciplinary Studies (English as a Second Language Education Grades PreK-12) **(**30)

BIBL 1101 Orientation to the Old Testament I	3
BIBL 1201 Orientation to the Old Testament II	3
BIBL 2130 Exegetical Methods	3
BIBL 2201 Orientation to the New Testament	3
THEO 2100 Fundamentals of Christian Faith	3
Old Testament Poetry/Wisdom Elective (3)	*3*
Old Testament Prophets Elective (3)	*3*
New Testament Gospels Elective (3)	*3*
New Testament Epistles Elective (3)	*3*
Theology Elective (3)	*3*

Interdisciplinary Studies Major (31 credits)

*ENGL 2100 Literature for Children & Adolescents	3

*ENGL 1013	English Composition I	3
*HIST 1100	World Civilizations I	3
*HIST 1200	World Civilizations II	3
MATH 1100	Introduction to Mathematics	2
*MATH 2110	Mathematics Concepts	3
*SCIN 3301	Animal Biology Lab *(Corequisite: SCIN 3303)* AND	1
*SCIN 3303	Animal Biology *(Corequisite: SCIN 3301)* OR	3
*SCIN 3401	Plant Biology Lab (1) *(Corequisite: SCIN 3403)* AND	
*SCIN 3403	Plant Biology (3) *(Corequisite: SCIN 3401)*	
*SCIN 3201	Science Concepts & Methods Lab *(corequisite: SCIN 3203)* AND	1
*SCIN 3203	Science Concepts & Methods *(corequisite: SCIN 3201*	3

**American History Elective (3)*—choose one: *3*

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

Literature Elective (3)—choose one: *3*

ENGL 2110 Survey of World Literature I: Ancient (3)
ENGL 2120 Survey of World Literature II: Modern (3)
ENGL 3410 19th Century Russian Writers (3)
ENGL 3420 20th Century British Writers: The Inklings (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3450 African Literature & Cultures (3)
Other upper division literature courses approved by the Dean of the Templar School of Education and the Dean of the School of Arts & Sciences

Professional Studies (3 credits)

CPED 2023	Introduction to Educational Technology	3
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 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	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
ESED 2100	Foundations in Linguistics	3

General Education (9 credits)

*EPSY 2112 Educational Psychology (3)	3
**World Languages Elective (6 credits)*—choose any living verbal language, such as:	*6*
CHIN 2100 Chinese I (3)	
CHIN 2200 Chinese II (3)	
FREN 2100 French I (3)	
FREN 2200 French II (3)	
SPAN 2100 Spanish I (3)	
SPAN 2200 Spanish II (3)	
TOTAL CREDITS IN MAJOR PROGRAM:	*76.5*

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 for B.A.	34 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Interdisciplinary Studies (ESL PreK-12) Prog.	76.5 credits
TOTAL:	*140.5 credits*

**NOTE:* The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (3) HIST 1100 World Civilizations I; (4) HIST 1200 World Civilizations II; (5) a world language as 6 credits of World Languages Electives; (6) SCIN 3301 Animal Biology Lab and SCIN 3303 Animal Biology OR SCIN 3401 Plant Biology Lab and SCIN 3403 Plant Biology as the Laboratory Science Elective; (7) MATH 2110 Mathematics Concepts in place of MATH 2100 Quantitative Literacy; (8) the American History Elective as the Arts & Sciences Elective; and (9) ESED 4527 Student Teaching: English as a Second Language in place of one term of PRMN 1500 Chapel. Note also that Teacher Education students (10) must complete COMM 1013 Introduction to Speech to fulfill the Oral Communication requirement; (11) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (12) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Requirements for the B.S. in Interdisciplinary Studies (English as a Second Language Education Grades PreK-12). To earn the Bachelor of Science 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 for B.S.	28 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Interdisciplinary Studies (ESL PreK-12) Prog.	76.5 credits
TOTAL:	*134.5 credits*

*<u>*NOTE*</u>: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1013 English Composition I; (2) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (3) HIST 1100 World Civilizations I; (4) HIST 1200 World Civilizations II; (5) EPSY 2112 Educational Psychology as the Social & Behavioral Sciences Elective; (6) SCIN 3301 Animal Biology Lab and SCIN 3303 Animal Biology OR SCIN 3401 Plant Biology Lab and SCIN 3403 Plant Biology as the Laboratory Science Elective; (7) SCIN 3201 Science Concepts & Methods Lab and SCIN 3203 Science Concepts & Methods as the Applied Science Elective; (8) MATH 2110 Mathematics Concepts in place of MATH 2100 Quantitative Literacy; (9) the American History Elective as the Arts & Sciences Elective; and (10) ESED 4527 Student Teaching: English as a Second Language in place of one term of PRMN 1500 Chapel. Note also that Teacher Education students (11) must complete COMM 1013 Introduction to Speech to fulfill the Oral Communication requirement; (12) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (13) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Special Education Interventionist (Grades K-8) Major

Program Director: Melissa Drinnon, M.S.

Overview. This program introduces students to the fundamentals of teaching in special education situations. 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. Students receive instruction in lesson preparation and presentation, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, development and implementation of curriculum, and current trends in education. They develop their own philosophy of education based on these insights, and they demonstrate their skills and knowledge through an electronic portfolio using the InTASC (Interstate Teacher Assessment and Support Consortium) Standards. Field experiences expose students to the full range of special education in Tennessee, including public and Christian schools.

Modality. Johnson University offers the Special Education Interventionist (Grades K-8) program face-to-face at its Tennessee campus (pending TDOE approval), with field placements and practicums in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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.

SLO 1: Graduates will be able to integrate their faith into their requirements to serve the disabled.

SLO 2: Graduates will be able to meet the standards for the Interventionist K-8 CEC Initial Level Learning Disabilities & CEC Initial Emotional & Behavior Disabilities.

SLO 3: Graduates will be able to meet the required scores on the edTPA & PRAXIS assessments.

Required Courses. In addition to the Arts & Sciences Core and the Bible & Theology Major, this program includes General Education, Professional Studies in the field of Education, and the Special Education Interventionist (Grades K-8) Major:

Special Education Major (30 credits)

EDUC 3311	Language Arts Methods	3
EDUC 4014	Classroom Management with Regular & Special Populations	3
EDUC 4111	Reading Methods	3
SPED 3113	Techniques for Inclusion of Diverse Learners	3
SPED 3313	Characteristic & Needs of the Mildly & Moderately Disabled	3
SPED 3323	Managing Challenging Behaviors & Special Education Law	3
SPED 3223	Instructional Methods for Special Education	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

Professional Studies (24.5 credits)

EDUC 2013	Introduction to Teaching: Elementary Education	3
EDUC 3212	Survey of Persons with Disabilities	3
SPED 3333	Assessment & Diagnosis of Persons with Disabilities	3
CPED 2023	Introduction to Educational Technology	3
*ENGL 2100	Literature for Children & Adolescents	3
*EPSY 2112	Educational Psychology	3
EDUC 4113	History & Philosophy of Christian Education	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 3311	Field Experience: Team Teaching	0.5
FLED 3314	Practicum: Day in School	0.5
FLED 3513	Practicum: Christian School	0.5
FLED 4101	Practicum: Inclusion	0.5
TOTAL CREDITS IN MAJOR:		*54.5*

Requirements for the B.A. in Special Education Interventionist (Grades K-8). To earn the Bachelor of Arts degree with a double major in Bible & Theology and Special Education Interventionist (Grades K-8), students must complete the following degree component:

Arts & Sciences Core for B.A.	59 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Special Education Interventionist (Grades K-8) Prog.	54.5 credits
TOTAL:	*143.5 credits*

*NOTE: The following course in this major fulfills a requirement for the Arts & Sciences Core: (1) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature. Note also that Teacher Education must (2) choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (3) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

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 for B.S.	50 credits
Bible & Theology Major	30 credits
General Electives	0 credits
Special Education Interventionist (Grades K-8) Prog.	54.5 credits
TOTAL:	*134.5 credits*

*NOTE: The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (2) EPSY 2112 Educational Psychology as the Social & Behavioral Sciences Elective. Note also that Teacher Education students (3) must choose either ARTS 3100 Art Appreciation or MUSC 2100 Music Appreciation as their Fine Arts Elective; and (4) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Master of Arts in Educational Technology

Program Director: Chris M. Templar, Ph.D.

Overview. The M.A. in Educational Technology program is designed for licensed teachers who want to further their education and are interested in technology. It offers an understanding of the roles of hardware, software, and their integration within various curricular areas. It also explores ethical and biblical issues involved in the use of technology in education.

Modality. Johnson University offers the M.A. in Educational Technology partly online and partly face-to-face, or totally in face-to-face format based on its Tennessee campus. Some of the required coursework is also taught at partner schools in the People's Republic of China. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. This program provides graduate education in education, technology, and Bible to professionals, such as teachers interested in using technology in their classrooms, Christian school teachers who need Bible and technology credits for certification renewal, supervisors, and computer coordinators.

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 related to educational technology.

SLO 3: Graduates will be able to make responsible decisions to keep up to date with technological innovations in their workplace.

Required Courses. The M.A. in Educational Technology consists of the following courses:

BIBL 5101	Old Testament Survey (or HIST 5033 Early Hebrew History)	3
BIBL 5107	Ministry of the Master (or ENGL 5023 Eastern Mediterranean Literature)	3
BIBL 5160	Integrating Biblical Values & Education (or PHIL 5200 Confucius & Wisdom Literature)	3

CPED 5103	Computer Architecture	3
CPED 5213	Putting Your Class on the Web	3
CPED 5233	Mobile Computing	3
CPED 5313	The Internet of Things	3
*CPED 5323	Special Issues: Multimedia	3
*CPED 5413	Special Issues: Game-Based Learning	3
*CPED 5402	Special Issues: Digital Video	3
CPED 5404	Computer Tools for the Teacher & Student	3
CPED 5503	Introduction to Technology Worldwide	3
TOTAL CREDITS IN DEGREE:		*36*

*Topics considered in Special Issues courses vary as new issues and technologies emerge that have relevance for education.

Master of Arts in Holistic Education

Program Director: Nikki L. Votaw, Ph.D.

Overview. The 13-month M.A. in Holistic Education program provides a "fifth year" of advanced study leading to licensure for those who have completed a baccalaureate degree from the Templar School of Education. This M.A. cannot be taken as a stand-alone program. Students choose a concentration in (1) Early Childhood Education with Grades PreK-3 Licensure, (2) Elementary Education with Grades K-5 Licensure, or (3) Elementary Education & English as a Second Language Education with Grades K-5 Licensure and Grades PreK-12 ESL Licensure. Music Education and Physical Education program students may also pursue an M.A. in Holistic Education. During the local public or Christian school year, candidates serve an internship that begins on the first day teachers return to the classroom and continues through the teachers' final day. Interns complete base placements in their primary licensure area with two alternative placements in the other areas of licensure, other grade levels, and in public and Christian schools in various combinations. Successful completion of the program leads to licensure from the Tennessee State Board of Education; certification by the Association of Christian Schools International (ACSI); and a Master of Arts degree from Johnson University.

Modality. Johnson University offers the M.A. in Holistic Education through a traditional, on-ground format based on its Tennessee campus. Students complete internships in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. This program provides beginning teachers an opportunity to hone their skills in holistic education (i.e. instruction that addresses the whole child, integrative practices, and best practices) and a chosen area of concentration while completing a year-long internship under the mentorship of expert teachers.

Holistic Arts Core

SLO 1: Graduates will be able to develop multicultural, 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 understand and apply principles of human development with a 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.

Early Childhood Education Concentration with Grades PreK-3 Licensure

SLO 5: Graduates will be able to integrate Early Child Ed. PreK-3 methodologies and content into teaching.

Elementary Education Concentration with Grades K-5 Licensure

SLO 6: Graduates will be able to integrate Elem. Ed. K-5 methodologies and content into teaching.

Elementary Education & English as a Second Language Education Concentration with Grades K-5 Licensure & Grades PreK-12 ESL Licensure

SLO 7: Graduates will be able to integrate Elem. Ed. & ESL w/ K-5 & PreK-12 methodologies and content into teaching.

Required Courses. The M.A. in Holistic Education consists of the following courses:

Holistic Education Core Curriculum (18 credits)

HLED 5605	STEM Beyond the Classroom	3
EPSY 5440	Statistics	3
EPSY 5450	Research Design	3
HLED 5116	Test, Measurement & Assessment	3
HLED 5215	Brain-Based Learning	3
HLED 5225	Curriculum & Diversity	3

Choose one of the following concentrations (12 credits): *12*

Early Childhood Education Concentration with Grades PreK-3 Licensure (12 credits)

ECED 5115 Early Childhood Education Internship I (6)
ECED 5225 Early Childhood Education Internship II (6)

Elementary Education Concentration with Grades K-5 Licensure (12 credits)

ELED 5115 Elementary Education Internship I (6)
ELED 5225 Elementary Education Internship II (6)

Elementary Education & English as a Second Language Education Concentration with Grades K-5 Licensure & Grades PreK-12 ESL Licensure (12 credits)

ELSL 5115 Elementary Ed & ESL Education Internship I (6)
ELSL 5225 Elementary Ed & ESL Education Internship II (6)

TOTAL CREDITS IN DEGREE: *30*

Master of Arts in Post-Baccalaureate Teacher Education

Admission: Admission requirements for Johnson University's Post-Baccalaureate Teacher Education programs are detailed in the section of this *Catalog* devoted to "Application & Admission."

Initial Admission*:* Students will be admitted into Johnson University working toward admission into the MAP Program upon meeting the following requirements:

- An appropriate bachelor's degree in a non-education field from a regionally accredited university with a cumulative grade point average (GPA) of at least 3.0
- An interview with the Teacher Education Graduate Committee

Admission into the MAP program: Students will be admitted into the Master of Arts in Post-Baccalaureate Teacher Education Program upon completion of the following:

- The successful completion of 6 hours of the program with a 3.0 average
- State required scores on the PRAXIS Core and Praxis II Content tests and any other examinations required by the State of Tennessee
- Acceptance into the master's program and the student teaching or internship experience by the Teacher Education Graduate Committee

Student Teaching 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 PRAXIS II test
- Earn the minimum score of a 40 on their edTPA Portfolio
- Successfully complete a 6-credit student teaching placement 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.

Master of Arts in Post-Baccalaureate Elementary Education with Grades K-5 Licensure

Program Director: Nikki L. Votaw, Ph.D.

Overview. The M.A. program in Post-Baccalaureate Elementary Education with Grades K-5 Licensure introduces students who completed a bachelor's degree in a field other than education to the fundamentals of teaching in the elementary school. Students receive instruction in lesson preparation and presentation, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, the development and implementation

of curriculum, and current trends in education. They apply these skills during a term-long student teaching experience under the mentorship of expert teachers. Successful completion of the program leads to licensure from the Tennessee State Board of Education; certification by the Association of Christian Schools International (ACSI); and a Master of Arts degree from Johnson University.

Modality. Johnson University offers the M.A. in Post-Baccalaureate Elementary Education with Grades K-5 Licensure through traditional, online, and hybrid formats based on its Tennessee campus. Students complete student teaching in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. program in Post-Baccalaureate Elementary Education with Grades K-5 Licensure equips college graduates in a field other than education to teach in elementary schools.

Post-Baccalaureate Core

SLO 1: Graduates will be able to develop multicultural, 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 understand and apply principles of human development with a 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 Education with Grades K-5 Licensure

SLO5: Graduates will be able to integrate Elem. Ed. K-5 methodologies and content into teaching.

Required Courses. The M.A. program in Post-Baccalaureate Elementary Education with Grades K-5 Licensure consists of the following courses:

Bible & Theology Corequisites (6 credits) 6

Required for students who have not completed 9 or more undergraduate or 6 or more graduate credits in Biblical Studies and/or Theology from an accredited institution approved by Johnson University. Students may meet this requirement prior to entering the Elementary Education program or concurrently while completing the coursework. The two courses needed to fulfill this requirement are:

BIBL 5107 Ministry of the Master (3)
BIBL 5101 Old Testament Survey (3)

Elementary Core Curriculum:

CPED 5005	Introduction to Educational Technology	3
EDUC 5031	Mathematics & Science Methods	4
EDUC 5116	Test, Measurement, & Assessment	3
EDUC 5225	Diversity & Special Education	3
ELED 5114	Introduction to Elementary Education	3
ELED 5214	Integrated Methods I: Language Arts & Social Studies	4

ELED 5216	Integrated Methods II: Reading	4
EDUC 5022	Teaching in the Christian School	3
ELED 5400	Student Teaching: Elementary Education	6
TOTAL CREDITS IN DEGREE:		*39*

Master of Arts in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure in Biology, Chemistry, Economics, English, Geography, Government, History, Mathematics, or Physics

Program Director: Nikki L. Votaw, Ph.D.

Overview. The M.A. program in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure in Biology, Chemistry, Economics, English, Geography, Government, History, Mathematics, or Physics introduces students who completed a bachelor's degree in a field other than education to the fundamentals of teaching in the secondary school. Students receive instruction in lesson preparation and presentation, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, the development and implementation of curriculum, and current trends in education. They apply these skills during a term-long student teaching experience under the mentorship of expert teachers. Successful completion of the program leads to licensure from the Tennessee State Board of Education; certification by the Association of Christian Schools International (ACSI); and a Master of Arts degree from Johnson University.

Licensure. Students must hold a bachelor's degree with a major in their chosen field (Biology, Chemistry, Economics, English, Geography, Government, History, Mathematics, or Physics) in order to receive licensure in that field.

Modality. Johnson University offers the M.A. in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure through traditional, online, and hybrid formats based on its Tennessee campus. Students complete student teaching in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. program in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure equips college graduates in a field other than education to teach in secondary schools.

Post-Baccalaureate Core

SLO 1: Graduates will be able to develop multicultural, 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 understand and apply principles of human development with a 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.

Secondary Education with Grades 6-12 Licensure in Biology, Chemistry, Economics, English, Geography, Government, History, Mathematics, or Physics

SLO 6: Graduates will be able to integrate Secondary Ed. 6-12 methodologies and content into teaching.

Required Courses. The M.A. program in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure consists of the following courses:

Bible & Theology Corequisites (6 credits) 6

Required for students who have not completed 9 or more undergraduate or 6 or more graduate credits in Biblical Studies and/or Theology from an accredited institution approved by Johnson University. Students may meet this requirement prior to entering the Elementary Education program or concurrently while completing the coursework. The two courses needed to fulfill this requirement are:

BIBL 5107 Ministry of the Master (3)
BIBL 5101 Old Testament Survey (3)

Secondary Core Curriculum:

CPED 5005 Introduction to Educational Technology	3
SCED 5023 Topics & Trends in Secondary Education	3
EDUC 5225 Diversity & Special Education	3
SCED 5012 Introduction to Secondary Education	3
SCED 5014 Reading in the Content Area	3
EDUC 5022 Teaching in the Christian School	3
EDUC 5116 Test Measurement & Assessment	3
SCED 5200 Student Teaching: Secondary Education	6
Elective (3 credits)—choose one:	*3*

SCED 5120 Teaching English (3)
SCED 5122 Teaching History (3)
SCED 5124 Teaching Economics (3)
SCED 5125 Teaching Biology (3)
SCED 5130 Teaching Chemistry (3)
SCED 5134 Teaching Mathematics (3)

TOTAL CREDITS IN DEGREE: *36*

Master of Arts in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology

Program Director: Nikki L. Votaw, Ph.D.

Overview. The M.A. program in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology introduces students who completed a bachelor's degree in a field other than education to the fundamentals of teaching in the secondary school. Students receive instruction in lesson preparation and presentation, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, the development and implementation of curriculum, and current trends in education. They apply these skills during a term-long student teaching experience under the mentorship of expert teachers. Successful completion of the program leads to licensure from the Tennessee State Board of Education; certification by the Association of Christian Schools International (ACSI); and a Master of Arts degree from Johnson University.

Licensure. Students must hold a bachelor's degree with a major in their chosen field (Psychology or Sociology) in order to receive licensure in that field.

Modality. Johnson University offers the M.A. in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology through traditional, online, and hybrid formats based on its Tennessee campus. Students complete student teaching in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. program in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology equips college graduates in a field other than education to teach in secondary schools.

Post-Baccalaureate Core

SLO 1: Graduates will be able to develop multicultural, 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 understand and apply principles of human development with a 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.

Secondary Education with Grades 9-12 Licensure in Psychology or Sociology

SLO 7: Graduates will be able to integrate Secondary. Ed. 9-12 methodologies and content into teaching.

Required Courses. The M.A. program in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology consists of the following courses:

Bible & Theology Corequisites (6 credits) 6

Required for students who have not completed 9 or more undergraduate or 6 or more graduate credits in Biblical Studies and/or Theology from an accredited institution approved by Johnson University. Students may meet this requirement prior to entering the Elementary Education program or concurrently while completing the coursework. The two courses needed to fulfill this requirement are:

BIBL 5107 Ministry of the Master (3)
BIBL 5101 Old Testament Survey (3)

Secondary Core Curriculum:

CPED 5005	Introduction to Educational Technology	3
SCED 5023	Topics & Trends in Secondary Education	3
EDUC 5225	Diversity & Special Education	3
SCED 5012	Introduction to Secondary Education	3
SCED 5014	Reading in the Content Area	3
EDUC 5022	Teaching in the Christian School	3
EDUC 5116	Test Measurement & Assessment	3
SCED 5136	Teaching Psychology	*3*
SCED 5200	Student Teaching: Secondary Education	6
	TOTAL CREDITS IN DEGREE:	*36*

Master of Arts in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure (World Languages PreK-12, Chinese, Spanish, Greek, French)

Program Director: Nikki L. Votaw, Ph.D.

Overview. The M.A. program in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure introduces students who completed a bachelor's degree in a field other than education to the fundamentals of teaching in elementary, middle, and secondary schools. Students receive instruction in lesson preparation and presentation, classroom management, integration of a biblical worldview and application of biblical knowledge to the teaching profession, the development and implementation of curriculum, and current trends in education. They apply these skills during a term-long student teaching experience under the mentorship of expert teachers. Successful completion of the program leads to licensure from the Tennessee State Board of Education; certification by the Association of Christian Schools International (ACSI); and a Master of Arts degree from Johnson University.

Modality. Johnson University offers the M.A. in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure through traditional, online, and hybrid formats based on its Tennessee campus. Students complete student teaching in local schools. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. program in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure equips college graduates in a field other than education to teach in PreK-12 settings.

Post-Baccalaureate Core

SLO 1: Graduates will be able to develop multicultural, 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 understand and apply principles of human development with a 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.

World Languages Education with Grades PreK-12 Licensure

SLO 8: Graduates will be able to integrate World Languages PreK-12 methodologies and content into teaching.

Required Courses. The M.A. program in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure consists of the following courses:

Bible & Theology Corequisites (6 credits) 6

Required for students who have not completed 9 or more undergraduate or 6 or more graduate credits in Biblical Studies and/or Theology from an accredited institution approved by Johnson University. Students may meet this requirement prior to entering the

Elementary Education program or concurrently while completing the coursework. The two courses needed to fulfill this requirement are:

BIBL 5107 Ministry of the Master (3)
BIBL 5101 Old Testament Survey (3)

World Languages Core Curriculum:

CPED 5005	Introduction to Educational Technology	3
SCED 5023	Topics & Trends in Secondary Education	3
EDUC 5225	Diversity & Special Education	3
SCED 5012	Introduction to Secondary Education	3
SCED 5014	Reading in the Content Area	3
EDUC 5022	Teaching in the Christian School	3
EDUC 5116	Test Measurement & Assessment	3
SCED 5126	Teaching World Languages PreK-12	*3*
SCED 5200	Student Teaching: Secondary Education	6
TOTAL CREDITS IN DEGREE:		*36*

Endorsement in English as a Second Language Education
(Continuing Education)

Overview. This program provides an opportunity for licensed teachers to obtain an additional endorsement in teaching English as a Second Language (ESL). The Program Coordinator interviews applicants for the purpose of evaluating the extent to which their teaching experiences and past coursework demonstrate competencies required by Johnson University. Evidence is collected in a portfolio. Any deficiencies are addressed through coursework or projects. When the student has met all the standards, s/he presents the portfolio to an exit committee. Upon successful completion of this process, the Templar School of Education recommends the student to the Tennessee State Board of Education for the Endorsement in English as a Second Language Education.

Modality. Educational needs of students pursuing the ESL Endorsement are determined on a case-by-case basis. Accordingly, the program may include a combination of Credit for Prior Learning, online courses, and/or face-to-face courses offered at the Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Endorsement in ESL Education program prepares teachers to understand and meet the needs of students who do not speak English at a level where they can obtain grade-level competencies.

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 the ESL classrooms.

Required Courses. The Endorsement in ESL Education program consists of the following courses (or the equivalent competencies):

ANTH 3300	Cultural Anthropology	3

BIBL 5101	Old Testament Survey	3
BIBL 5107	Ministry of the Master	3
ELED 5400	Student Teaching: Elementary Education	6
ESED 3133	ESL Methods & Materials for Teacher Education	3
FLED 4004	Practicum: English as a Second Language I	0.5
FLED 4034	Practicum: English as a Second Language II	0.5
ESED 2100	Foundations in Linguistics	3
**World Languages Elective (6)*—choose any living verbal language, such as:		*6*
CHIN 2100	Chinese I (3)	
CHIN 2200	Chinese II (3)	
FREN 2100	French I (3)	
FREN 2200	French II (3)	
SPAN 2100	Spanish I (3)	
SPAN 2200	Spanish II (3)	
TOTAL CREDITS IN ENDORSEMENT:		*28*

Endorsement in Gifted Education
(Continuing Education)

Overview. This program provides an opportunity for licensed teachers to obtain an additional endorsement in teaching gifted children. The Program Coordinator interviews applicants for the purpose of evaluating the extent to which their teaching experiences and past coursework demonstrate competencies required by Johnson University. Evidence is collected in a portfolio. Any deficiencies are addressed through coursework or projects. When the student has met all the standards, s/he presents the portfolio to an exit committee. Upon successful completion of this process, the Templar School of Education recommends the student to the Tennessee State Board of Education for the Endorsement in Gifted Education K-12.

Modality. Educational needs of students pursuing the Gifted Education Endorsement are determined on a case-by-case basis. Accordingly, the program may include a combination of Credit for Prior Learning, online courses, and/or face-to-face courses offered at the Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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 the Gifted classrooms.

Required Courses. The Endorsement in Gifted Education program consists of the following courses (or the equivalent competencies):

BIBL 5101	Old Testament Survey	3

BIBL 5102	New Testament Survey	3
EDUC 4064	Nature & Needs of the Gifted Child	3
EDUC 4074	Methods of Teaching the Gifted Child	3
SCED 5023	Topics & Trends in Secondary Education	3
EDUC 5225	Diversity & Special Education	3
ELED 5400	Student Teaching: Elementary Education	6
FLED 3310	Field Experience: Team Teaching	0.5
TOTAL CREDITS IN ENDORSEMENT:		*24.5*

Endorsement in Gifted Education
(Undergraduate)

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. Other concepts and experiences are incorporated into graduate courses offered in hybrid format based on the Tennessee campus, as well as internship or student teaching assignments in local schools. Students participate in an afterschool enrichment program where they team-teach small groups of children. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

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	3
ELED 5400	Student Teaching: Elementary Education	6
FLED 3310	Field Experience: Team Teaching	0.5
HLED 5215	Brain-Based Learning	3
HLED 5225	Curriculum & Diversity	3
TOTAL CREDITS IN ENDORSEMENT:		*18.5*

Education Specialist in Educational Leadership

Program Director: Roy V. Miller, Ed.D.

Overview. The Education Specialist (Ed.S.) program in Educational Leadership serves as an initial licensure program for kindergarten through twelfth grade (K-12) school leaders. Graduates of the program serve in building level leadership positions such as instructional coaches, assistant principals, or principals as well as district level leadership positions such as supervisors and directors. This Ed.S. program is an excellent extension to the Master of Arts in Holistic Education currently offered in the Templar School of Education. The Ed.S. in Educational Leadership encompasses 40 hours of graduate level course work. In accordance with the Tennessee Instructional Leadership Standards (TILS), which govern school leadership licensure in Tennessee, the program addresses the following areas: Biblical leadership theory, the Principalship, educational research, instructional leadership, clinical supervision, supervision of special groups, school finance, education law, and provide real-world experiences in schools.

Modality. Pending TDOE approval, the Ed.S. in Educational Leadership combines face-to-face, online, and field experiences. The primary modality of instruction is face-to-face classroom experiences one weekend per month at the Johnson University Tennessee campus. This face-to-face classroom instruction is supplemented with online content. Additionally, students take part in a field experience over the course of the program, which gives them an opportunity to elucidate the theories they learn with practical application. This hybrid approach ensures that students have a copious and propitious education while accommodating the schedules of working professionals.

Purpose, Student Learning Outcomes (SLO) and Standards. The purpose of the Education Specialist in Educational Leadership degree is to prepare exceptional school leaders to serve education institutions as exceptional leaders while exemplifying Christian ideals.

The goals (standards) and objectives (indicators) of the Educational Leadership program mirror the expected competencies of school leaders set forth in the Tennessee Instructional Leadership Standards (TILS).

SLO 1: Graduates will be able to implement instructional leadership for continuous improvement in a school setting.

Standard A: Instructional Leadership for Continuous Improvement:

An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).

5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

SLO 2: Graduates will be able to create and sustain a strong culture for teaching and learning in a school setting.

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

SLO 3: Graduates will be able to implement strategis for effective professional learning and growth in a school setting.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:

1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

SLO 4: Graduates will be able to effectively manage resources at the school level.

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:

1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

SLO 5: Graduates will be able to demonstrate an understanding of ethical practices in school leadership through a Christian perspective.

Required Courses. The Ed.S. in Educational Leadership consists of the following courses:

Prerequisite

EDLS 6000	Orientation	1
EDLS 6100	Foundational Principles of Biblical Leadership	3
EDLS 6200	Instructional Leadership	3
EDLS 6250	Curricular Leadership	3
EDLS 6300	Organizational Theory	3
EDLS 6400	Clinical Supervision of School Personnel	3
EDLS 6500	Intermediate Educational Research	3
EDLS 6600	Leadership of Diverse Groups	3
EDLS 6700	School Economics	3
EDLS 6750	Education Law	3
EDLS 6810	Field Experience I	2
EDLS 6820	Field Experience II	2
EDLS 6830	Field Experience III	2
EDLS 6910	Capstone Project I	2
EDLS 6920	Capstone Project II	2
EDLS 6930	Capstone Project III	2
TOTAL CREDITS IN DEGREE:		*40*

Education Specialist in Educational Technology

Program Director: Chris M. Templar, Ph.D.

Overview. The Education Specialist (Ed.S.) program in Educational Technology is designed to serve as a specialist degree in the area of educational technology and is designed to meet the needs of educational technology coaches, administrator of educational technology programs and technologically savvy teachers. Graduates of the program would serve in building level leadership positions such as technology coaches, as well as district level leadership positions such as supervisors and directors.

Modality. The preliminary structure of the Ed.S. in Educational Technology program combines

in-person, online, and hybrid courses. The base courses and Bible courses will be taught online with the specialized courses being taught during the summer at the Johnson University TN campus. This hybrid approach to the instructional program ensures that students have a copious and propitious education while accommodating the schedules of working professionals.

Purpose and Student Learning Outcomes (SLO)

Purpose. The purpose of the Education Specialist in Educational Technology is to prepare exceptional technology leaders to serve education institutions as exceptional leaders while exemplifying Christian ideals.

SLO 1: Graduates will be able to integrate their faith and technology in their job.

SLO 2: Graduates will be able to meet the ISTE technology standards for coaches.

SLO 3: Graduates will be able to make responsible decisions to keep up to date with technological innovations in their classrooms, schools or districts.

Required Courses. The Ed.S. in Educational Technology consists of the following courses:

CPED 6103	Biblical Principles of Leadership	3
CPED 6203	Educational Technology Leadership	3
CPED 6303	Instructional Design & Learning Environments	3
CPED 6403	Technology in Integrated Learning Environments	3
CPED 6503	Coding for Elementary & Secondary Students	3
CPED 7103	Special Issues I: Critical Thinking & the Makerspace	3
CPED 7203	Special Issues II: Robotics	3
CPED 7303	Special Issues III: Unmanned Aerial Systems	3
BIBL 6107	Ministry of the Master	3
CPED 7423	Emerging Technologies	3
CPED 7403	Capstone Project I	3
CPED 7413	Capstone Project II	3
TOTAL CREDITS IN DEGREE:		*36*

ACADEMIC POLICIES & PROCEDURES

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 Handbooks* posted on the Johnson University website for the Tennessee campus and the Florida campus .

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.

- ***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.
- ***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, and (6) working on the same homework with other students when the professor does not allow it.

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.

Academic Calendar

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

FALL TERM (16 weeks)		**SPRING TERM (16 weeks)**		**SUMMER TERM (16 weeks)**	
Fall 1 (8 weeks)	**Fall 2 (8 weeks)**	**Spring 1 (8 weeks)**	**Spring 2 (8 weeks)**	**Summer 1 (8 weeks)**	**Summer 2 (8 weeks)**

Traditional Academic Year

- Each calendar year includes three 16-week "terms" (excluding special events and school holidays). "Spring Term" typically extends from early January through early May, "Summer Term" from early May through late August, and "Fall Term" from late August through mid-December. Term courses are typically 15 weeks in length, which allows time for a break between terms.

- Each 16-week "term" includes two 8-week "sessions" referred to as "Spring 1, Spring 2, Summer 1, Summer 2, Fall 1, and Fall 2." Session courses are typically 7 weeks in length, and run weeks 1-7 or weeks 2-8 in an 8-week session, which allows time for 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 undergraduate 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.
- 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."

Current Academic Calendars. The current academic calendars for the Tennessee Campus, Florida Campus, and Online and Non-Traditional 7-Week Programs appear in the first section of this *Catalog* under "General Information on Johnson University."

Credit Hour Definition

Johnson University students earn "credit hours" or "credits" by successfully completing university courses. Most Johnson University courses are 3-credit courses. The University defines a "credit hour" in a manner consistent with traditional practice in the United States (the "Carnegie Unit") and with regulations issued by the U.S. Department of Education.

Undergraduate Credit Hour. At the undergraduate level, Johnson University defines a "credit hour" to include a minimum of 37.5 clock hours of learning activities.

Graduate Credit Hour. At the graduate level, Johnson University defines a "credit hour" to include a minimum of 50 clock hours of learning activities.

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 at 865-251-2300 (Tennessee Campus) or 407-847-8966 (Florida Campus). During their first term, school deans assign a permanent faculty 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.

- ***Graduate Students.*** School deans assign graduate students a faculty advisor according to their chosen program of study. Initial contact is made through students' Johnson University email addresses or by phone. The deans, the entire graduate faculty, and administrative staff are also available for graduate advising.

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 EX, 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 the proposed schedule and clear the student for registration through Jenzabar. Students are then responsible for registering for the needed courses.

Registration may also include other preparations, such as making financial arrangements, providing insurance and directory information, and taking yearbook and I.D. photos. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop date.

Course Schedule Changes. Students may change their course schedules during the registration period and at the beginning of the new term.

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 form must be accompanied by a Directed Study course syllabus designed by the intended instructor which details the required contact hours of the course between the student and the faculty member, a significant writing component, and evidence that the course substantially provides the same learning experience as the traditional offering.

The Directed Study must be approved by the instructor, the student's academic advisor, the appropriate school dean, and the Provost's Office in Tennessee and/or Florida. 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 Provost's Office may waive the fee if Johnson University created the need for the Directed Study through, for example, an unavoidable course scheduling conflict. (*NOTE:* The Directed Study policy and fee do not apply to Elective Concentrations within the Ph.D. program.)

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 and the number XXXX and 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. 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.

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.
- **Application Fee.** Submit the $35 non-refundable application fee via check, credit card, or online.
- **Commitment to the Johnson University Lifestyle**. Students must read and adhere to the Johnson University lifestyle by signing the commitment form.
- **Letter of reference** from the applicant's minister.

Online Courses

Online Course Prerequisites

HUMN 1102 Online Cornerstone Experience
Students enrolled in an online program must complete the HUMN 1102 Online Cornerstone Experience requirement. This course is offered online in the first session of each term. New online program seeking students must complete the HUMN 1102 Online Cornerstone Experience course prior to/alongside their first courses. A transfer student may receive a waiver with a 2.5 GPA or higher on transfer work and is 25 years of age or older. If a waiver of HUMN 1102 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.
Note: While many online courses are available to all students, not all online courses are available to students enrolled in face-to-face programs. In special circumstances, students enrolled in face-to-face programs may be granted permission to enroll in closed online courses with permission from the dean of their school.

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.

Grading System

Grades and Quality Points. The standard 4-point grade scale for Johnson University appears on the table below. All Johnson University professors use this scale unless the unique demands of their subject matter require a different approach. In such cases, the alternative grade scale appears in the course syllabus. Professors then convert final grades to the letter grade and quality point system found on the table. Grades and quality points are recorded as follows:

Letter Grade	Grade Scale	Quality Points	Description
A	97-100	4.00	**Excellent.** Clearly stands out. Unusually sharp insight. Initiates thoughtful questions. Sees multiple sides of an issue. Speaks and writes logically and clearly. Integrates ideas from previous courses and other disciplines. Anticipates the next step in progression of ideas. Accomplishes significantly more than the minimum requirements. Work is of the highest quality.
A-	94-96	3.67	
B+	91-93	3.33	**Good.** Displays a strong grasp of all subject matter and an above average understanding of all basic concepts. An active listener and participant in class discussions. Accomplishes more than the minimum requirements. Work is of high quality.
B	87-90	3.00	
B-	84-86	2.67	
C+	81-83	2.33	**Fair.** Displays a satisfactory comprehension of subject matter and a general understanding of all basic concepts. Accomplishes the minimum requirements. Oral and written communication skills consistent with those expected of a university student.
C	77-80	2.00	
C-	74-76	1.67	**Poor.** Quality and quantity of work are barely acceptable.
D+	71-73	1.33	
D	68-70	1.00	
D-	65-67	0.67	
F	0-64	0.00	**Failing.** Quality and/or quantity of work are unacceptable.
P		N/A	**Passing.** Denotes adequate completion of a pass/fail credit course, equivalent to a C or higher. Does not affect GPA.
PT		N/A	**Passing Transfer Course.** Denotes a grade of C or higher on a course accepted for transfer. Does not affect GPA.
I		N/A	**Incomplete.** Does not affect GPA (see below).

E		N/A	**Emergency.** Does not affect GPA (see below).
W		N/A	**Withdrawal** 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 term.

1. ***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 include 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 subterm 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.

2. ***Emergency ("E") Grade.*** A grade of "E" is given when an emergency situation interrupts otherwise satisfactory coursework for an extended period of time.

   Instructors *should* award an Emergency grade only 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* award 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 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 Emergency grade 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.

   The *Request Form* must include 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 Emergency grade may not extend beyond 180 days from the date of approval.*

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,

3. 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 ÷ 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	3.0	8.0
			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). If individual schools, programs, or professors choose to assess student participation as part of the evaluation process, they may record attendance or use other methods such as quizzes, classroom discussions, online discussions, participation in study groups, documentation of access to the *Sakai* course website, submitted assignments, tests, and/or direct interaction with the instructor.

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	**Subterm Course**
Adding a Course	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	**Subterm Course**
Dropping a Course	Before 5:00 p.m. EST on the first Friday after courses begin	Before 5:00 p.m. EST on the Wednesday 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 subterm course must log into the course within the first 3 days. However, if a student does not attend or fails to log into their subterm 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	**Subterm Course**
Administrative Drop from a Course	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. Withdrawals are effective on the date the

student delivers a completed *Withdrawal Form* to the Office of the Registrar. 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	**Subterm Course**
Withdrawing from a Course	After the drop deadline, but before 5:00 p.m. EST on the tenth 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. All official withdrawals from the University 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 "F" (Failure) for all courses.

Failure to 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. Doing so enables students to return and complete a degree program under the requirements in place at the time they took the leave —without the need to reapply to enter the University. 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 either the Vice Provost of Academic Services in Tennessee or Associate Provost in Florida.

The LOA may not extend beyond 180 days from the date of approval. Students who do not petition for the LOA or who discontinue study for more than 180 days must reapply prior to entering the University. Such students must complete their degree program under the requirements in place at the time of their return.

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, courses that may be repeated for credit (e.g. Chapel), 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 75% 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 – 29.9 credits	Junior:	60 – 89.9 credits
Sophomore:	30 – 59.9 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 18.5 credits without permission from the dean of the school in which they are studying. Students on academic probation must enroll in a limited class load of no more than 12.5 credits.

An excess load fee is charged for credits that exceed 15.5 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 subterm). Students may not enroll in more than 12 credits without permission from the dean of the school in which they are studying.

Master's Students. For master's degree students, 9 credits per term constitute "full-time" status. A normal course load is 9-12 credit hours per term. For MBA students, a normal course load is 6 credit hours per term (or 3 credit hours for each subterm).

Doctoral Students. For doctoral students, 6 credits per term constitute "full-time" status. A normal course load is 6 credit hours per term (or 3 credit hours for each subterm). Most students will reach candidacy status or a point in their academic careers when they have taken all of the required courses and dissertation credits, but who are still working to complete degree requirements. As they work to complete their degree requirements, they enroll in continuation courses which allows them to maintain their "full-time" status. It is assumed that students enrolled in continuation courses will be engaged in academic work averaging 15-20 hours per week. The student's advisor will ensure that this criteria is being met.

Academic Standing for Undergraduate Students

Good Academic Standing. To earn an associate's 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. (As noted below, they must also earn a minimum cumulative GPA of 2.5 for courses included in their professional major.) 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.

Undergraduate Students Academic Warning. Undergraduate 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. Undergraduate students who were admitted after 2014 will be placed on Academic Warning if the GPA in their declared major falls below 2.50. 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. The Registrar will remove the Warning

notation from the transcript after the student has earned a 2.0 or higher for the term during which the student was on Warning.

Academic Probation. Students who fail to meet the required cumulative GPA of 2.0 or who earned a term GPA below 2.0 for two consecutive terms (fall-spring or spring-fall) will be placed on Academic Probation for the subsequent term. Students on Academic Probation are limited to no more than 12.5 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 third 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).

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. 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 by submitting to the Admissions Office (1) a *Returning Student Application*; (2) all necessary financial aid paperwork; and (3) financial clearance to resume enrollment from the Student Accounts Office. The reapplication process includes a review of many factors, including academic ability, student character and maturity, motivation and seriousness of purpose, and financial issues. Applications of acceptable candidates demonstrate timeliness, integrity, academic readiness, spiritual maturity, and a purpose in harmony with that of Johnson University. The Admissions Office decides whether or not to admit an applicant.

Academic Standing for Graduate Students

Good Academic Standing. Graduate students must have a minimum cumulative grade point average (GPA) of 3.0 ("B") on a 4-point scale to graduate from any degree program. Students are

therefore in "good standing" when their cumulative GPAs are 3.0 or higher. Johnson University computes GPAs at the end of each term (fall, spring and summer).

Academic Warning. Graduate students who fail to meet the 3.00 GPA or any other requirements in a single term of a graduate program will be placed on academic warning for the following term. Graduate students on academic warning should consult their advisor immediately. The Registrar will remove the warning notation from the student's file after the student successfully raises the GPA to required levels.

Academic Probation. If a graduate student's cumulative GPA falls below 3.0, they are placed on probation but may enroll in the subsequent term. Students should contact their school dean for advice on improving academic performance. In most instances, graduate students should repeat courses for which they earned a grade lower than "B."

Academic Suspension and Readmission. If the cumulative GPA remains below 3.0 at the end of the probationary term, students are suspended from the University for one term. At the end of the suspension, students may re-enroll and have two terms to achieve the required GPA of 3.0 or higher. Failure to achieve overall cumulative GPA of 3.0 or higher within this timeframe results in permanent suspension. Permanent suspension is reserved for students who continually fail to meet Johnson University's expected performance requirements as measured by GPA.

Notification of Probation or Suspension. The University makes every effort to notify students of probation. Suspension letters are mailed as certified mail. However, failure of the student to receive notification does not nullify the probation or suspension.

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 bacherlor'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 HIST 4200 History of the Restoration Movement and HUMN 4200 Senior Capstone Seminar.

Graduate Residency Requirements. In order to receive a graduate degree, certificate, or other credential from Johnson University, at least 50% 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."

Transcripts

The Office of the Registrar furnishes students with complimentary credit transcripts upon written request. *Transcript Request* forms are available on the Johnson University website and at the Office of the Registrar. Students should complete the form and deliver it to the Office of the Registrar. No transcripts will be furnished until all financial accounts have been settled satisfactorily with the University.

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. The last 32 hours of credit must be earned at Johnson University. 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.

Note that students must complete the final 36 credits of degree requirements, including the majority of their professional requirements, 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-English-speaking countries must provide Johnson University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. Johnson University accepts transcript evaluations only from agencies that hold membership in the National Association of Credential Evaluation Services (NACES, www.naces.org). Applicants should use one of the following agencies: World Education Services, Inc. (www.wes.org), Educational Credential Evaluators, Inc. (www.ece.org), or ACRAO International Education Services (http://ies.aacrao.org). A copy of the transcript in the native language must accompany the certified translation.
- 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 50 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 appropriate school dean.
- 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.

TRANSFER GUIDELINES FOR THE ARTS & SCIENCES CORE	
Johnson University Requirement	**Transfer Guidelines**
Written Communication	Johnson University accepts courses designed to improve students' *writing skills*. Examples include English Grammar (with writing emphasis), Freshman Composition, English Composition, College Writing, Research Writing, and Creative Writing.
ENGL 1013 English Composition I (3)	
Oral Communication	Johnson University accepts courses designed to improve students' *public speaking skills*. Examples include Speech, Debate, and Rhetoric.
COMM 1013 Introduction to Speech (3)	
History, Literature, &World Civilizations	
ENGL 1100 Introduction to Literature (3)	Johnson University accepts courses focusing on *critical analysis and interpretation of literary texts*. Examples include World Literature, Literature of the Western World, Shakespeare, or any introduction to a particular genre of literature. *(Critical Thinking* involves skills of analysis, conceptualization, evaluation, logical reasoning, and argumentation.)
HIST 1100 World Civilizations I (3)	Johnson University accepts courses that include critical and historical examination of world cultures. 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, Literature, and General Humanities.
HIST 1200 World Civilizations II (3)	
PHIL 2100 Philosophical Inquiry & Critical Thinking (3)	Johnson University accepts courses that promote critical thinking and focus on the nature of philosophical inquiry, logic, the history of philosophy, or applied philosophy. Examples include Comparative Religion, Philosophy, Ethics, Apologetics, or Philosophy of Education. *(Critical Thinking* involves skills of analysis, conceptualization, evaluation, logical reasoning, and argumentation.)
Religion & Ethics	
HIST 4200 History of the Restoration Movement (3)	Johnson University accepts courses that focus on the American Restoration Movement originating in the 19th century (the Stone-Campbell Movement) or a church history course that includes significant material on the Restoration Movement.
HUMN 1101 Freshman Cornerstone Experience (1)	Johnson University Tennessee accepts general orientation courses that focus on preparation for academic success for first-time college freshmen. Examples include First-Year Seminar, College Orientation and Study Skills.
HUMN 1100 Freshman Cornerstone Experience (3) (JUFL) HUMN 1102 Online Cornerstone Experience (3) (JUOL)	Johnson University Florida and Online accepts general orientation courses that focus on preparation for academic success for first-time college freshmen or Bible courses that focus on the metanarrative of scripture. Examples include College Orientation and Study Skills, Introduction to Christian Ministry, Introduction to the Bible, Survey of the Old or New Testament.

HUMN 3201 Transfer Cornerstone Seminar (1)	Johnson University accepts orientation courses that specifically target transfer students.
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.
Fine Arts	
ARTS 3100 Art Appreciation (3) COMM 2901 Communication & Christian Faith (3) MUSC 2100 Music Appreciation (3)	Johnson University accepts courses in Fine Arts (e.g. painting, sculpture, art history or appreciation) and Performing Arts (e.g. theater, dramatic writing, dance, film history or appreciation, music history or appreciation).
World Languages Electives	Johnson University accepts courses in any human language, ancient or modern, other than the student's "first language." The university does accept Sign Language, but does not accept computer languages. B.A. students must complete 12 credit hours in the same language (typically 6 credits at the elementary level and 6 at the intermediate level). B.S. students may use world languages courses to fulfill Arts & Sciences Elective requirements.
Social & Behavioral Sciences	
ANTH 1100 Encountering Cultures (3)	Johnson University accepts courses that focus on critical understanding and analysis of world cultures, intercultural communication, and world missions. Examples include Cultural Anthropology and Dynamics of World Missions. *(Critical Thinking* involves skills of conceptualization, analysis, evaluation, logical reasoning, and argumentation.)
SPSY 1100 Interpersonal & Family Relationships (3)	Johnson University accepts social psychology courses designed to improve students' *relational skills*. Examples include Family Systems Theory, Marriage and Family, Cross- Cultural Communication, and Sociology.
Social & Behavioral Sciences Electives (3)	Johnson University accepts courses in any branch of the Social and Behavioral Sciences. Examples include General Psychology, Human Development, Sociology, Cultural Anthropology, Cultural Geography, Political Science, Economics, Marketing, Criminal Justice, Nursing (social issues), Education (theory/philosophy), Organizational Dynamics, and Leadership.
Natural Sciences	Johnson University accepts courses focusing on the *physical universe*, such as Physics, Astronomy, Geology, Physical Geography, Oceanography, Ecology, Chemistry, Biology, Zoology, Botany, Anatomy, Physiology, and Health Sciences. To earn a bachelor's degree from Johnson University, students must complete at least one Natural Science course that includes a laboratory. Please note: • All baccalaureate students must complete at least one 3- or 4-credit Natural Science course that includes a lab. Such courses may transfer for HLSC2103. • A second Natural Science course, with or without a lab,
HLSC 2103 Health & Fitness Science with Lab (3)	
Natural Sciences Electives (3)	

	may transfer as a Natural Sciences Elective. • The B.A. version of the Arts & Sciences Core requires 4 credits of Natural Science, while the B.S. version requires 7 credits. If students fall 1 credit short because they meet the Natural Science requirements (including lab) through 3-unit courses, the Registrar may substitute 1 credit from any other course to complete the credit requirement. • Teacher Education students must complete a Life Science course (usually Biology) and an Earth Science course. Both must include a lab.
Mathematics	Johnson University accepts courses designed to improve students' *quantitative reasoning skills*. Examples include college- level Mathematics, Algebra, Geometry, Trigonometry, and Calculus.
MATH 2100 Quantitative Literacy (3)	
Spiritual Formation	Johnson University accepts courses designed to contribute to student's spiritual development, which Johnson University defines as "being with Christ, becoming like Christ, and engaging in the work of Christ." Examples include Chapel, Spiritual Disciplines, Spiritual Formation for Ministry, and *Lectio Divina*.
Arts & Sciences Electives	Johnson University accepts courses in any area of the Arts and Sciences, provided they are "general" in nature rather than specialty courses linked to a given profession.

Transfer of Associate's Degrees. Johnson University accepts all accredited associate's degrees as satisfying lower-division requirements in the University's Arts and Sciences core. Students who transfer to Johnson University holding accredited associate's degrees may complete bachelor's requirements with an accelerated 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. Their status will be determined following one term of study at Johnson University.

The American Council on Education recommends that colleges and universities award credit for AP grades 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	Fine Arts Elective	3 + 3 elective

	Music Theory	Fine Arts Elective or music major requirements (see below*)	3
	Studio Art 2-D Design	Fine Arts Elective	3 + 3 elective
	Studio Art 3-D Design	Fine Arts Elective	3 + 3 elective
	Studio Art Drawing	Fine Arts Elective	3 + 3 elective
English	English Language and Composition	ENGL 1013 English Composition I	3 + 3 elective
	English Literature and Composition	ENGL 1100 Introduction to Literature	3 + 3 elective
History & Social Science	Comparative Government and Politics	HIST 1200 World Civilizations II	3
	European History	HIST 1200 World Civilizations II	3
	Human Geography	ANTH 3300 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	3
	United States History	HIST 2100 American History I and HIST 2200 American History II	6
	World History	HIST 1100 World Civilizations I and HIST 1200 World Civilizations II	6
Mathematics & Computer Science	Calculus AB	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	4
	Calculus BC	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	4 + 4 elective
	Computer Science A	General Elective	3
	Statistics	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	4
Natural Sciences	Biology	Natural Sciences Elective for all students SCIN 3100 Biological Science with Lab for Teacher Education students	4 to 7
	Chemistry	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students	3 to 7
	Environmental Science	Natural Science Elective for all students SCIN 3200 Science Concepts & Methods with	4

		Lab for Teacher Education students	
	Physics C: Electricity and Magnetism	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students	4
	Physics C: Mechanics	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students	4
	Physics 1	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students	4
	Physics 2	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students	4
World Languages & Cultures	Chinese Language and Culture	*under review by AP*	0
	French Language and Culture	***Score: 3*** FREN 2100 French I FREN 2200 French II ***Score: 4*** FREN 2100, 2200, and FREN 3200 French III ***Score: 5*** FREN 2100, 2200, 3200, and FREN 3210 French IV	6 to 12
	German Language and Culture	***Score: 3*** 6 credits – elementary level ***Score: 4*** 6 credits – elementary level 3 credits – first intermediate level ***Score: 5*** 12 credit hours of German	6 to 12
	Italian Language and Culture	***Score: 3*** 6 credits – elementary level ***Score: 4*** 6 credits – elementary level 3 credits – first intermediate level	6 to 12
World Languages & Cultures		***Score: 5*** 12 credit hours of Italian	
	Japanese Language and Culture	*under review by AP*	0
	Latin	*under review by AP*	0
	Spanish Language and Culture	***Score: 3*** SPAN 2100 Spanish I SPAN 2200 Spanish II ***Score: 4*** SPAN 2100, 2200, and SPAN 3200 Spanish III ***Score: 5***	6 to 12

		SPAN 2100, 2200, 3200, and SPAN 3210 Spanish IV	
	Spanish Literature and Culture	*under review by AP*	0

*Music Theory:

- A "4" for the aural skills sub score is equivalent to MUSC 1131 Music Theory Lab I (1 credit).
- 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).
- A "4" for the written skills sub score is equivalent to MUSC 1111 Music Theory I (3 credits).
- 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).

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. Their status will be determined following one term of study at Johnson University.

The American Council on Education recommends that colleges and universities award credit for IB grades of 5 or higher on any IB Examination. Johnson University accepts this recommendation. Scores below "5" are not accepted. To apply IB credit to the professional major, students must earn a score of "6." For purposes of computing grade point averages (GPA), Johnson University assigns IB credit a grade of "P" (Passing).

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.

	IB Course	Equivalent Johnson University Course(s)	Credits
The Arts	Dance	Fine Arts Elective	3
	Film	Fine Arts Elective	3
	Music	Fine Arts Elective	3
	Theatre Arts	Fine Arts Elective	3
	Visual Arts	Fine Arts Elective	3
Experimental Sciences	Biology	Natural Sciences Elective or SCIN 3100 Biological Science with Lab	4
	Chemistry	Natural Sciences Elective	4
	Environmental Systems and Societies	Natural Sciences Elective	4
Experimental Sciences	Physics	Natural Sciences Elective	4
	Sports, Exercise and Health Science	HLSC 2103 Health & Fitness Science	3
Individuals & Societies	Business and Management	General Elective	3
	Economics	ECON 2103 Economics or Arts & Sciences Elective	3
	Geography	Arts & Sciences Elective	3

	History	HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Elective	3
	History: Africa	HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Elective	3
	History: Americas	HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Elective	3
	History: Asia/Oceania	HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Elective	3
	History: Europe and Middle East	HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Elective	3
	History: Medieval Europe and Islamic World	HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Elective	3
	Information Technology in a Global Society	General Elective	3
	Philosophy	PHIL 2100 Philosophical Inquiry & Critical Thinking	3
	Psychology	PSYC 2100 Introduction to Psychology	3
	Social and Cultural Anthropology	ANTH 3300 Cultural Anthropology	3
	World Religions	World Civilizations Elective or Arts & Sciences Elective	3
Languages	Classical Languages	General Elective	6
	Language A: Literature (English)	ENGL 1100 Introduction to Literature	3
	Language A: Language & Literature (English)	ENGL 1100 Introduction to Literature	3
	Language A: Literature (other than English)	ENGL 1100 Introduction to Literature	3
	Language A: Language & Literature (other than English)	ENGL 1100 Introduction to Literature	3
	Language B: French	FREN 2100 French I and FREN 2200 French II	6
	Language B: German	World Languages Elective	6
	Language B: Japanese	World Languages Elective	6
Languages	Language B: Mandarin	World Languages Elective	6
	Language B: Spanish	World Languages Elective	6
	Language B: Swedish	World Languages Elective	6
Mathematics & Computer Science	Computer Science	General Elective	3
	Further Mathematics	MATH 2100 Quantitative Literacy	3
	Mathematical Studies	MATH 2100 Quantitative Literacy	3
	Mathematics	MATH 2100 Quantitative Literacy	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. Their status will be determined following one term of study at Johnson University.

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.

	CLEP Examinations	**Minimum Scores (professional major)**	**Johnson University Course Equivalents**	**Credits**
BUSINESS	Financial Accounting	50 (65)	ACCT 2013 Principles of Financial Accounting	3
	Information Systems and Computer Applications	50 (59)	General Elective	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
LITERATURE	American Literature	50 (58)	ENGL 3430 Contemporary Ethnic American Lit.	3 + 3 A&S Elective
	Analyzing and Interpreting Literature	50 (60)	ENGL 1100 Introduction to Literature	3 + 3 elective
	English Literature	50 (62)	ENGL 3420 20th Century British Writers	3 + 3 A&S Elective
	Humanities	50 (56)	Fine Arts Elective and Arts & Science (Literature) Elective	3 or 6
HI	American Government	50 (63)	HIST 2100 American History I or HIST 2200 American History II	3

STORY & SOC SCI	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)	Social & Behavioral Sciences Elective	3
	Principles of Macroeconomics	50 (62)	ECON 2103 Economics	3
	Principles of Microeconomics	50 (64)	ECON 2103 Economics or Arts & Sciences Elective	3
	Social Sciences and History	50 (62)	HIST 1100 World Civilizations I and HIST 1200 World Civilizations II	6
	Western Civilization I	50 (57)	HIST 1100 World Civilizations I	3
	Western Civilization II	50 (56)	HIST 1200 World Civilizations II	3
MATH	Calculus	50 (64)	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	3
	College Algebra	50 (63)	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	3
	College Mathematics	50 (62)	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	3
	Pre-Calculus	50 (61)	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	3
NAT SCI	Biology	50 (57)	Natural Sciences Elective for all students SCIN 3100 Biological Science with Lab for Teacher Education students*	3 to 7
	Chemistry	50 (65)	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students*	3 to 7
	Natural Sciences	50 (62)	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students*	3 to 7
LAN	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	12

LANGUAGES			FREN 3210 French IV	
	German Language Level I	50 (59)	Elementary Level German	6
	German Language Level II	60 (67)	Intermediate Level German	12
	Spanish Language Level I	50 (56)	SPAN 2100 Spanish I SPAN 2200 Spanish II	6
	Spanish Language Level II	63 (68)	SPAN 2100, 2200, and SPAN 3200 Spanish III SPAN 3210 Spanish IV	12
*Teacher Education students must pass Biology *and either* 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)	Fine Arts Elective	3
Astronomy	48 (52) 400 (434)	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students	3
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)	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	3
Civil War and Reconstruction	47 (52) 400 (434)	HIST 2100 American History I or HIST 2200 American History II	3
Criminal Justice (3)	49 (54) 400 (434)	Social & Behavioral Sciences Elective or Arts & Sciences Elective	3
Drug & Alcohol Abuse (now Substance Abuse)	49 (53) 400 (434)	Social & Behavioral Sciences Elective or Arts & Sciences Elective	3
Environment and Humanity	46 (53) 400 (434)	Natural Sciences Elective	3
Ethics in America	46 (50) 400 (434)	General Elective	3
Foundations of Education	46 (50) 400 (434)	Social & Behavioral Sciences Elective or Arts & Sciences Elective	3
Fundamentals of College Algebra	47 (50) 400 (434)	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	3
Fundamentals of Counseling	45 (48) 400 (434)	Social & Behavioral Science Elective	3
Fundamentals of Cybersecurity	400 (434)	General Elective	
General Anthropology	47 (53)	ANTH 3300 Cultural Anthropology	3
Here's to Your Health	48 (51) 400 (434)	HLSC 2103 Health & Fitness Science	3
History of the Vietnam War	44 (49) 400 (434)	World Civilizations Elective or Arts & Sciences Elective	3
Human Resource Management	46 (53) 400 (434)	MGMT 4033 Human Resource Management	3
Human/Cultural Geography	48 (54) 400 (434)	Social & Behavioral Science Elective	3
Introduction to Business	46 (54) 400 (434)	Social & Behavioral Science Elective	3
Introduction to Computing	45 (51) 400 (434)	General Elective	3
Introduction to Law Enforcement	45 (52) 400 (434)	Social & Behavioral Sciences Elective or Arts & Sciences Elective	3
Introduction to the Modern Middle East	47 (51)	ICIS 3115 Modern Middle East, World Civilizations Elective,	3

		or Arts & Sciences Elective	
Introduction to World Religions	48 (52) 400 (434)	World Civilizations Elective or Arts & Sciences Elective	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)	General Elective	3
Organizational Behavior	48 (52) 400 (434)	BUSN 3003 Organizational Behavior	3
Personal Finance	46 (51) 400 (434)	ECON 3100 Personal & Family Economic Decision-Making	3
Physical Geology	46 (53)	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students	3
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)	Natural Sciences Elective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students	3
Principles of Public Speaking	47 (52) 400 (434)	COMM 1013 Introduction to Speech	3
Principles of Statistics	48 (51) 400 (434)	MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra	3
Principles of Supervision	46 (49) 400 (434)	General Elective	3
Rise and Fall of the Soviet Union	45 (51)	HIST 1200 World Civilizations II or Arts and Science Elective	3
Substance Abuse (formerly Drug & Alcohol Abuse)	400 (434)	Social & Behavioral Sciences Elective or Arts & Sciences Elective	3
Technical Writing	46 (50) 400 (434)	Arts & Science Elective	3
Western Europe Since 1945	45 (49)	HIST 1200 World Civilizations II or Arts and Science Elective	3

Credit for Military Training. Johnson University evaluates military training courses according to the American Council on Education's (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services* (http://www2.acenet.edu/militaryguide/CourseSearch.cfm). 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

eight Schools (above).

Johnson University academic programs must, by definition, include a minimum of 60 credits for an associate's degree, 120 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.

Minimum Grade Point Average (GPA). To earn an associate's or 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. They must earn a minimum cumulative GPA of 2.5 for courses included in their professional major. This requirement does not apply to professional minors.

To earn a master's degree, doctoral degree, or teaching credential, students must earn a minimum cumulative grade point average (GPA) of 3.0.

Undergraduate Residency Requirements. In order to receive a 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."

Graduate Residency Requirements. In order to receive a graduate degree, certificate, or other credential from Johnson University, at least 50% 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."

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.; 1-3 years for a master's degree or credential, depending on the program; and 4-6 years for the Ph.D.). 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 180 days 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 must complete the final 36 credits of degree requirements, including the majority of their professional requirements, 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 120-149 credits that include all courses required for two Johnson University majors (e.g. a 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 120-149 credits that include all courses required for three Johnson University majors (e.g. a Bible & Theology Major, along with two professional majors), then Johnson University awards a single bachelor's degree with a "triple major."

If an undergraduate student completes 150+ 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 150+ 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 120 credits required for the initial bachelor's degree—that is, 150+ 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.

A given course may simultaneously fulfill requirements for more than one major or minor, provided that students complete the total number of required credits for their degree(s).

If a given bachelor's degree is based on the B.A. version of the Arts & Sciences Core, then Johnson University awards a Bachelor of Arts degree. If the degree is based on the B.S. version of the Core, Johnson University awards a Bachelor of Science degree.

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, 2 credit hours of Chapel, 3 credit hours of Restoration History, 3 credit hours of Senior Capstone Seminar, and the required courses for the professional major (30+ credits). If the student's previous bachelor's degree included 12 or more credit hours of foreign language, the student will receive a Bachelor of Arts; otherwise, the student will receive the Bachelor of Science. Degrees that include a professional minor will include the normal 33-credit Bible & Theology Major, 2 credit hours of Chapel, 3 credit hours of Restoration History, 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 1101 Orientation to the Old Testament I	3
BIBL 1201 Orientation to Old Testament II	3
BIBL 2201 Orientation to New Testament	3

BIBL 2130 Exegetical Methods for English Bible	3
BIBL 31xx, 32xx OT Elective	3
BIBL 33xx, 43xx NT Epistles Elective	3
BIBL 42xx NT Gospels Elective	3
HIST 4200 Restoration History	3
HUMN 4200 Senior Capstone Seminar	3
PRMN 1500 Chapel	2
THEO 2100 Fundamentals of Christian Faith	3
Professional major	30+

Multiple Graduate Degrees. Graduate students may earn multiple master's or doctor's degrees from Johnson University, provided that no more than 50% of the coursework for one degree is applied to the other degree.

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 each year, during April/May and August in Tennessee and April/May in Florida. 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 University website. 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 and June 15 for August 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 must request to graduate *in absentia* ("while absent") through the *Declaration of Intent to Graduate* or the *Graduate Absentia Request Form* available on the University website. The graduation fee will still be charged to those who graduate *in absentia*.

Academic Honors

Undergraduate Dean's List. All degree-seeking undergraduate students who complete at least 12 credits and have a Fall Term grade point average (GPA) of 3.67 to 4.00 appear on the Dean's List. The Dean's List is printed in the Awards Chapel program. Students on disciplinary probation or who do not fulfill Chapel or Service Learning requirements do not qualify for the Dean'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 an "honors" watermark on their diploma and recognition of that achievement on their official transcripts.

APPLICATION & ADMISSION

Application for Admission

Purpose and Mission Fit. Johnson University exists to carry out a specific mission:

Johnson University educates students for Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations.

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.

Most prospective students will be interested in some Great Commission-related ministry. Others, not having any certain vocational goal in mind, will want to enroll with a mind open to God's direction for their life's work.

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 essay 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, Online or ExtendEd
Admissions Office
Johnson University
7900 Johnson Drive
Knoxville, TN 37998
Telephone: 1-800-827-2122
Email: Admissions@JohnsonU.edu

Johnson University Florida
Admissions Office
Johnson University Florida
1011 Bill Beck Boulevard
Kissimmee, FL 34744
Telephone: 1-888-468-6322
Email: AdmissionsFL@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. 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 June 1 for Fall Term, November 1 for Spring Term, and March 15 for Summer Term. The ability to complete the application process in a thorough and timely manner is a minimal indication of readiness for college.

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) The online application contains a **commitment form,** three short-answer **essay questions**, and contact information for one **reference.**
  - **Reference**. Johnson University requires one reference from a spiritual mentor, minister or church leader. The applicant cannot be related to the reference, and it is preferred for the applicant to know the reference for a minimum of one year. A "spiritual mentor" may refer to any spiritual leader who can verify the applicant's church involvement and Christian commitment.
  - **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 Questions**. Students must answer three short-answer essay questions. Responses should be at least 150 words in length and edited for grammar, spelling and content.
- **Application Fee.** Submit the $35 non-refundable application fee via check, credit card or online (www.JohnsonU.edu/Apply)
- **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 for a probationary period (see section on Academic Caution below).
- Teacher Education Requirements
  - **Johnson University Tennessee -** Minimum score of 21 ACT or 1060 (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 GPA, earned over two full-time consecutive terms at Johnson University and/or another college or university with no course failures; and (2) passing scores on the PRAXIS Test (Basic Skills Test).
  - **Johnson University Florida -** Minimum score of 19 ACT or 1000 (1350 pre-2016 SAT including essay) for students applying for Teacher Education in accordance with Johnson University Florida's agreement with the State of Florida. Students who lack the required ACT or SAT score may petition the Teacher Education Interdisciplinary Committee for a waiver if they meet one of the following four sets of criteria:

    (1) meet two of the three criteria:
    - minimum of 2.5 cumulative GPA at Johnson University
    - passing score on General Knowledge Test
    - grade of B- or better in all Teacher Preparation Core Courses and Field Experiences

    (2) meet all of the following criteria:
    - minimum 2.3 cumulative GPA at Johnson University
    - passing score on the General Knowledge Test
    - grade of C or better on only one Teacher Preparation Core Course or Field Experience; all other grades in Teacher Preparation Core and Field Experience B- or better

    (3) meet all of the following criteria:
    - minimum 2.5 cumulative GPA at Johnson University
    - no passing score on the General Knowledge Test
    - grade of C or better on only one Teacher Preparation Core Course or Field Experience; all other grades in Teacher Preparation Core and Field Experience B- or better

    (4) meet all of the following criteria:
    - minimum 2.3 cumulative GPA at Johnson University
    - no passing score on the General Knowledge Test

- grade of B- or better on all Teacher Preparation Core Courses and Field Experiences

❖ **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.

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)**.** 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)
- **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). Applicants must submit the following:

❖ **Undergraduate Application Form** available on the University website (www.JohnsonU.edu/Apply). The online application contains a **commitment form,** three short-answer **essay questions**, and contact information for one **reference.**

- **Reference**. Johnson University requires one reference from a spiritual mentor, minister or church leader. The applicant cannot be related to the reference, and it is preferred for the applicant to know the reference for a minimum of one year. A "spiritual mentor" may refer to any spiritual leader who can verify the applicant's church involvement and Christian commitment.
- **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 Questions**. Students must answer three short-answer essay questions. Responses should be at least 150 words in length and edited for grammar, spelling and content.

➢ **Application Fee.** Submit the $15 non-refundable application fee via check, credit card or online (www.JohnsonU.edu/Apply)

- **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 Concurrent Student Enrollment

High school junior and senior students who are seeking to earn both high school and college credits through Johnson University must submit the following:

- **Undergraduate Application Form** available on the University website (www.JohnsonU.edu/Apply).
- **High school transcript, home school transcript** (unofficial or current transcripts can be used for acceptance purposes).
- **Letter of Reference** using the undergraduate Applicant Reference form (www.johnsonu.edu/ApplicationForms)
  - One **letter of reference** from a minister or church leader. The reference must be from a minister or church leader at the church the applicant currently attends. The applicant cannot be related to the reference, and it is preferred for the applicant to know the reference for a minimum of one year. A "church leader" may refer to any spiritual leader who can verify the applicant's church involvement and Christian commitment.
- **Commitment to the Johnson Lifestyle with Personal Statement of Faith**. 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.

Undergraduate International Student Admissions Documents

Applicants from countries 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). The online application contains a **commitment form,** three short-answer **essay questions**, and contact information for one **reference.**
  - **Reference**. Johnson University requires one reference from a spiritual mentor, minister or church leader. The applicant cannot be related to the reference, and it is preferred for the applicant to know the reference for a minimum of one year. A "spiritual mentor" may refer to any spiritual leader who can verify the applicant's church involvement and Christian commitment.
  - **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 Questions**. Students must answer three short-answer essay questions. Responses should be at least 150 words in length and edited for grammar, spelling and content.

Application Fee. Submit the $35 non-refundable application fee via check, credit card or online (www.JohnsonU.edu/Apply)

- **High School Transcript** or equivalent with an international academic credential evaluation
- **Evidence of Competency in English** in one of the following forms (if a major part of their education was not in English)
  - Test of English as a Foreign Language (TOEFL) test score of 527-530 for paper, 197 for computer, or 71 or higher for internet (This test is available from the Educational Testing Service, Princeton, NJ 08540) or
  - Evidence of passing the Ordinary Level English test or its equivalent
- **Official Transcripts** from *all* colleges and universities attended (if any) with an international academic credential evaluation Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to the Admissions Office at Johnson University. Applicants may use the Johnson University *Transcript Request Form* (www.JohnsonU.edu/ApplicationForms).

  International Students. 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). These evaluations serve as the applicant's official record of academic achievement and are used to determine eligibility. Johnson University accepts transcript evaluations only from agencies that hold membership in the National Association of Credential Evaluation Services (NACES, www.naces.org). Applicants should use one of the following agencies:

  - World Education Services, Inc. (www.wes.org)
  - Educational Credential Evaluators, Inc. (www.ece.org)
  - ACRAO International Education Services (http://ies.aacrao.org)

Undergraduate Admissions Deadlines and Decisions

Admissions Deadlines. The admissions staff processes thousands of inquiries and hundreds of applications each year. To allow adequate time to prepare for student enrollment,

Tennessee and Florida Campus:

- Applications for Fall Term should be received by June 1 and files must be completed by July 1.
- 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.

Online Campus:

TERM	APPLICATION Deadline
2019 Fall Term 1	July 15
2019 Fall Term 2	September 15
2020 Spring Term 1	December 1
2020 Spring Term 2	February 14
2020 Summer Term 1	April 1
2020 Summer Term 2	June 1

Admissions Decisions. Applicants may expect a response from the admission committee to be mailed 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. A limited number of students who do not otherwise meet academic admission standards may receive a type of conditional admittance called "Academic Caution." Students admitted on "Academic Caution" are limited to 12.5 to 14.0 credits during their first term and must enroll in JASC 0101 Skills for Academic Success, a 1-credit course offered by the Academic Support Center (ASC). Students required to take this course must pass it and be in good standing (GPA 2.0 or higher) with the University at the end of the term, or they will be suspended.

Additional Admissions Requirements for Certain Undergraduate Programs

The following undergraduate programs include additional admission requirements:

Musical Arts Major. Please see *Application, Audition, and Admission to the Musical Arts Program* in *The School of Communication & Creative Arts* chapter, under *Musical Arts Major.*

Worship Ministry Major. Please see *Application, Audition, and Admission to the Worship Ministry Program* in *The School of Communication & Creative Arts* chapter, under *Worship Ministry Major*.

Undergraduate Teacher Preparation Program (FL). Please see *Undergraduate Teacher Preparation Program Admission, Continuation, and Licensure* in the *Templar School of Education* chapter.

Undergraduate Teacher Education Program (TN). Please see *Undergraduate Teacher Education Program Admission, Continuation, and Licensure* in the *Templar School of Education* chapter.

Bachelor of Music Education Program (TN). Please see *Bachelor of Music Education Program Admission and Continuation, Application and Audition* in the *School of Communication & Creative Arts* chapter.

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), 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 www.fafsa.ed.gov 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

Mathematics Requirement. Students who earn a score of 23+ on the math section of the ACT or 560+ on the math section of the SAT should fulfill their Mathematics requirement in the Arts & Sciences Core with MATH 2200 College Algebra or any higher-level math course that is appropriate for their program needs. Students who earn a math score less than these threshold values are encouraged to fulfill their Mathematics requirement in the Arts & Sciences Core with MATH 2100 Quantitative Literacy.

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.*

General Requirements for Admission to Master-Level Graduate Programs

Purpose and Mission Fit. Johnson University seeks master's degree applicants whose goals are commensurate with both the *institutional mission* and the *intended outcomes of the desired graduate program*. Applicants express their goals in an admissions essay (described below).

Bachelor's Degree. All master's degree applicants must hold an earned bachelor's degree from an accredited academic institution.

Appeal of Unaccredited Bachelor's Degree. Students who graduated from unaccredited institutions may be considered for conditional admittance (probationary) if they score in the 50th percentile or higher on the verbal portion of the Graduate Record Examination (GRE) General Test and if, in the judgment of the graduate faculty, the programs and reputation of the University justify such admission. Students from unaccredited institutions must provide evidence of the

breadth, depth, and quality of their programs through, for example, course syllabi and faculty credentials. Students who complete 9 credit hours of graduate work with a 3.0+ GPA will be removed from probationary status. Students who do not maintain a 3.0 GPA after completing 9 credit hours will be withdrawn from the program.

Bachelor's Degree Grade Point Average (GPA) Requirements. Applicants must have earned the following minimum GPA in their undergraduate program to qualify for admittance to a graduate program:

Program	**GPA (4.0 scale)**
Master of Arts in New Testament	2.5
Master of Arts in Intercultural Studies	2.5
Master of Arts in Educational Technology	3.0
Master of Arts Post-Baccalaureate Teacher Education	3.0
Master of Arts in Holistic Education	3.0
Master of Arts in Counseling	3.0
Master of Business Administration	2.5
Master of Strategic Ministry	2.5

Appeal of Low Grade Point Average. Applicants who meet all admissions requirements except the undergraduate GPA requirement may petition the faculty for conditional admittance (probationary). Probationary status may be granted to an applicant who provides evidence of performance above that predicted by his undergraduate GPA. Such evidence must be presented in writing and may include (1) a score in the 50th percentile or above on the verbal portion of the GRE General Test or 50th percentile or above on the Miller Analogies Test (MAT), or (2) outstanding achievement in research and writing, or (3) other evidence of ability to perform successfully at the graduate level. This policy is intended primarily for persons who have been away from formal education for five or more years.

Bible Prerequisites. The following master's programs include Bible prerequisites. These requirements may be met through either undergraduate or graduate coursework. Appropriate courses are available from Johnson University in both face-to-face and online formats. Students may enroll in prerequisite courses concurrently with their graduate work.

Program	**Undergraduate Credit Hours**	**Graduate Credit Hours**
Master of Arts in Educational Technology	27	6
Master of Arts Post-Baccalaureate Teacher Education	27	6
Master of Arts in Holistic Education	27	N/A
Master of Strategic Ministry	27	6

Admissions Documents Required for All Master's Programs

The following admissions documents are required for *all* Johnson University master's degree programs (see below for "Additional Admission Requirements for Certain Master's Programs"). Candidates must submit all documents before their applications may be considered.

❖ **Completed Graduate Application Form** found on the Johnson University website (www.JohnsonU.edu/Graduate-Admissions). Note the application deadlines on the table below:

Program	Entry Term	All Application Items Received	Interview Required?	Admissions Decisions Issued:
Master of Arts in New Testament	Fall	July 15	No	Within two weeks of file completion
	Spring	December 15		
Master of Arts in Intercultural Studies	Fall 1	July 15	No	Within two weeks of file completion
	Fall 2	September 15		
	Spring 1	December 1		
	Spring 2	February 15		
	Summer 1	April 1		
	Summer 2	June 1		
Master of Arts in Educational Technology	Summer	April 1	Yes	Within two weeks of interview
	Fall	July 1		
	Spring	November 1		
Master of Arts in Post-Baccalaureate Teacher Education	Summer	February 1	Yes	Within two weeks of interview
Master of Arts in Holistic Education	Summer	February 1	Yes	Within two weeks of interview
Master of Arts in Counseling	Summer	January 15	Yes	Late March/Early April
	Spring	October 1	Yes	Late Nov./Early January
Master of Business Administration	Fall	July 15	No	Within two weeks of file completion
	Spring	December 15		
Master of Strategic Ministry	Summer	April 1	Yes	
Ed.S. in Educational Leadership	Summer	January 15	Yes	Within two weeks of interview
Ed.S. In Educational Technology	Summer	February 28	Yes	Within two weeks of interview
Graduate Student Teaching (current Johnson University Education students only)	Fall	February 1	Yes	Within two weeks of interview
	Spring	September 20	Yes	Within two weeks of interview
Graduate Certificate in Christian Ministries	Fall 1	July 15	No	Within two weeks of file completion
	Spring 1	December 1		
	Summer 1	April 1		

➢ **Application Fee**. Submit the $50 non-refundable application fee via check, credit card, or online (www.JohnsonU.edu/Graduate-Admissions). Johnson University seniors continuing into graduate programs are exempt from the application fee.

➢ **Completed Graduate Reference Form** (www.JohnsonU.edu/Graduate-Admissions) with three references—preferably from a minister/church leader*, educator, and employer/colleague

NOTE: Knoxville Fellows and Master of Strategic Ministry applicants are exempt from this requirement because partner institutions screen candidates and serve as

references. Graduate student teaching applicants are required to submit only two references. One must be from a non-education faculty member.

** A "church leader" may refer to any spiritual leader who can verify the applicant's church involvement and Christian commitment.*

- **Official Transcripts** must be received from *all* undergraduate and graduate institutions the applicant has attended. Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to the Admissions Office at Johnson University. Applicants may use the Johnson University *Transcript Request Form*. Those interested in transferring graduate-level coursework to Johnson University should seek approval from the appropriate dean or program director. The maximum number of transfer credit hours varies by program. *NOTE: The Tennessee State Department of Education permits Teacher Education students to transfer only coursework from regionally accredited institutions.* Transcripts may also be sent electronically through services such as eSCRIPT-SAFE, the Global Electronic Transcript Delivery Network, and Parchment send services. A fax is not considered an official transcript.

  International Students. Applicants who have earned academic credits from non-U.S. educational institutions must submit official course-by-course transcript evaluations in digital form to the Johnson University Admissions Office (GraduateStudies@JohnsonU.edu). These evaluations serve as the applicant's official record of academic achievement and are used to determine eligibility. Johnson University accepts transcript evaluations only from agencies that hold membership in the National Association of Credential Evaluation Services (NACES, www.naces.org). Applicants should use one of the following agencies:

  - World Education Services, Inc. (www.wes.org)
  - Educational Credential Evaluators, Inc. (www.ece.org)
  - ACRAO International Education Services (http://ies.aacrao.org)

- **Photo ID**. Applicants are asked to provide a recent Government Photo ID emailed in digital format (e.g., driver's license, passport photo). Johnson University seniors continuing on to graduate programs at Johnson University are not required to provide another photo.
- **Admissions Essay**. Applicants must submit a two- to three-page essay describing their:
  - Reasons for pursuing a chosen degree program at Johnson University
  - Current Christian commitment, including church and ministry involvement
  - Prior teaching and/or work experience, including both ministry and professional activities that have shaped their decision and prepared them for graduate studies
  - Personal career goals and how their chosen graduate program will help accomplish those goals
  - Additional information the faculty should know as it considers the application

Additional Admissions Requirements for Certain Master's Programs

The following master's degree programs include additional admissions requirements:

Master of Arts in New Testament. Students who lack enough course work in biblical studies to provide adequate preparation for graduate study may be required to complete some foundational readings before the end of the first term of enrollment. This work will be assigned and assessed by the Program Director.

Applicants who desire to pursue the M.A. in New Testament with a Preaching Concentration should have completed six credit hours of Homiletics or the equivalent. Otherwise, they must complete CMPR 5100 Expository Preaching through Johnson University. This course is also recommended for students who have not taken a Homiletics course in the last 10 years.

Applicants who desire to pursue the Research Concentration must demonstrate proficiency in translating and exegeting New Testament Greek texts by either (1) presenting a university or seminary transcript showing 12 credit hours (or equivalent) in Hellenistic Greek, or (2) passing a proficiency test administered by the graduate faculty.

Admissions Decisions – Admissions decisions for this program are issued on a rolling basis as applications are completed.

Master of Arts in Educational Technology. Applicants who desire to pursue the M.A. in Educational Technology must hold a current teaching license or current employment as a teacher in a State or Christian school. They also must have access to a multimedia computer with high-speed modem or broadband access and an account with full internet access. They must show **Evidence of Competency in English** in one of the following forms (if a major part of education was not in English):

- Test of English as a Foreign Language (TOEFL) test score of at least 483 for paper, 157 for computer, or 50 for internet
    - This test is available from the Educational Testing Service, Princeton, NJ 08540

      Johnson code: 1345
- Evidence of passing the Ordinary Level English test or its equivalent.

Master of Arts in Post-Baccalaureate Teacher Education. Applicants who desire to pursue one of Johnson University's M.A. Post-Baccalaureate (MAP) Teacher Education programs must:

1. Hold an earned bachelor's degree in a field other than education from a regionally accredited institution with a cumulative grade point average (CGPA) of at least 3.0.
2. Submit a standard résumé delineating academic experience, work history, volunteer time, honors and awards history, and other pertinent information.
3. Submit answers to the following questions, using a separate page for each:
    a. What experience do you have working with children and/or youth?
    b. What training have you received to work with children and/or youth either at church or in the community?
    c. Why do you want to be an elementary or secondary ed school teacher and participate in the Johnson University MAP program?

d. How do you believe you have met the general education and professional education standards? (For example, list general education courses you have taken and give examples of ways you have learned about working with children or youth.)

4. Provide evidence of competency in English in one of the following forms (if a major part of education was not in English):

- Test of English as a Foreign Language () test score of at least 483 for paper, 157 for computer, or 50 for internet
  - This test is available from the Educational Testing Service, Princeton, NJ 08540 Johnson code: 1345, or
- Evidence of passing the Ordinary Level English test or its equivalent, or
- Assurance of the applicant's English language competency from a University-approved source
- A virtual/phone interview with the Templar School of Education is required.

As a part of the application process, MAP students are also required to complete either the PRAXIS Core Academic Skills for Educators and the appropriate PRAXIS II test for the academic program in which the student desires to enroll. In place of PRAXIS Core Academic Skills for Educators, students may substitute an ACT score of 22+ or SAT score of 1590+ taken before entering the undergraduate program, or a GRE score of 1000+ on the verbal and quantitative sections of the general test.

PRAXIS scores required by the state change often and appear on the website of the Educational Testing Service (ETS, https://www.ets.org/praxis). Upon completion of the tests, select Johnson University as the institution to which official scores will be sent.

Admissions Decisions – After an applicant's complete file is evaluated, faculty from the Templar School of Education will contact the applicant to schedule an interview. A final determination regarding admission will not be issued until after the interviews for all applicants have been completed.

Graduate Student Teaching. Current Johnson University seniors who apply for student teaching must also complete the PRAXIS II test.

Admissions Decisions – After an applicant's complete file is evaluated, faculty from the Templar School of Education will contact the applicant to schedule an interview. A final determination regarding admission will not be issued until after the interviews for all applicants have been completed.

Master of Arts in Holistic Education. Applicants who desire to pursue the M.A. in Holistic Education must receive a statement of good standing from the Dean of Students, submit PRAXIS test scores, and gain acceptance to the internship experience.

Admissions Decisions – After an applicant's complete file is evaluated, faculty from the Templar School of Education will contact the applicant to schedule an interview. A final determination regarding admission will not be issued until after the interviews for all applicants have been completed.

Master of Arts in Counseling. The following special considerations apply to master's programs in Counseling:

Counseling Prerequisite. The graduate counseling programs require applicants to have completed undergraduate credit hours in counseling or a related field from a regionally accredited institution. The Clinical Mental Health Counseling (CMHC) concentration requires 18+ credit hours, and the School Counseling concentration requires 15+ credit hours. These courses should include academic credit in subjects such as human development, counseling, family studies, psychology, and sociology. Applicants without adequate preparation must complete this requirement before their applications are considered complete. An official transcript must be received by the Admissions Office before the application deadline.

Miller Analogies Test (MAT). Applicants must complete the MAT as part of their application to enter graduate counseling programs. The MAT is a high-level assessment of mental ability required by many graduate schools. The test is given at official Controlled Testing Centers throughout the United States. A list of testing sites and fees may be obtained by calling the Psychological Corporation at 800-622-3231 or visiting www.milleranalogies.com.

Within a few days of taking the MAT, applicants will receive an official report of their test score. The score will also be sent to institutions designated by the applicant. The MAT score must be received by the Admissions Office at Johnson University by the application deadline. Non-degree seeking students are exempt from the MAT requirement. While the MAT is preferred, the Graduate Counseling Program will consider scores from the Graduate Record Exam (GRE) in place of the MAT. Applicants may submit GRE or MAT scores completed within the past five years.

Writing Sample. Applicants must submit a 5-10 page writing sample from their previous college work, which will help faculty evaluate their academic writing ability. In the graduate counseling programs, students will use the *Publication Manual of the American Psychological Association, 6th edition* (APA) as their style guide. As such, it is preferred that students submit writing samples in APA format, although papers submitted in the Modern Language Association (MLA) style guide or *Chicago Manual of Style* (CMS) will also be accepted.

Interview and Interview Waiver Form. An integral component of the application process is the applicant interview. The interview committee consists of the School of Social & Behavioral Science graduate faculty. Applicants participate in an Interview Day that includes activities with other candidates, current graduate students, and faculty, along with an individual interview with the faculty. The Interview Day is designed to assess applicants' personal qualifications, Christian character, and readiness for training in the professional counseling field. Applicants must sign an *Interview Waiver Form* prior to the interview, thereby waiving their right to privacy with reference to the interview.

Admissions Decisions - The faculty will review application materials and notify participants in writing of the status of their application within one month of the Interview Day.

Post-Acceptance Requirements. Students accepted into graduate Counseling programs must maintain continuous student membership in the American Counseling Association (ACA). This organization provides up-to-date information in the counseling field, liability insurance for internships, opportunities to network with other therapists, and numerous training conferences and publications. An application for student membership may be obtained from the ACA website

(www.counseling.org). ACA will send the applicant a membership letter with an identification number. Evidence of ongoing membership in the ACA and up-to-date malpractice insurance must be submitted to the graduate program each year; if ACA membership and/or malpractice insurance lapse, students may not register for classes until these items are brought up to date.

Master of Strategic Ministry ExtendEd Phoenix. Applicants must apply and be accepted to the Leadership Institute to be accepted in the Johnson University Master of Strategic Ministry program. Submit a Leadership Institute letter of acceptance to the Admissions Office at Johnson University Tennessee.

Master of Strategic Ministry ExtendEd Indianapolis. Applicants must submit an ExtendEd Indianapolis Strategic Ministry Residency application and also apply to Johnson University's Graduate program. Three references must be completed using the reference form specific to the Indianapolis Strategic Ministry Residency.

Master of Strategic Ministry ExtendEd Orlando. Applicants must submit an ExtendEd Orlando Strategic Ministry Residency application and also apply to Johnson University's Graduate program. Three references must be completed using the reference form specific to the Orlando Strategic Ministry Residency.

Educational Specialist (Ed.S.) in Educational Leadership. Applicants who desire to pursue Johnson University's Ed.S. in Educational Leadership program must:

1. Hold a masters's degree in education or a related field
2. Hold a valid teaching license in the state of Tenneesee
3. Have at least three years of successful teaching experience
4. Submit the Educational Leadership Candidate Portfolio

Admissions Decisions – After an applicant's complete file is evaluated, faculty from the Templar School of Education will contact the applicant to schedule an interview. A final determination regarding admission will be issued after interviews for all applicants have been completed.

Educational Specialist (Ed.S.) in Educational Technology. Applicants who desire to pursue Johnson University's Ed.S. in Educational Technology program must:

1. Hold a masters's degree in education or a related field
2. Hold a valid teaching license or comparable credentials

Admissions Decisions – After an applicant's complete file is evaluated, faculty from the Templar School of Education will contact the applicant to schedule an interview. A final determination regarding admission will be issued after interviews for all applicants have been completed.

Graduate 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)**.** 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.
For reenrolling students, Admissions must receive the following information via the my.JohnsonU.edu online form:

- Current Address
- Current Phone Numbers
- Current Email Address
- Program (if changing program, a form is required by the Registrar)
- Term of Reenrollment
- Any schools attended during their absence from Johnson University

There is no fee for reenrollment.

Reapplying Applicants: absent for *more than* three consecutive terms (includes full Fall, Spring, and Summer terms). Applicants must submit the following:

- **Acceptable Graduate Application Form** available on the University website (www.JohnsonU.edu/Apply)
- **Application Fee** of $15 (non-refundable) via check, credit card or online (www.JohnsonU.edu/Apply).
- **Completed Graduate Reference Form** (www.JohnsonU.edu/Graduate-Admissions) with three references—preferably from a minister/church leader*, educator, and employer/colleague (www.JohnsonU.edu/ApplicationForms)

  * *A "church leader" may refer to any spiritual leader who can verify the applicant's church involvement and Christian commitment.*
- **Transcripts** from *all* colleges and universities attended since leaving Johnson University
- **Admissions Essay**. Applicants must submit a one-page essay describing their:
  - Reasons for re-entering their chosen degree program at Johnson University
  - Current Christian commitment, including church and ministry involvement
  - Prior teaching and/or work experience, including both ministry and professional activities that have shaped their decision and prepared them for graduate studies
  - Personal career goals and how their chosen graduate program will help accomplish those goals
  - Additional information the faculty should know as it considers the application
- **Appeal letter** to the Academic Standing Committee if the student was not in good standing upon departure

Doctoral Program Admissions

Purpose and Mission Fit. At the doctoral level, Johnson University offers the Ph.D. in Leadership Studies through the Center for Global Studies. The University seeks applicants whose goals are commensurate with both the *institutional mission* and the *intended outcomes of the doctoral program*. Applicants express their goals in an admissions essay (described below).

Master's Degree. All doctoral degree applicants must hold an earned master's degree from an accredited academic institution.

Admissions Documents Required for the Doctoral Program

The following admissions documents are required for the doctoral program. Candidates must submit all documents before their applications may be considered.

- ❖ **Completed Doctoral Application Form** found on the Johnson University website. Applicants must submit the form by May 1 and complete their files by June 15 for Fall (August) enrollment. They must submit the application by October 1 and complete their files by November 15 for Spring (January) enrollment.
- ➢ **Application Fee**. Submit the $50 non-refundable application fee via check, credit card or online (www.JohnsonU.edu/Online/Future-Students/Admissions).
- ➢ **Completed Doctoral Reference Form** Three references are required—preferably from a minister/church leader*, educator, and employer/supervisor.

  ** A "church leader" may refer to any spiritual leader who can verify the applicant's church involvement and Christian commitment.*
- ➢ **Official Transcripts** must be received from *all* undergraduate and graduate institutions the applicant has attended. Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to the Admissions Office at Johnson University Tennessee. Applicants may use the Johnson University *Transcript Request Form*. Transcripts may also be sent electronically through services such as eSCRIPT-SAFE, the Global Electronic Transcript Delivery Network, and Parchment send services. A fax is not considered an official transcript. Transcripts should demonstrate that the applicant holds an earned master's degree from an institution of higher education holding regional accreditation or accreditation by the ABHE (Association for Biblical Higher Education). Johnson University will evaluate degrees from other schools on a case-by-case basis. Successful applicants will typically hold a 3.0+ cumulative GPA on a 4-point scale for their master's-level coursework.

  International Students. Applicants who have earned academic credits from non-U.S. educational institutions must submit official course-by-course transcript evaluations in digital form to the Johnson University Admissions Office (CGSPHD@JohnsonU.edu). These evaluations serve as the applicant's official record of academic achievement and are used to determine eligibility. Johnson University accepts transcript evaluations only from agencies that hold membership in the National Association of Credential Evaluation Services (NACES, www.naces.org). Applicants should use one of the following agencies:

  - World Education Services, Inc. (www.wes.org)
  - Educational Credential Evaluators, Inc. (www.ece.org)
  - ACRAO International Education Services (http://ies.aacrao.org)

- **Admissions Test.** Prospective students should submit test results from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT). Scores should be no more than 5 years old. Successful applicants will typically place in the 50th percentile or higher.
- **Photo ID**. Applicants are asked to provide a recent government-issued photo ID in print or digital format.
- **Admissions Essay**. Applicants must submit a 500-1200 word essay describing their:
  - Reasons for pursuing a Ph.D. in Leadership Studies from Johnson University
  - Current Christian commitment, including church and ministry involvement
  - Prior teaching and/or work experience, including both ministry and professional activities that have shaped their decision and prepared them for graduate studies
  - International and/or cross-cultural experiences
  - Personal career goals and how the Ph.D. will help accomplish those goals
  - Additional information the committee should consider while reviewing the application
- **Academic Writing Sample.** As a sample of their academic writing ability, applicants must submit a published article or a research paper written for a graduate course (e.g., master's thesis).
- **Interview.** An interview with members of the faculty may be required.
- **Evidence of English Competency.** (International Students only) Prospective students must submit one of the following:
  - Test of English as a Foreign Language (TOEFL) with a minimum score of 527 for paper, 197 for computer, or 71 for the internet-based test. TOEFL is available from the Educational Testing Services. Scores are only valid for two years.
  - Evidence of passing the General Certificate of Education (GCE) Ordinary Level English test or its equivalent.
  - Assurance of graduate-level English language competency from a Johnson University-approved source.

  Evidence of English Competency is not required for:

  - Non-native speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, and New Zealand).
  - Non-native speakers who have successfully completed at least a two-year postsecondary course of study in which English was the language of the instruction.
  - Transfer students from institutions in the United States or Canada whose postsecondary academic coursework was favorably evaluated in relation to its demand and duration.
  - Non-native speakers who have taken the TOEFL test within the past two years and meet Johnson University standards.

Non-native speakers who have successfully pursued postsecondary academic work at schools where English was the language of instruction in an English speaking country for a specified period, typically two years.

Admissions Decisions – Completed files will be reviewed collectively following the application deadline. Faculty from the School of Business & Public Leadership will contact the applicant to schedule an interview. A final determination regarding admission will be issued after all interviews and all applicant files have been reviewed by the Evaluation Committee.

Doctoral 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)**.** 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.
For reenrolling students, Admissions must receive the following information via the my.JohnsonU.edu online form:

- Current Address
- Current Phone Numbers
- Current Email Address
- Program (if changing program, a form is required by the Registrar)
- Term of Reenrollment
- Any schools attended during their absence from Johnson University

There is no fee for reenrollment.

Reapplying Applicants: absent for more than three consecutive terms (includes full Fall, Spring, and Summer terms): Applicants must submit the following:

- **Acceptable Doctoral Application Form** available on the University website
- **Letter of reference** from the applicant's minister using the **Doctoral Reference Form**
- **Transcripts** from *all* colleges and universities attended since leaving Johnson University
- **Admissions Essay**. Applicants must submit a one-page essay describing their:
  - Reasons for returning to the Ph.D. in Leadership Studies program
  - Current Christian commitment, including church and ministry involvement
  - Prior teaching and/or work experience, including both ministry and professional activities that have shaped their decision and prepared them for graduate studies
  - International and/or cross-cultural experiences
  - Personal career goals and how the Ph.D. will help accomplish those goals

- Additional information the faculty should know as it considers the application

➢ **Appeal letter** to the Academic Standing Committee if the student was not in good standing upon departure

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)
- *Graduate Online Application* (www.JohnsonU.edu/Apply)

❖ **Application Fee**. Submit the non-refundable $35 undergraduate or $50 graduate application fee via check, credit card or online (www.JohnsonU.edu/Apply). Johnson University seniors continuing into graduate programs are exempt from the application fee.

❖ **Letter of Reference** from either the applicant's minister/church leader* or educator. Use the appropriate reference form found online:

- *Undergraduate Applicant Reference Form* (www.JohnsonU.edu/ApplicationForms)
- *Graduate Applicant Reference Form* (www.JohnsonU.edu/Tennessee/Future-Students/Graduate-Admissions).

**A "church leader" may refer to any spiritual leader who can verify the applicant's church involvement and Christian commitment.*

❖ **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. Applicants may use the Johnson University *Transcript Request Form*. Transcripts may also be sent electronically through services such as eSCRIPT-SAFE, the Global Electronic Transcript Delivery Network, and Parchment send services. A fax is not considered an official transcript.

❖ **Abbreviated Admissions Essay**, one-half to one page in length, that includes:

- Personal introduction
- Purpose for pursuing course(s) from Johnson University
- Any additional information the applicant desires to share

- List of courses in which the applicant intends to enroll

Enrollment Items. Accepted applicants must submit the following item before registering for classes:

- Recent government-issued photo ID emailed in digital format (e.g., driver's license, passport photo)

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.

STUDENT FINANCES & HOUSING

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 breakdowns of the estimated cost of each program, as well as an overview of the fees associated with each program.

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.

Payment Policy

Payment Policy. Students are required to have their student account balance paid in full or in good standing through financial aid and/or a Tuition Management Systems (TMS) payment plan before they may begin courses. For payment options, see below.

Students are informed before the beginning 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.

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 will be charged a late fee or registration reinstatement fee of $100.
- ***Monthly Payment Plan***. Enrolling in Tuition Management Systems (TMS) enables students to pay for their education in interest-free, monthly installments, over the course of a 4-month

period. There is an enrollment fee of $35 for each one-term payment plan. To learn more about TMS, contact them at 800-339-7043 or visit JohnsonU.afford.com.

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 Add/Drop dates of each term/session. **If you are taking online courses**, your financial aid will disburse as you reach part-time status and are eligible for Federal and state aid. Refunds cannot be released until one week after aid is disbursed. Undisbursed funds show up in the "Pending Aid" 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.

Tennessee Traditional Face-to-Face Undergraduate Tuition

	Per Term
Full-Time Tuition (12-15.5 credit hours)	$7,740
	Per Credit Hour
Part-Time Tuition (1-11.9 credit hours)	$500

Other Tennessee Traditional Face-to-Face Undergraduate Tuition Charges

	Per Credit Hour
Normal Excess Load Fee	
16.0+ credit hours (with GPA 3.49 or less)	$140
Reduced Excess Load Fee	
16.0+ credit hours (with GPA 3.50 or higher)	70
16.0+ credit hours (Honors Program students)	0
Audit Fee	30
Summer Term Internship	100
Summer School (No Gen Fees)	375

Non-Traditional Face-to-Face, and Graduate Tuition

	Per Credit Hour
Dual Enrollment	$100
Endorsement ESL Education	450
Endorsement Gifted Education	450
MA Counseling	575
MA Educational Technology	450
MA Holistic Education	450
MA Post-Baccalaureate	450
Master of Strategic Ministry	500
Ed.S. in Educational Leadership	575
Ed.S. in Educational Technology	575

Tennessee Traditional Undergrad General Fees*

	Per Term
Full-Time General Fees (12.0+ credit hours)	$720
	Per Credit Hour
Part-Time General Fees (1-11.9 credit hours)	$55

Tennessee Non-Traditional Face-to-Face Graduate Studies and Graduate General Fees

	Per Term
MA Counseling	$260
MA Educational Technology*	100
MA Holistic Education*	100
MA Post-Baccalaureate*	100
Ed.S. in Educational Leadership	100
Ed.S. in Educational Technology	100

***Fall and Spring Terms only*

Tennessee Campus Housing

	Per Term
Johnson and Brown Halls	
Single Room (when available)	$2,170
Double Occupancy Room	1,558
Triple Occupancy Room (when available)	1,330
Clark Hall	
Single Room (when available)	1,330
Senior Transitional Housing	
Duplex	2,600
Urban Plunge Housing, per person	2,450

	Per Term
Single Students Shared Housing, per person	
Duplex	$2,600
Townhouse	2,600
Mobile Home	2,380
Bell Hall Apartments	2,380
Family Housing Units	
Duplex	3,640
Townhouse	3,240
Mobile Home	
14x66 (3 Bedroom)	3,120
14x56 (2/3 Bedroom)	3,010
Bell Hall	
1 Room Efficiency	2,160
1 ½ Room Studio	2,440
1 BR Medium	2,700
1 BR Large	2,968
1 BR X-Large	3,166
2 BR XX-Large	3,390
Term Break Housing	varies

Tennessee Meal Plans

	Per Term
17 Traditional or 225 Block Meal Plan	$1,915
13 Traditional or 190 Block Meal Plan	1,740
9 Traditional or 130 Block Meal Plan	1,558

Other Fees

BA/BS Business Admin Program Fee* (per term)	$50
BA/BS Nonprofit Admin Program Fee* (per term)	50
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	165
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
Lifetime Transcript Fee	25
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	35
Moving Violation—Second Offense	50
Parking Citation	30
Activity Fee	225
Registration Reinstatement Fee	100
Returned Check Fee (per check)	25
Student ID Replacement Fee	10
Teacher Education Liability Insurance Fee	25
Textbooks	varies
Vehicle Decal Replacement Fee	10
Vehicle Registration/Decal Citation	30

***Fall and Spring Terms only*

Course Fees	*Per Term*
BUSN 3063 Bus An & Dec Makng (TN)	$40
BUSN 4023 Organizational Strategy & Policy	30
CMCM 4110 Counseling Ministry Practicum	31
CMPR 3203 Spiritual Formation	50
CMSF 5100 Intro to Spiritual Formation	200
CMSM 4323 Bible Lands (TN)	3850
COUN 5000 GCP Orientation	36
COUN 5540 Group Dynamics, Theories, & Tech.	55
COUN 5583 Testing & Appraisal II	25
COUN 5586 Counseling Skills & Techniques	55
COUN 6100 Clinical Practicum	80
COUN 6XXX Clinical Technology Fee	110
EDUC 2013 Introduction to Teaching: Elem. Ed.	10
EDUC 3311 Language Arts Methods	19
ECED 5115 EC Education Internship I	300
ECED 5400 Student Teaching: PreK-3rd Grade	300
ELED 5115 Elem. Education Internship I	300
ELED 5400 Student Teaching: Elem. Education	300
ELSL 5115 Elem Ed & ESL Ed Internship I	300
ELSL 5400 Student Teaching: Elem Ed K-5 & ESL PreK-12	300
FAMS/PSYC 4101 Ethics & Professional Practice	40

FAMS/PSYC 4914 Internship	86
FLED 1031 Field Experience: School Obsv	133
HLED 5225 Curriculum & Diversity	40
HSVC 2100 Interviewing & Counseling Skills	25
HUMN 1201 Freshman Cornerstone Seminar	50
HUMN 3201 Transfer Cornerstone Seminar	50
HUMN 3203 Spiritual Formation	50
JASC 0101 Skills for Academic Success	33
MGMT 3033 Entrepreneurship/Sm Bus Mgmt	40
MGMT 4033 Human Resource Management	40
MKTG 3013 Marketing	40
PBHL 2204 Anatomy & Human Body Systems w/Lab	50
PHED 5400 Student Teaching: Physical Ed.	300
SCED 5200 Student Teaching: Secondary Ed	300
SCIN 3303 Animal Biology	varies with enrollment**
SCIN 3403 Plant Biology	varies with enrollment**
Science Lab Fee (all SCIN Labs)	50
WORS 1000 Worship Ministry Orientation	100
Private Music Lessons:	
½ hr/wk instrument lessons per term	335
1 hr/wk instrument lessons per term	635
½ hr/wk voice lessons per term	400
1 hr/wk voice lessons per term	700
Voice lesson fee includes accompaniment fee	

**Contact the professor for more information.

Tuition and Fees: Florida 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.

Florida Traditional Face-to-Face Undergraduate Tuition

	Per Term
Full-Time Tuition (12-15.5 credit hours)	$7,740
	Per Credit Hour
Part-Time Tuition (1-11.9 credit hours)	$500

Other Florida Traditional Face-to-Face Undergraduate Tuition Charges

	Per Credit Hour
Normal Excess Load Fee	
16.0+ credit hours (with GPA 3.49 or less)	$140
Reduced Excess Load Fee	
16.0+ credit hours (with GPA 3.50 or higher)	70
16.0+ credit hours (Honors Program students)	0
Audit Fee	30
Summer Term Internship	100
Summer School (No General Fees)	375
Dual Enrollment	100

Florida Traditional Undergraduate General Fees

	Per Term
Full-Time General Fees (12.0+ credit hours)	$615
	Per Credit Hour
Part-Time General Fees (1-11.9 credit hours)	$55

Florida Campus Housing

	Per Term
Single Student Shared Housing, per person	
2-Bedroom Apartment	$1,740
Single Room (when available)	2,170
Family Housing	
Efficiency Apartment	3,450
2-Bedroom Apartment	4,290
3-Bedroom Apartment	4,630
4-Bedroom Apartment	4,780
Term Break Housing	varies

Florida Meal Plans

	Per Term
17 Traditional or 225 Block Meal Plan	$1,915
13 Traditional or 190 Block Meal Plan	1,740
9 Traditional or 130 Block Meal Plan	1,558

Other Fees

BA/BS Business Admin Program Fee* (per term)	$50
BA/BS Nonprofit Admin Program Fee* (per term)	50
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	165
Handicap Parking Citation	100
Housing Unit Cleaning Fee	varies

Housing Unit Damage Fee	varies
Housing Unit Pet Violation Fee	$500
Housing Unit Transfer Fee	200
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
Lifetime Transcript Fee	25
Lost Key Charge—Building/Equipment (per key)	25
Lost Key Charge—Housing (per key)	25
Lost Key Charge—Post Office Box (per key)	2
Moving Violation—First Offense	35
Moving Violation—Second Offense	50
Parking Citation	30
Registration Reinstatement Fee	100
Returned Check Fee (per check)	25
Student ID Replacement Fee	10
Teacher Ed Insurance & Activity Fee (per term)	60
Textbooks	varies
Vehicle Decal Replacement Fee	10
Vehicle Registration/Decal Citation	30

**Fall and Spring Terms Only*

Course Fees

	Per Term
BUSN 4023 Organizational Strategy & Policy	$ 30
CMSM 4323 Bible Lands	3850
CMSF 5100 Intro to Spiritual Formation	200
EDUC 2013 Introduction to Teaching: Elem. Ed.	25
PSYC 4914 Internship	60
PSYC 4915 Advanced Internship	15
JASC 0101 Skills for Academic Success	33
MGMT 3033 Entrepreneurship/Sm Bus Mgmt	40
MGMT 4033 Human Resource Management	40
MKTG 3013 Marketing	40
SCIN 3100 Biological Science with Lab	varies w/ enrollment**
Science Lab Fee (All SCIN Labs)	50
WORS 1000 Worship Ministry Orientation	100
WORS 3110 Worship Leadership & Ministry	240
Private Music Lessons:	
½ hr/wk instrument lessons per term	335
1 hr/wk instrument lessons per term	635
½ hr/wk voice lessons per term	400
1 hr/wk voice lessons per term	700
Voice lesson fee includes accompaniment fee	

**Contact the professor for more 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

	Per Credit Hour
AA/AS Biblical Studies (online)	$435
AS Applied Linguistics (online)	435
AS Business Administration (online)	435
AS Intercultural Studies (online)	435
AS Ministry Leadership (online)	435
BA/BS Applied Linguistics	435
BA/BS Intercultural Studies (online)	435
BA/BS Ministry Leadership (online)	435
BA/BS Pastoral Care and Counseling (online)	435
BS Business Administration (online)	435
BS Nonprofit Administration (online)	435
Business Administration (online minor)	435
Intercultural Studies (online minor)	435

Online Graduate Tuition

	Per Credit Hour
MA Intercultural Studies (online)	$450
MA New Testament (online)	450
Master of Business Administration (online)	600
PhD Leadership Studies (online)	675

Online Certificate Tuition

	Per Certificate
Christian Ministries (undergraduate & graduate)	$2000
	Per Credit Hour
Advanced Graduate Certificate in Leadership Studies	$675
Biblical Interpretation (graduate)	450
Economic Community Development (graduate)	450

Intercultural Studies (undergraduate)	$435
Intercultural Studies (graduate)	450
Spiritual Formation & Leadership (graduate)	450
Translation (graduate)	450
Translation Consultancy (graduate)	450
Graduate General Fees	
MBA General Fee (per term)	$200
PhD Leadership Studies General Fee (per term)	200
Program Fees	
MBA Program Fee - Student Conferences (per term)	$ 50
MA New Testament Continuation Fee (per term)	300
MA New Testament Retreat Fee	varies
PhD Regalia Fee	767
Other Fees	
Credit by Demonstrated Competency (per credit)	$50
Graduation Fee	165
Late Financial Arrangement Fee	100
Lifetime Transcript Fee	25
Online Technology Fee (per credit hour)	20
Registration Reinstatement Fee	$100
Returned Check Fee (per check)	25
Textbooks	varies
Thesis Binder Fee	85
Course Fees	*Per Term*
BIBL 5104 World of the New Testament *(section attending Holy Land trip)*	$3850
BUSN/LDRS/NPMG 6123 Capstone	95
CFGS 8010 Candidacy Continuation	60
CFGS 8113 Proposal Seminar Continuation	60
CFGS 8115 Proposal Defense Continuation	60
CFGS 8500 Dissertation Continuation	60
CFGS 8601 Dissertation Defense Continuation	60
CMCM 4110 Counseling Ministry Practicum	31
FAMS/PSYC 4914 Internship	36
JASC 0101 Skills for Academic Success	33
LDRS 5013 Leadership	40
SCIN 3100 Biological Science with Lab	149
SCIN 3200 Science Concepts & Methods w Lab	11

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 recreation fee supports the operation of these student services.

Audit Fee. This fee is charged per credit hour for any campus or online audit courses.

BA/BS Business Administration Program Fee. This SoBPL 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 and Florida campuses, to assist with costs associated with conferences, meetings, food and entertainment, etc.

BA/BS Nonprofit Administration Program Fee. This SoBPL program fee is charged in the Fall and Spring Terms to all students enrolled in the face-to-face Nonprofit Administration program on the Tennessee and Florida campuses, 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 off-set 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, or background checks.

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 15.5 credit hours. This fee is waived for participants in the Honors Program. Likewise, students who exceed the limit only because they are participating in a varsity sport are exempt from the fee.

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.

Graduate General Fee. Every student who takes courses on campus has access to the computer network and labs, library, activities center, career services, counseling center, first aid, interscholastic sports, and other services during the academic year. General fees support such services, along with additional technology needed for specific courses.

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.

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. This fee does not apply to Elective Concentrations within the Ph.D. program.

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 or when patrons have not returned overdue materials after the third notice. Funds are used to replace those materials.

Lifetime Transcript Fee. All new students are charged this one-time fee to cover all transcript needs for their lifetime. The fee is assessed during each student's first term enrolled. Students may request a transcript by contacting the Office of the Registrar at the Tennessee or Florida campus, or by completing the Transcript Request online.

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.

MA New Testament Continuation Fee. This fee applies only to students enrolled in the M.A. in New Testament degree program, who are working on an integrating project or thesis. The University assesses this fee each term following the initial term for the thesis/project. It covers expenses associated with supervising these endeavors.

MA New Testament Retreat Fee. This fee applies only to students enrolled in the Spiritual Formation & Leadership Concentration within the M.A. in New Testament degree program. It is applied when a student participates in the retreat.

MBA Program Fee. This fee applies to students enrolled in the Master of Business Administration program to assist with costs associated with conferences, meetings, food and entertainment, etc.

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.

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 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.

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. Professional Educators of Tennessee (PET) is a liability insurance program that protects students from claims against them that could arise from working in local schools. This fee is assessed during terms when a student is conducting student teaching.

Teacher Education Insurance & Activity Fee (JUFL). This fee is assessed to all JUFL Teacher Education students every term to cover liability insurance, yearly conference registration and other activities.

Textbooks. Textbook costs should be considered additional expenses for enrollment. The only exceptions to this policy are the textbooks required for online bachelor's and master's degree programs in Intercultural Studies. Textbooks may be purchased from the online bookstore.

Thesis Binder Fee. This fee applies only to students enrolled in the M.A. in New Testament program. It covers the cost of binding theses.

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.

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 damage 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 damages that might occur to the housing unit. When the unit is vacated and has been properly inspected, the deposit is refunded with any damage charges deducted from it. 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. The policy regarding deposit refunds for married student housing appears in Section D of the *Housing Agreement*.

Resident 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 at *Tennessee Future Student Housing* at http://www.JohnsonU.edu/Tennessee/Future-Students/Housing.aspx.

Family Housing Units. Housing needs of non-traditional students vary significantly. Johnson University Tennessee therefore provides four primary types of housing units: apartments, mobile homes, townhouses, and duplexes. See *Tennessee Future Students Housing* at http://www.JohnsonU.edu/Tennessee/Future-Students/Housing.aspx for details.

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 may store their belongings in their current unit and reserve it for Fall Term by paying a summer storage charge equivalent to one month's rent. The charge must be paid before leaving campus for the summer.

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.

Florida Campus Housing. Johnson University's 40-acre branch in Kissimmee, Florida, likewise features housing for both single and married students.

Single Student Housing. Single students share apartment-style housing units, which provide the experience of independent living, opportunities for Christian fellowship, security, and a family atmosphere. Apartments feature full kitchens, satellite television service, and wireless internet access. Other campus amenities include on-campus parking, laundry facilities, swimming pool, exercise room, student lounge with TV/VCR/DVD and stereo access, and plenty of space for recreation in the park-like atmosphere of the southern part of the campus. On-campus housing includes ground-level apartments designed and equipped for the physically disabled.

Family Housing. Johnson University Florida welcomes families and encourages them to become involved in the campus community. Students with families enjoy the pool and recreation rooms, as well as the play area, swings, bicycle racks, picnic tables, and an abundance of grassy areas for play. Childcare and employment are available either on campus or within an easy drive. Students interested in family housing on the Florida campus should contact the Resident Director.

Meal Plans

Tennessee Campus Meal Plan Options. Johnson University's main campus in Tennessee features the Gally Commons dining area, the River Grill, and the Underground coffee café. 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. 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 Tennessee 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 Tennessee 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. Upon purchase, students receive a 10% bonus in value. To illustrate: If students purchase $50.00 in Flex Dollars, they actually receive a $55.00 credit on their student Flex Dollar accounts. Flex Dollars work as cash that may be used at the Gally Commons dining hall, the River Grill, and at the Underground coffee café. Unused Flex Dollars may carry forward from year to year as long as a student is enrolled in classes, but are non-refundable.

Florida Campus Food Services. Food services are provided to the Florida campus community through the Florida Commons Dining Hall and Café during posted hours. For single students living in campus housing, the charges for board are based on a required meal plan (9, 13, or 17 meals per week), which has proven to be the most economical method to provide both adequate and high-quality meals. All single students housed in the residence halls are required to be on a meal plan. Commuter students, married students, and employees may purchase a meal plan, if desired, or they may purchase individual meals. Special dietary arrangements may be made within a student's meal plan through the food services manager, which requires a doctor's note describing the student's special dietary needs.

Built in 2018, the Florida Commons Dining Hall offers the Florida campus community professionally prepared healthy, balanced meals with multiple menu options, buffet style service, and the convenience of prepared food. The Café offers the campus community a coffee/snack shop open after normal business hours, as well as another gathering space for social, study, and fellowship activities.

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 Tennessee Student Health Insurance or Florida 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: Tennessee and Online Campuses

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 3-10 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 add/drop date are said to have "dropped" the course. Students who leave a course *after* the add/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 add/drop period. If students "drop" a course *prior* to the add/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 add/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 add/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, selected fees, and room based on the scale below. 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.

7 days or less after 1st day of term	90% refund
14 days or less after 1st day of term	75% refund
30 days or less after 1st day of term	50% refund
31 days or more after 1st day of term	0% refund

Session-Length Courses (7-8 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, selected fees, and room based on the scale below. 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.

3 days or less after 1st day of session	90% refund
10 days or less after 1st day of session	50% refund
11 days or more after the 1st 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.

Tuition Refund: Florida Campus

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. When online students reside in states with minimum refund amount requirements, Johnson University will refund tuition at the greater of the institution's policy or the applicable state requirement rate.

In its academic calendar, Johnson University publishes the "last day to add or drop a course." Add/drop dates are set 3-10 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 add/drop date are said to have "dropped" the course. Students who leave a course *after* the add/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 add/drop period. If students "drop" a course *prior* to the add/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 add/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 add/drop date, they may be eligible for a partial refund or no refund according to the policies outlined below.

Students who have been accepted but do not matriculate will receive a full refund of fees, such as housing deposit, except for the application fee.

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, students who withdraw from *all* term-length courses (i.e. students who withdraw from the University) receive refunds of tuition, selected fees, and room based on the scale below. 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. Refunds shall be made within 30 days of the date of withdrawal.

7 days or less after 1st day of term	100% refund
8-14 days after 1st day of term	75% refund

15-30 days 1st day of term	50% refund
31 days or more after 1st day of term	0% refund

Session-Length Courses (7-8 Weeks). After the first day of the session, students who withdraw from *all* session-length courses (i.e. students who withdraw from the University) receive refunds of tuition, selected fees, and room based on the scale below. 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. Refunds shall be made within 30 days of the date of withdrawal

7 days or less after 1st day of session	100% refund
8-10 days 1st day of session	50% refund
11 days or more after the 1st day of session	0% refund

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 (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 the last date of attendance (LDA) for attendance-monitoring programs. For non-attendance-monitoring programs, the date used to determine if 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

8-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 6-8	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 adult studies) 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 (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 telephone the Tennessee campus at 865-251-2303 or the Florida campus at 407-569-1353.

Institutional Aid

Standards for Financial Aid. Johnson University institutional scholarships are available to most full-time degree-seeking students. Part-time students in their final term are eligible to receive institutional scholarships on a prorated basis. Students enrolled in online and adult studies programs are not eligible for institutional aid. Some institutional aid is automatically awarded upon receiving the *FAFSA.* Other institutional aid requires applications that may be obtained online at www.JohnsonU.edu. Total institutional aid may not exceed annual tuition.

President's Scholarship. This merit-based scholarship is based on applicants' highest ACT or SAT score and final cumulative GPA from high school, college, or university. Qualifying students receive an initial scholarship for their first year at Johnson University. If they maintain a 3.0+ cumulative GPA, they receive continuing scholarships for up to three more years. Award qualifications are reviewed after every Spring Term. Amounts vary.

If students who did not receive a President's Scholarship achieve a 3.0+ cumulative GPA at the end of their first year, they qualify for $1,000 annually for up to three years. If students achieve a 4.0 cumulative GPA for their first year, they receive $2,000 annually for up to three more years. The student must initiate contact with the financial aid office if they have achieved this GPA at the end of their freshman year in order for it to be awarded. The student must maintain a 3.0+ GPA for continuation of these awards.

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 sources. Students may receive up to $3,000 annually for four years at the TN campus. Students may receive up to $1500 annually for four years at the FL campus. The student must maintain a 2.75+ GPA for continuation of these awards. GPA is reviewed annually.

Ashley S. Johnson Minority Scholarship (TN). Students are deemed eligible for this scholarship based on their self-reported ethnicity during the enrollment process, the Registrar's survey, and/or their high school transcripts. Students who are interested must inquire with the financial aid office. Students receive $1,000 annually.

Ashley S. Johnson Minority Scholarship (FL). Students must meet two of the following criteria to apply for this scholarship:

- Minority Student
- 1st generation college student (determined via FAFSA)
- Dependent of a single parent (determined via FAFSA)

- EFC of 3500 or less

In addition, the student must be full time, degree seeking and maintain a 2.5 or higher high school or college GPA. The student must complete the FAFSA and submit a 500 word essay with the application about why you desire to attend Johnson and how you plan to fulfill Christ's call to advance the Kingdom along with your complete application form. Once the student receives the minority scholarship they do not need to re-apply every year. It would be renewed the following year when the counselor awards the students.

Minority Student Teaching Scholarship. Recipient must be a Tennessee campus student. This scholarship is awarded to a Tennessee campus sophomore, junior, or senior minority student pursuing a teaching degree. Recipients are selected by the Teacher Education Committee. Awardees receive $1,200 per academic year up to a maximum $4,800 for four years. Students may apply at the Templar School of Education office.

International Student Scholarship. Recipients must be nationals from a foreign country and ineligible to receive federal aid. 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. An application is necessary. Please see the Financial Aid Office to determine other Institutional Awards that can be used with the International Scholarship.

Preaching and Church Leadership Scholarship. Qualified students receive an initial scholarship their first year at Johnson University. A cumulative 3.0+ GPA must be reached at the end of junior year to increase the award $1,000 to $1,500 annually for up to four years. No separate application is necessary.

Preaching and Youth Ministry Scholarship. An initial scholarship is awarded the first year. Cumulative 2.5 and 3.0 GPA benchmarks must be reached at the end of each review year in order to increase the annual award by $375 or $750, respectively, for up to three more years. No separate application is necessary.

Program Scholarships. Annual program scholarships of $1,000 are available for Tennessee and Florida campus students enrolled in Children's Ministry, Psychology, Family Studies, Organizational Psychology, Chinese Studies, ESL/EFL Education, Communication, Islamic Studies, Latin American & Latino Studies, Linguistics, Missions, Urban Studies, Nonprofit Administration, Worship Ministry, Teacher Education, and Youth Ministry. Most require an essay and a letter of reference. Students must apply each year.

International Missionary Scholarship. Recipients must be Tennessee campus students, who are dependents of missionary parents or guardians serving internationally. If total Johnson University aid does not exceed $2,000 annually, students receives 1/2 off tuition. If aid exceeds $2,000, students receive 1/3 off tuition.

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. 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.

Married Student Scholarship. Recipients must be Tennessee campus students, who have been married at least three years. The award is $500 annually. No separate application is necessary.

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.

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.

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.

Music/Drama/Camper of the Week Scholarship. Recipients must be Tennessee campus students, who have competed and placed at state, camp, or local competitions. Awards range from $100 to $1,000. Applicants should inquire at the Financial Aid office.

Who's Who Scholarship. Recipients must be Tennessee campus students, who have appeared in *Who's Who* publications. They receive a one-time annual award of $500. Applicants should inquire at the Financial Aid office.

Graduate Counseling Program Scholarship. Full-time graduate students enrolled in the MA Counseling programs on the Tennessee campus are eligible to apply. Full-time status for scholarship eligibility requires students to accumulate a minimum of 18 credit hours of coursework in concurrent Summer-Fall-Spring Semesters of the academic year. The number and amounts of awards vary each year. This is an academic calendar scholarship with the first installment paid in Fall Term. Students must apply annually by submitting a scholarship application before March 30.

Graduate Holistic Education Program Scholarship. Full-time graduate students enrolled in the Holistic Education program on the Tennessee campus are eligible to apply. The number and amounts of awards vary each year. The scholarship application, essay, and letters of recommendation must be postmarked before April 1.

First Class Scholarship. Johnson University seniors who continue directly from their senior year into the M.A. in New Testament, the Master of Strategic Ministry, or the M.A. in Intercultural Studies may qualify for this scholarship. It covers the tuition cost for the first course.

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 (www.FAFSA.ed.gov). Applicants who do not have access to a computer may use the computer in the Financial Aid Office designated for

students. The maximum grant is $5,920 annually.

Federal TEACH Grant. The TEACH Grant is a federal financial aid program aspiring teachers. Recipients must complete four years of teaching in a specific program emphasis 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).

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 range from $400 to $1,000 annually, based on the availability of funds.

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. Graduate students are no longer eligible.

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. Graduate students are eligible for up to $20,500 per year. 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 education minus financial aid at a fixed interest rate.

Tennessee State Aid

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 Expected Family Contribution (EFC) of $2,100 or less. 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 January 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.

Tennessee HOPE Lottery Scholarship. Tennessee residents must be enrolled within 16 months of graduation from an eligible high school or GED program. Freshmen and Sophomores may

qualify for up to $3,500 annually. Juniors and Seniors may qualify for up to $4,500 annually.

Tennessee General Assembly Merit Scholarship (GAMS). Recipients must be eligible for the Tennessee HOPE scholarship. 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 Aspire Award. Recipients must be eligible for the Tennessee HOPE scholarship. 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 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 Non-Traditional HOPE Scholarship. Recipients must be Tennessee residents, age 25 or older, who are either entering freshmen in an eligible postsecondary institution or returning students who have not been enrolled for at least two years after last attending any postsecondary institution. Returning students must have household adjusted gross incomes of $36,000 or less on the IRS tax form and must earn a minimum cumulative GPA of at least 2.75 after 12 and 24 attempted credit hours. Freshmen and Sophomores may qualify for up to $3,500 annually. Junior and Seniors may qualify for up to $5,000 annually.

Tennessee Promise Scholarship. Recipients must be a Tennessee resident, who are entering into a 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.

Florida State Aid

Florida Effective Access to Student Education (EASE) Formally known as FRAG. Recipients must be a Florida resident and a U.S. citizen or eligible non-citizen for at least 12 months. The student must be enrolled in a program of study leading to a bachelor's degree that does not lead to a degree in theology or divinity. Students must not have previously received a baccalaureate degree. The annual award amount is $3,000. Eligibility for renewal is determined at the end of the second semester of each academic year. A renewal applicant must have earned a minimum institutional cumulative grade point average (CGPA) of 2.0 and earned the equivalent of 12 credit hours for each term an award was received during the academic year.

Florida Bright Futures Scholarship Program. Bright Futures awards are funded by the Florida Lottery and administered by the Florida Department of Education (FDOE). To apply, students must submit an *Initial Student Florida Financial Aid Check-In* during the last year in high school prior to graduation. Recipients must be a Florida resident and a U.S. citizen or eligible non-citizen

for at least 12 months. A student who receives funding during the current academic year (Fall through Spring) is automatically evaluated for renewal at the end of the Spring Term. The following table outlines institutional CGPA and earned hours requirements for renewal:

	Florida Academic Scholars Award	**Florida Medallion Scholars Award**	**Florida Gold Seal Vocational Scholars Award**
Minimum CGPA (unrounded & unweighted)	3.0*	2.75	2.75
Minimum Hours Required Per Term If Funded Full Time (12+ credit hours)	12 semester (earned hours)	12 semester (earned hours)	12 semester (earned hours)
Minimum Hours Required Per Term If Funded Three-Quarter Time (9-11 hours)	9 semester (earned hours)	9 semester (earned hours)	9 semester (earned hours)
Minimum Hours Required Per Term If Funded Half Time (6-8 credit hours)	6 semester (earned hours)	6 semester (earned hours)	6 semester (earned hours)

*Florida Academic Scholars with 2.75-2.99 will renew as Florida Medallion Scholars

Florida Student Assistance Grant Program. Recipients must demonstrate financial need by completing an error-free *Free Application for Federal Student Aid (FAFSA)* each academic year. Recipients must be a Florida resident and a U.S. citizen or eligible non-citizen for at least 12 months. Students must not have previously received a baccalaureate degree. A renewal applicant must have earned a minimum institutional cumulative grade point average (CGPA) of 2.0 and earned 12 credit hours for each term an award was received during the academic year. Eligibility for renewal is determined at the end of the second semester of each academic year. Credit hours earned during the previous summer can be counted toward the total number of credit hours required. Allocation is determined by the Florida Department of Education each academic year.

Florida Work Experience Program. Recipients must be a Florida resident and a U.S. citizen or eligible non-citizen for at least 12 months. Students must not have previously received a baccalaureate degree. Recipients must be enrolled with a minimum of six credit hours per term in an associate or baccalaureate degree program. Recipients must maintain a minimum 2.0 CGPA.

Funding is based on the number of hours a student worked. Students receive the award funding directly from the employer.

Florida Jose Marti Scholarship Challenge Grant Fund. Recipients must be of Spanish culture, born in or having a natural parent who was born in either Mexico or a Hispanic country of the Caribbean, Central or South America, regardless of race. Recipients must demonstrate sufficient financial need to receive a full $2,000 scholarship by submitting the *Free Application for Federal Student Aid (FAFSA)* in time to be processed by the U.S. Department of Education on or before May 15. Recipients must submit a fully completed error free *Initial Student Florida Financial Aid Check-In* during the student's last year in high school by April 1. They must also have earned (by the seventh semester) a minimum unweighted high school CGPA of a 3.0.

Florida Scholarships for Children and Spouses of Deceased or Disabled Veterans. Recipients are dependent children or un-remarried spouses of Florida veterans who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty or who have

been certified by the Florida Department of Veterans Affairs as having service-connected 100% permanent and total disabilities. Recipients may also be a dependent child whose parent is classified as a prisoner of war or missing in action by the Armed Forces of the U.S. or as a civilian captured while serving with the consent or authorization of the U.S. Government during wartime service. Funding is applied to tuition and registration fees. The award amount varies each year and is determined by the Florida Department of Education. Recipients must complete an error-free *Initial Student Florida Financial Aid Application* by April 1.

Florida Minority Teacher Education Scholarship Program.
Recipients are residents of the state of Florida. The student should have earned 60 credit hours or an associate of arts degree. Be a junior and have not earned a baccalaureate degree in education. The student should not have exceeded 18 hours of upper division education courses at the time of application and must belong to one of the following racial groups: African American/Black, Hispanic/Latino, Asian American/Pacific Islander, or American Indian/Alaskan native. The recipient must be newly admitted into the teacher education program. The award is up to $8,000 for undergraduate study and a maximum of 4 semesters or 6 semesters at $12,000 annually.

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 1-800-827-1000. This number is accessible from anywhere in the United States and connects callers to the nearest regional office. They may also visit www.gibill.va.gov or call 1-888-442-4551.

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. 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). 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.

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.

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. This program provides education tuition assistance to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Each service has its own criteria for eligibility, obligated service, application process and restrictions. Money is paid directly to the institution by the individual services. For more information contact your Education Service Officer (ESO) to receive approval from your installation commander before applying to the institution.

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 and on its Facebook page.

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)* (www.FAFSA. gov).
    a. Include Johnson University's school code (003495) on the *FAFSA*.

   b. For Tennessee residents, the *FAFSA* serves as the application for commonly awarded Tennessee state aid. The deadline for application is January 1 for state residents.

2. Complete the *Johnson Financial Aid Check-In* online.
3. To obtain a Federal Direct Loan:
   a. Students must complete Entrance Loan Counseling and sign a *Master Promissory Note (MPN)* at www.StudentLoans.gov. More information may be obtained from the Financial Aid Office website.
4. Parents of students wishing to apply for the Federal Direct PLUS Loan must:
   a. Complete a PLUS *Master Promissory Note (MPN)*
5. Quickly respond to any document requests or emails you receive from the Financial Aid Office. Students are responsible for checking their Johnson University email accounts for communications from the Financial Aid Office.
6. To receive Johnson University institutional aid, students must write one or more Thank You Letters to Johnson University donors. Fall Thank You Letters are assigned in October for all current students. Spring Thank You Letters are assigned in March for new spring students. Students may lose all or a portion of their aid if this requirement is not met.
7. If applicants think a mistake has been made regarding their financial aid information, they should contact the Financial Aid Office.

Graduate Students. Graduate students may contact the Financial Aid Office to discuss funding options with a Financial Aid Counselor.

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 2.00 and must successfully complete at least 75% of all credits attempted each semester. Failure to meet either requirement automatically puts students on *Financial Aid Warning* status after the first payment period/period of enrollment. In the event that students fail to meet the requirements after the subsequent payment period/period of enrollment, they are put on *Financial Aid Suspension* status. At this point, students may appeal, by letter, to the Director of Financial Aid 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 Director.

If at any review point students are found to be in compliance with SAP requirements, they are automatically removed from Warning, 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 120 credit hours, financial aid eligibility ceases once a student has attempted 180 credit hours or more.

Graduate Students. To maintain satisfactory academic progress, graduate students must sustain a cumulative grade point average of at least 3.00 and must successfully complete at least 75% of all credits attempted each semester. Failure to meet either requirement automatically puts students on *Financial Aid Warning* status after the first payment period/period of enrollment. In the event that students fail to meet the requirements after the subsequent payment period/period of enrollment, they are put on *Financial Aid Suspension* status. At this point, students may appeal, by letter, to the Director of Financial Aid 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 Director.

If at any review point students are found to be in compliance with SAP requirements, they are automatically removed from Warning, 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 36 credit hours, financial aid eligibility ceases once a student has attempted 54 credit hours or more.

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 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 Director of Financial Aid. 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.

Financial Aid Warning is a status automatically assigned to students after the first payment period/ period of enrollment in which they fail to comply with financial aid satisfactory academic progress requirements. Students on Warning are still eligible to receive financial aid. They may remain on Warning for only *one* payment period/period of enrollment. Student may be on warning status

multiple times during their enrollment at Johnson University as long as the periods are not consecutive.

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), and "WX" (Administrative Withdrawal). Such courses count as courses attempted but not successfully "completed."

STUDENT LIFE

Main Campus: Johnson University Tennessee

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 Tennessee 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 plant 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 Tennessee live on campus. There are three residence halls for single students, as well as 93 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:

- *Athletic Facilities*. The University maintains athletic facilities for both varsity and intramural athletic programs including two gymnasiums, three tennis courts, two racquetball courts, baseball field, disc golf course, walking track, hiking trails, and facilities for floor hockey (in the old gym), and volleyball.

  The *Athletic and Recreation Complex (ARC)* 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.

- *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 288 students, has three large common areas, two public kitchenettes, two sizeable laundry facilities, a cardio exercise room, 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) currently not used.
- *Duplex Units* have three bedrooms.
- *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, along with a science lab and nurse's station. The upper level includes classrooms, radio station, TV studio, audio studio, editing suites, and offices for part of the School of Communication & Creative Arts. The lower level houses a snack bar, coffee shop, game room, racquetball courts, television area, fitness center, 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 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.
- *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 288 students, has three large common areas, two public kitchenettes, two sizeable laundry facilities, a cardio exercise room, and a prayer room.
- *Mobile Homes* are available for rent in various sizes in two mobile home courts.
- *Old Main* (1905) contains a small chapel, the Museum of Archaeology, a calling center, prayer room, and office space. Built in 1905, it is the oldest building on campus still in use apart from the White House.
- *Phillips-Welshimer Building* (PW, 1975), located in the heart of the campus, contains an auditorium, administrative offices, faculty offices, the Russell Preaching Center (RPC, 2009), and classrooms of various sizes and layouts. The Russell Preaching Center houses one of the four computer labs on campus.
- *Richardson Hall* (RH, 2001) houses the Templar School of Education, School of Intercultural Studies, Academic Support Center, and archaeology lab. It also contains an interactive prayer room, multimedia classrooms, and two computer labs.
- *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.
- *University Counseling Center* (UCC), located in Myrtle Hall (built in 1951 and remodeled in 2004), is dedicated to training professional therapists as they serve Johnson University and the surrounding communities.

- *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 Tennessee 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.
- *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 (http://JohnsonU.edu/Tennessee/Academics/Academic-Resources.aspx). The ASC is located in Richardson Hall, Room 265.
- *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).
- *Campus Store.* The Johnson University Campus Store is typically open Monday through Friday from 8:00 a.m. to 5:00 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 (bookstore@JohnsonU.edu).
- *Career Services.* The Johnson University Career Services Center's (CSC) programs and services provide a network for students, employers, alumni, and faculty, while training and preparing students to be servant leaders and ethical professionals. The CSC supports the mission and goals of Johnson University by assisting students in realizing their God-given potential through exploring and developing academic and career plans rooted in their faith and values. In partnership with alumni, parents, and employers, the CSC develops informational and experiential networks that support career exploration. It also provides career counseling, assistance with job searches, information regarding internships and experiential education, workshops, events and professional development. Johnson University Ministry and Employment Opportunities posted on the website provide a current list of churches and employers searching for Johnson University students and alumni to fill positions (https://JohnsonU-csm.symplicity.com). The Career Services Office is located in the Eubanks Activity Center, Room 320.
- *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 Johnson app or the campus portal. Students have the option of having the announcements delivered to their email account. A calendar of events is available on the Johnson app. 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 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.

- *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 determines appropriate accommodations. The Academic Support Center provides appropriate assistance.

- *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 and the Underground, a coffee shop featuring Starbucks brand coffees. 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 in the snack bar.

- *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 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 Insurance 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, a telephone, two Internet connections, 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. For curfew hours please see the *Student Handbook* posted on the Johnson University website

  Non-traditional student housing includes mobile homes, apartments, townhouses, and duplexes. Assignments are made according to the size and needs of the student families. *No pets are allowed in Urban Plunge or residence hall housing.* For detailed information, see the "Single Student Housing Policies" and "Married Student Housing Policies" in the *Student Handbook* posted on the Johnson University website.

- *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.

- *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 250,000 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.

- *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.

- *Textbook Services* are offered online through Follett Bookstore Management, the 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. Follett 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).

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.

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 Tennessee. 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; state parks; planetariums; area art studios; and theaters.

- *Chapel and Worship.* The University expects students to be active in local churches. The Office of Church Relations provides an online directory of more than fifty local Christian Churches from which to choose.

  Chapel meets Tuesdays, Wednesdays, and Thursdays from 9:00 to 9:50 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 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.

  Smaller "Chapel Groups" meet on Wednesdays. Some are special interest groups, such as Harvesters (world missions), Society of Preaching (pulpit ministry), Student Government, Honors Chapel, Freshman Student-Led Chapel, and various topical studies. Additional small groups meet regularly for discipleship, accountability, and residence hall devotions.

- *Special Events.* Each year in February, classes are dismissed for the annual Homecoming. 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 Christian College Athletic Association (NCCAA) Division II. Varsity teams in men's baseball, basketball, soccer, tennis, and cross-country compete with other college and university teams inside and outside the Association. Women's varsity teams compete in basketball, volleyball, soccer, tennis, and cross-country. The colors of the Johnson University Tennessee Royals are blue and white with orange 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.

- *Service Learning.* After their first term, all students participate in a program of Service Learning. Under the direction of the Service Learning Director, students provide 16 hours of service each term to a church or community organization. This experience complements the classroom teaching by practical application through personal services to others.

  Each March, students are released from school for a Week of Evangelism and Service Learning. A portion of the student body participates in this optional opportunity for short-term mission trips and other intensive service learning.

- *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.

Branch Campus: Johnson University Florida

Florida Campus and Facilities. Johnson University's branch campus is located at 1011 Bill Beck Boulevard, Kissimmee, Florida 34744. This strategic location, just south of Orlando, provides numerous opportunities for work and Christian service. Close proximity to both Florida coasts and local theme parks enables students to enjoy a break from coursework while remaining close to campus.

The 40-acre campus is conveniently located near the Florida Turnpike, providing easy access to ground and air transportation. Most students live on campus in apartment-style housing units. Primary structures include:

- *Athletic Facilities* include an exercise room, gymnasium, athletic field, and outdoor swimming pool open year-round.
- *Beazell Hall* (1998) is a student apartment building with six living units.
- *Brough Music Wing* (1998), attached to the Chapman Center, houses the music department.
- *Chapman Center* (1985), a multi-purpose building constructed in 1985, remains the center of operations. It includes classrooms, conference rooms, a gymnasium/auditorium, and faculty and administrative offices.
- *Foundation Hall* (1985) is a student apartment building with fourteen living units.
- *Heritage Hall* (2005) is a sixplex student apartment dedicated to the North Shore Christian Church (Jacksonville, Florida) and the Palatka Christian Church (Palatka, Florida).
- *The Library* (built in 1994 and expanded in 2001) houses books, journals, electronic learning resources, and computer resources for student use. Two of three phases are complete.
- *Packer Hall* (1994) contains four apartments and a laundry. *Roger Chambers Hall* (1989) is a student apartment building with thirteen townhouses named in honor of Dr. Roger Chambers, a professor during the early days of Florida Christian College.

- *Tribble Student Union* (1990), otherwise known as the "Student Union Building" or "SUB," houses the Student Life Offices, a large general meeting area, a small kitchen, student mailboxes, and a weight room.
- *Trulock Hall* (1985) is a student apartment building with fourteen living units. Built in 1985, it was later renamed in honor of LeRoy Trulock, a former trustee and friend of Florida Christian College.
- *The Florida Commons Dining Hall* (2018) offers the Florida campus community professionally prepared healthy, balanced meals with multiple menu options, buffet style service, and the convenience of prepared food.
- *The Café* (2018) offers the campus community a coffee/snack shop open after normal business hours, as well as another gathering space for social, study, and fellowship activities.

Florida Student Services. Johnson University provides a wide array of student services. Major services on the Florida 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.
- *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. Information and resources the ASC offers also appear online (www.JohnsonU.edu/FL/Academic-Resources). The Academic Support Center is located in the Library building.
- *Admissions and Financial Aid Advising.* Contact the Admissions Office to schedule an appointment to discuss admission to the University and financial aid opportunities. (Email: AdmissionsFL@JohnsonU.edu; Telephone: 888-468-6322 or 407-569-1172).
- *Campus Store.* The campus store is open weekdays throughout the school year and is located in the Chapman Center, in the Admissions Office. It stocks clothing with the University logo.
- *Career Services.* The Johnson University Career Services Center's (CSC) programs and services provide a network for students, employers, alumni, and faculty, while training and preparing students to be servant leaders and ethical professionals. The CSC supports the mission and goals of Johnson University by assisting students in realizing their God-given potential through exploring and developing academic and career plans rooted in their faith and values. In partnership with alumni, parents, and employers, the CSC develops informational and experiential networks that support career exploration. It also provides career counseling, assistance with job searches, information regarding internships and experiential education, workshops, events and professional development. Johnson Ministry and Employment Opportunities posted on the website provide a current list of churches and employers searching for Johnson University students and alumni to fill positions (https://johnsonu-csm.symplicity.com). The Career Services Office is located in the Library building.

- *Communications.* The Student Life Office assigns each student a mailbox. Personnel post both U.S. mail and campus mail daily. The Student Community Director prepares announcement sheets each week for distribution by email. The Student Life Office publishes a pictorial student directory (available on request) early in Fall Term and updates it in the Spring. 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 email regularly.
- *Counseling Services.* Students may seek informal counseling from faculty and staff at the Florida campus. Professional counseling with area clinicians may be arranged through the Student Life Office at a reduced fee. The *Student Handbook* lists area service providers who work with Johnson University. The Student Life Office provides financial assistance for the first visit and half of all subsequent visits for degree-seeking students. Confidentiality is assured.
- *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 Academic Support Center on the Florida campus evaluates requests submitted through the Request for Reasonable Accommodations Form, which is located on the website, and determines appropriate accommodations. The Academic Support Center provides appropriate assistance.
- *Standards of Conduct.* Johnson University Florida is dedicated to training men and women for effective Christian service. Servants of Christ must live by the standards of Christ, including those for ethical behavior. Romans 12:1-2; Ephesians 2:10; 1 John 2:15-16; and 1 Corinthians 8:9-13; 10:23-24 outline God's expectations for His people. The University recognizes it is difficult to judge the motives that produce behavior. However, it accepts the responsibility to establish minimal standards of conduct to enhance the quality of student life and to ensure that the school will not be compromised in its task as a Christian institution of higher learning.

  By joining the Johnson University community, students indicate they are willing to uphold the community standards, which include biblical, legal, and University standards. The standards are designed to encourage the pursuit of academic excellence, individual responsibility, respect for authority, and maturity. Enforcement of these standards balances personal responsibility with appropriate discipline based on love and grace. Critical components of successful discipline include the right attitude of a person's heart *and* the adjustment of a person's unacceptable behavior. While discipline is rarely viewed as pleasant, it is necessary for the healthy development of a person training for leadership and service. For more information, including disciplinary procedures, see the *Student Handbook* posted on the University website.
- *Food Services.* Food services are provided to the Florida campus community through the Florida Commons Dining Hall and Café during posted hours. In addition, student apartments at Johnson University Florida are equipped with kitchens for food preparation. A variety of grocery stores and restaurants are nearby.
- *Health Services/Health Insurance.* Johnson University Florida is committed to making every reasonable effort to provide students with a safe and healthy learning and living environment. The University community has access to emergency, general medical, and specialized

physicians in close proximity to the campus. On-campus medical services are limited to educational opportunities and general health information. Student Life Office personnel are available to direct students toward medical care and provide transportation, if necessary. 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 Florida website Student Health Insurance page.

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.

- *Housing.* Single students living in on-campus University housing are placed in apartments, which provide security, the experience of independent rooming with other Johnson University students, opportunities for Christian fellowship, and a family atmosphere. Apartments are equipped with satellite television service and wireless internet access. Campus amenities provided with housing include on-campus parking, laundry facilities, swimming pool, exercise room, student lounge with TV/VCR/DVD and stereo access, and plenty of space for recreation in the park-like atmosphere of the southern part of the campus. On-campus housing includes ground-level apartments designed and equipped for the physically disabled.

  Johnson University Florida welcomes families and encourages them to become involved in the campus community. Students with families enjoy the pool and recreation rooms, as well as the play area, swings, bicycle racks, picnic tables, and an abundance of grassy areas for play. Childcare and employment opportunities are available on campus or within an easy drive.

- *Information Technology (IT).* The University provides an email address and on-campus Internet access to all students. Students may use the computer lab located in the Library. Student-owned computers used in the resident facilities require a network card to connect to the Johnson University network.

- *Library Services.* The Johnson University Florida Library provides students with a convenient place for research and study. It contains over 50,000 physical book volumes and over 7000 periodical volumes. Johnson University also provides access to over 250,000 digital books and approximately 16,000 full text digital journals. The library websites (www.JohnsonJ.edu/FL/Library and www.JohnsonU.edu/TN/library) provide helpful overviews of resources and services, including links to the library catalogs. 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.

- *Textbook Services* are offered online through Follett Bookstore Management, the leading textbook provider in the United States.

Florida 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 times each week, two corporate worship services and one discipleship group meeting Other hours are devoted to work, study, sports, and recreation. Students are encouraged to make Sunday a day of worship, rest, and service.

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 is posted on the website and which every prospective student should read. The expectations are appropriate for students preparing for Christian vocations, and most do not find them burdensome.

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.

The Student Services administrative area (also called Student Life) supports the mission of Johnson University by supplementing the University's curricular programs with co-curricular programs and services designed to help students develop the social, physical, and intellectual skills beneficial to service in Christian ministries and other strategic vocations. It provides students with programs and services designed to give them the opportunity to …

1. Develop and maintain healthy relationships with God, family, friends, and colleagues.
2. Participate in recreational, social, and service activities that positively impact the campus community, the local community, and the larger world.
3. Develop the self-discipline and leadership skills that encourage positive personal, vocational, and community development.

Student Life provides student support programs, services, and activities that contribute to the physical, emotional, and spiritual development of students. Student Life personnel assist with the transition to university life by helping students gain the most from their university experience. Students develop strong relationships with staff and faculty as Johnson University employees make themselves available in a wide array of Student Life activities. Detailed information about Student Life programs is available from the Student Life Office or the current *Student Handbook*.

Johnson University Florida recognizes the non-academic achievement of students with its annual Citizenship Award, Son of JUFL, Daughter of JUFL, and various intercollegiate athletic awards. These awards are presented, along with academic honors, at events such as Convocation, Commencement, Awards Chapel, and the Athletic Awards Banquet.

Florida 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.* Johnson University Florida students enjoy a wide variety of recreational, entertainment, and sightseeing activities. Central Florida abounds with famous attractions and natural beauty that make the Orlando-Kissimmee area the world's #1 tourist destination. Some of the most popular attractions nearby include Walt Disney World, Sea World, Universal Studios, Gatorland Zoo, and the Holy Land Experience, The area offers many other cultural benefits, including art galleries; parks; museums; a planetarium and science center; a performing arts center that regularly hosts orchestra, opera, and ballet performances; an excellent public library system; and more. Major convention centers and performing arts centers regularly host many outstanding artists from around the world. Swimming, deep-sea

fishing, snorkeling, diving, and boating are great leisure activities available to those who live in Central Florida. Other opportunities within walking distance of the campus include the home of the Florida Fire Frogs (Atlanta Braves' baseball farm team) across the street; Osceola Heritage Park, home of the Silver Spurs Rodeo, down the street; the Osceola County Fairgrounds, just around the corner; and world-class bass fishing accessible in downtown Kissimmee.

- *Chapel and Worship.* The University expects students to be active in local churches. The Kissimmee area features a number of congregations from which to choose.

  Chapel meets Tuesdays, Wednesdays, and Thursdays from 9:00 to 9:50 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. 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 guests to speak. Such experiences contribute to the total learning process and inform students of fields of service to consider as ministry for Christ.

  Smaller "Chapel Groups" meet on Wednesdays and focus on special interests. Students taking 5.9 credits or less are not required to enroll in chapel.

- *Student Organizations/Clubs*. Students are encouraged to form student clubs through the SGA around shared interests. Normally, these organizations are requested by interested students and function with the advisement of a faculty or staff sponsor. Currently active clubs on the Florida campus include the Timothy Club (preaching focus) and the Harvesters Club (missions focus).
- *Music Ensembles.* Vocal and instrumental ensembles are organized under the supervision of the School of Communication & Creative Arts. They perform for church programs, retreats, camps, chapel, and other school functions.
- *Class Groups.* For social enrichment and leadership development opportunities, students in traditional undergraduate degree programs are divided into class groups (freshman, sophomore, junior, and senior classes), each functioning within the SGA. These class groups provide a basis for social activities and spiritual growth. Classes share an important role in planning various on-campus and off-campus events, such as banquets, fellowship meals, community service projects, special interest trips, and social activities for the campus community. Classes also serve as a basis for the Student Government Association (SGA) in that class officers are chosen each year to represent the student body's interests to the SGA and, through the SGA, to the University.
- *Sports and Recreation.* The University is a Division II member of the National Christian College Athletic Association (NCCAA) Non-conference games are scheduled each year with select colleges. Intercollegiate NCCAA conference teams currently fielded by Johnson University Florida are women's volleyball, men's soccer, and men's basketball. Johnson University sponsors various community-league men's and women's teams and also sponsors intramural sports and recreation activities on campus. The colors of the Johnson University Florida Suns are orange and white.
- Opportunities for recreation on campus include an outdoor swimming pool (48' x 32', 3'-6' deep); a gymnasium for volleyball, basketball, and other indoor games; a Student Union Building equipped for ping pong, billiards, television and movie viewing, board games, a

weight room, and a snack vending machine; fishing in campus ponds; a barbecue grill and picnic area; and lots of space for walking, jogging, personal reflection, and outdoor games. The Student Life Office organizes various recreational activities throughout the school year, both on campus and in the local community.

- *Student Government Association (SGA).* The purpose of the Student Government Association is to promote the spiritual well-being of the student body and to provide a forum for students to officially express their views to the institution and to work with Student Life personnel to plan events that benefit the University community including, but not limited to, events designed to enhance spiritual development. Representatives of each class (freshman, sophomore, junior, and senior classes) serve on the SGA.
- *Service Learning.* After their first term, all students participate in a program of Service Learning. Under the direction of the Service Learning Director, students provide 16 hours of service each term to a church or community organization. This experience complements the classroom teaching by practical application through personal services to others.
- *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's, 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), 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.
- *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 located on the website, and determines appropriate accommodations. The Academic Support Center provides appropriate assistance.
- *Online library services* provided by the library staff. Students may access thousands of e-books and full-text journal articles, academic websites and search engines, a variety of research databases, research guides and tutorials, and more. Students may also contact professional library staff (http://www.johnsonu.edu/library) via telephone, email, chat, or videoconferencing systems for assistance with research and reference questions. 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.
- *Technical training and support* from the Department of Online Education staff, including *Sakai* online tutorials and orientation courses.
- *A 24/7/365 online HelpDesk* (http://johnsonu.echelp.org/) provided by Embanet (http://embanet.com).
- *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 Follett Bookstore Management, the leading textbook provider in the United States or other providers, depending on the program. In most cases, students may order online and download digital textbooks to their home computers or other devices.
- *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.
- *Other program-based services,* such as the Doctoral Learning Community for Ph.D. students.

JOHNSON UNIVERSITY PERSONNEL

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. The Alumni Council of Seventy is informed of the nominations. 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.....L.D. Campbell
VICE CHAIRMAN ..... Richard E. Woods
SECRETARY .....Jeff Whitlock

Term Expires 2019:
Martha Raile Alligood .....Professor Emeritus & Educational Consultant, Winterville, NC
Gregory J. Grant.....Senior Minister, Carmi, IL
Drew Mentzer ..... Senior Minister, Danville, IL

Term Expires 2020:
L.D. Campbell..... Pastor Emeritus, Burlington, KY
Mark Harrell..... Emergency Medical Physician, Morristown, TN
Sam Widener..... Business Owner, Johnson City, TN

Term Expires 2021:
W. Perry Bailey.....Retired Cooperate Executive, Salem, VA
Carol Clifford..... Retired Travel Consultant, Louisville, KY
Kenneth Funk.....Disney Executive, Kissimmee, FL
Jeff Whitlock..... Senior Minister, Memphis, TN
Richard E. Woods .....Engineering Consultant & Educator, Knoxville, TN

Ex Officio:
L. Thomas Smith, Jr.....President, Johnson University

Senior Administrators

Under the direction of the President of the University, the senior administrative team is responsible for the implementation on all campuses of policies set by the Board of Trustees. The parenthetical notes indicate whether a given employee is based on the Tennessee Campus (TN), the Florida Campus (FL), the Online Campus (OL), Arizona (AZ), Indiana (IN) or elsewhere.

L. THOMAS SMITH, JR., President, Professor of History and Theology (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 (TN)

CYNTHIA T. BARNARD, Vice President for Finance (2010); B.S. in Accounting 2001, Carson-Newman University; Master of Business Administration 2011, Milligan College (TN)

MICHAEL L. CHAMBERS, Executive Vice President, Florida Campus (2015); B.A. in Church Growth and World Mission, ; M.A. in Doctrine and Philosophy; M.Div. in Divinity, Lincoln Christian University; Ph.D. in Ancient Philosophy, Warnborough University in England. (FL)

RICHARD CLARK, Vice President of External Relations and Chief Advancement Officer, (2016); B.S. in Youth Ministry 1978, Mid-Atlantic Christian University; M.A. in Theology 2005, Cincinnati Christian University; pursuing Ph.D. in Philanthropic Studies from Indiana University (TN/OL)

DAVID L. EUBANKS, President Emeritus of Johnson University and Chancellor Emeritus of Johnson University Florida (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 (FL)

DAVID A. LEGG, Vice President for Student Services and Dean of Students, Associate Professor of Ministry (1994); B.S. in Agriculture with a specialization in Agriculture Business Management 1980, Purdue University; M.A. in New Testament 1993, Johnson University; additional studies: The University of Tennessee (TN)

CLIFFORD C. McCARTNEY, Vice President for Administration (2011); B.S. in Management 1996, Shorter College; M.B.A. in Business Administration 2010, Georgia Institute of Technology (TN)

JON WEATHERLY, Vice President for Academic Affairs/Provost, Professor of New Testament (2013); B.A. in Biblical Studies and Christian Ministry 1981, M.A. in New Testament 1982, Cincinnati Christian University; M.Div. in Divinity 1984, Trinity International University; Ph.D. in New Testament Exegesis 1991, University of Aberdeen (TN)

GARY E. WEEDMAN, President Emeritus of Johnson University and Special Assistant to the President for University Partnerships (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 (TN)

WILLIAM F. WOLF, Dean of the Chapel, Assistant 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 (TN)

Provost's Office

Under the direction of the Vice President for Academic Affairs/Provost, the administrators and managers of the Provost's Office oversee academic functions on all Johnson University campuses. The parenthetical notes indicate whether a given employee is based on the Tennessee Campus (TN), the Florida Campus (FL), the Online Campus (OL), Arizona (AZ), Indiana (IN) or elsewhere.

JON WEATHERLY, Vice President for Academic Affairs/Provost, Professor of New Testament (2013); B.A. in Biblical Studies and Christian Ministry 1981, M.A. in New Testament 1982, Cincinnati Christian University; M.Div. in Divinity 1984, Trinity International University; Ph.D. in New Testament Exegesis 1991, University of Aberdeen (TN)

MICHAEL L. CHAMBERS, Executive Vice President, Florida Campus (2015); B.A. in Church Growth and World Mission,; M.A. in Doctrine and Philosophy; M.Div. in Divinity, Lincoln Christian University; Ph.D. in Ancient Philosophy, Warnborough University in England. (FL)

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 (FL)

ANDREW FRAZIER, Registrar (2013); B.A. in Management of Nonprofit Organizations and Bible and Theology 2013, Johnson University; M.A. in New Testament 2016, Johnson University; pursuing Ed.D. in Educational Leadership from The University of New England (TN)

JOHN C. KETCHEN, Associate Provost for Online Education, Professor of Speech and Education (1994); B.A. in Bible 1974, Johnson University; M.A. in Speech Communications 1978, Indiana University; Ph.D. in Educational Psychology 1984, University of Illinois; additional studies: Texas Woman's University (TN)

GREGORY L. LINTON, Vice Provost for Academic Services, 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 (TN)

CAROLYN E. LOWE, Library Director, Associate Professor of Library Science (1991); B.S. in Bible 1986, Johnson University; M.S. in Library Science 1993, The University of Tennessee (TN)

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 (TN)

JOY M. WINGFIELD, Director of Program Administration (2002); B.S. in Business Administration 1985, University of Central Missouri (TN)

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. The parenthetical notes indicate whether a given employee is based on the Tennessee Campus (TN), the Florida Campus (FL), the Online Campus (OL), Christ's Church of the Valley (AZ), or elsewhere.

CATHERYLN F. BRIM, Dean of the School of Business & Public Leadership, Professor of Business Administration (2015); B.A. in Business Administration 1997, Saint Leo University; M.B.A. in Business Administration 1997, Webster University, Doctorate of Education in Organizational Leadership 2007, Nova Southeastern University (FL/OL)

MATTHEW BROADDUS, Dean of the School of Communication & Creative Arts, 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 (TN)

NEALY BROWN, Dean of the School of Social & Behavioral Sciences, 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 (FL)

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 (TN)

JAMES JEFFREY SNELL, Dean of the School of Congregational Ministry, Director of Preaching Ministries, Professor of Congregational Ministry (2014); B.B.L.in Biblical Literature 1989, B.Th. in Theology 1989 Ozark Christian College; M.A. in New Testament 1996, M.Div. in Christian Ministries 1997, Lincoln Christian University; D.Min. in Expository Preaching 2002, The Southern Baptist Theological Seminary (TN/FL/OL/AZ)

GARY DAVID STRATTON, Dean of the School of Arts & Sciences, University Professor of Spiritual Formation and Cultural Leadership (2015); B.A. in Christian Education 1980, Wheaton College; M.A.T.S. in Biblical Exposition 1991, Talbot School of Theology; Ph.D. in Spiritual Formation 2009, Biola University (TN/OL)

LINDA F. WHITMER, Dean of the School of Intercultural Studies, Professor of Intercultural Studies (2012); B.S. in Bible and Christian Education 1981, Kentucky Christian University; M.A. in New Testament Exegesis and Christian Education 1994, Johnson University; M.S. in Intercultural Studies 1996,; Ph.D. in Intercultural Studies 2003, Fuller Theological Seminary (TN)

MARK ZIESE, Dean of the School of Bible & Theology, Professor of New Testament (2014); B.B.L. in Biblical Studies 1985, Ozark Christian College; M.A. in Ancient Near Eastern Studies 1987, Cincinnati Christian University; M.A. in Hebrew Bible and Ancient Near East 1990, Hebrew Union College-Jewish Institute of Religion; Ph.D. in Religion 2002, Andrews University (TN/OL)

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 part-time status, see the section of this *Catalog* devoted to each school. The parenthetical notes indicate whether a given employee is based on the Tennessee Campus (TN), the Florida Campus (FL), the Online Campus (OL), Arizona (AZ), Indiana (IN) or elsewhere. A professor based at one location may teach at other Johnson University locations as well.

DIANE ADAMS, Associate Registrar (1999); B.A. in Bible 2008, Johnson University Florida(FL)

BRIAN ALBRIGHT, Lecturer in Intercultural Studies (2016); B.A. in Business Administration 1996, M.A. in Business Administration 2000, Azusa Pacific University; M.A. in Intercultural Studies 2008, Fuller Theological Seminary; Ph.D. in Organizational Leadership 2014, Eastern University (OL)

GREG ALLEN, Lecturer in Arts and Sciences (2012); B.S. in Mathematics 2001, M.S. in Education 2002, The University of Tennessee (OL)

MARY BALDRIDGE, Lecturer in Spiritual Formation (2018); B.A. in Spanish and Communications 1994, Berea College; M.S. in Communications 1996, M.A. in Spanish 1999, Ph.D. in Modern Foreign Languages and Literatures 2004; The University of Tennessee (TN)

STEPHEN BALLAST, Lecturer in Communication (2018); B.S. in Electrical Engineering Technology 2001, Purdue University (TN)

DOUGLAS BANISTER, Lecturer in Arts & Sciences (2013); B.S. in Journalism 1983, Northwestern University; Master of Divinity 1987, Biola University Talbot School of Theology; Doctor of Ministry 1997, Gordon-Conwell Theological Seminary; M.A. in History 2007, The University of Tennessee (TN)

ALAN O. W. BARNES, Associate Professor of Digital Art & Design (2019); Bachelor of Music in Commerical Music 1996, Master of Music in Composition 2006, Belmont University; Master of Fine Arts in Communication Art 2012, Savannah College of Art and Design (TN)

ADAM BEAN, Lecturer in World Civilization (2015); B.A.in Bible and Preaching 2007, Johnson University; M.Div. with a concentration in Hebrew Bible 2011, Emmanuel Christian Seminary; M.A. in Near Eastern Studies 2015, Johns Hopkins University; pursuing Ph.D. in Near Eastern Studies, Hebrew Bible and Northwest Semitic Philology from Johns Hopkins University (OL)

CHRISTOPHER BEARD, Candidacy Coach (2016); B.S. in Business Administration 1999, Northwestern Oklahoma State University; M.A. in New Testament with Preaching Emphasis 2010, Ph.D. in Leadership Studies 2015, Johnson University (OL)

CHARLES W. BECKETT, Lecturer in Bible (2009); B.S.in Accounting 1974, The University of Akron; B.A. in Bible 1977, Kentucky Christian University; M.Div. in New Testament 1982, Cincinnati Christian University; additional studies: Trinity Evangelical Divinity School (TN)

ASHLEY BERGMAN, Lecturer in Social & Behavioral Sciences (2017); A.S. in Psychology 2009, Walter's State Community College; B.S. in Professional Counseling and Marriage & Family Therapy 2013, M.A. in Professional Counseling and Marriage & Family Therapy 2015, Johnson University (TN)

JASON L. BINTZ, Director of Mathematics Program, Associate 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 (TN)

MARLA BLACK, Associate Librarian**,** Staff Instructor in Social & Behavioral Sciences (2010); A.A. in Biblical Studies 2013, B.S. in Organizational Leadership 2014, Florida Christian College; M.S. in Information 2016, Florida State University (FL)

SCOTT BLAIR, Lecturer in Communication (2017); B.S. in Mass Communications 2000, East Tennessee State University (2017)

TROY BORST, Lecturer in Communication and Speech (2012); B.A. in Bible 1999, Johnson University; M.Div. in Divinity 2006, Ashland University; Ph.D. in Communication 2016,Regent University (FL)

BRENT L. BREWER, Professor of 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 (TN)

JONDRA BREWER, Lecturer in Service Learning (2018); A.S. in Nursing 1986, Beaufort County Community College; B.S. in Counseling 2015, Johnson University; M.A. in Spiritual Formation from Asbury Theological Seminary (TN)

JEFFREY BREZA, Affiliate Faculty, School of Business & Public Leadership (2017); A.A. in Public Relations 2010, Macomb Community College; B.S. in Organizational Leadership and Communication, B.B.A. in Management 2011, Rochester College; M.S. in Organizational Development and Human Resources 2014, Abilene Christian University (OL)

CARL B. BRIDGES, Professor 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 (TN)

CATHERLYN F. BRIM, Dean of the School of Business & Public Leadership, Professor of Business Administration(2015); B.A.in Business Administration 1997, Saint Leo University; Master of Business Administration 1997, Webster University; Ed.D. in Organizational Leadership 2007, Nova Southeastern University (FL/OL)

CHAD BROADDUS, Lecturer in Congregational Ministry (2016); B.S. in Preaching and Bible 2007, Johnson University; M.A.R. in Church History 2009, Cincinnati Christian University; M.A. in Christian Leadership 2011, Kentucky Christian University; D.Min. in Preaching 2015, Lincoln Christian University (OL/LU)

MATTHEW BROADDUS, Dean of the School of Communication & Creative Arts, Professor of Communications (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 (TN)

JEFFREY M. BROWN, Associate Professor of Business Administration, School of Business & Public Leadership (2016); B.S. in Electrical Engineering 1998, University of Illinois; M.B.A. in Technology Management 2002, University of Phoenix; Ph.D. in Business Administration 2018, Northcentral University (FL)

NEALY BROWN, Dean of the School of Social & Behavioral Sciences, 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 (FL)

EDDIE S. BRYANT, Lecturer in Media Communication and Marketing (2005); B.A. in Bible 1985, Milligan College; B.S. in Communication 1989, The University of Tennessee; pursuing M.S. fromThe University of Tennessee (TN)

D. CLINT BURNETT, Lecturer in New Testament (2019); B.A. in Bible 2008, Freed-Hardeman University; M.Div. 2012, Harding School of Theology; S.T.M. 2013, Boston University School of Theology; Ph.D. in Theology 2018, Boston College (OL)

SUSAN O. CALDERON, Lecturer in Intercultural Studies (2007); R.N. 1964, The University of Tennessee Memorial Research Center and Hospital School of Nursing; B.A. in Ministry 1967, M.A. in Intercultural Studies 2016, Johnson University (TN)

JOHN SHANNON CALDWELL, Lecturer in Congregational Ministry (2016); A.A. in Biblical Studies 1989, B.S. in Ministry and Cross-Cultural Missions 1992, M.A. in Ministry 1996, M.Min. in Ministry 2000, Cincinnati Christian University (IN)

KATRINA L. CALL, Early Childhood Learning Center Lead Teacher (2010); B.S. in Interdisciplinary Studies (Early Childhood Education Grades PreK-3), M.A. in Holistic Education with Early Childhood Education Concentration with Grades PreK-3 Licensure, Johnson University (TN)

BARBARA CAMBLIN, Lecturer in Children's Ministry (2015); B.S. in Bible 1982, Johnson University Florida; M.Ed. in Educational Leadership 2000, Covenant College (FL)

TRACY A. CAMPBELL, Lecturer in Intercultural Studies (2019); B.A. in Political Science 1994, Siena College;M.A in Intercultural Studies 2019, Johnson University (TN)

REBECCAH CARLYLE, Lecturer in Social & Beahvioral Sciences (2016); B.A. in Psychology 2001, University of Cincinnati; M.A. in Counseling 2006, Lincoln Christian University (TN)

KEVIN CARR, Lecturer in Congregational Ministry (2019); B.S. in Bible and Youth Ministry 1999, M.A. in Bible 2003; Cincinnati Christian University; M.B.A. with a concentration in Leadership 2017, Johnson University (TN)

TONY CASON, Lecturer in Music (2013); B.M. in Piano Performance 1980, University of Kentucky (FL)

SARAH E. CATHEY, Associate Dean of Arts & Sciences for Sciences, 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 (TN)

ELAINE CENTENO, Lecturer in Special Education (2017); B.S. in K-12 Educable Mentally Handicapped and Learning Disabilities 1997, Bradley University; M.Ed. in Curriculum and

Instruction 1999, National Louis University; Ed.D. in Educational Leadership 2011, University of Phoenix (FL)

MICHAEL L. CHAMBERS, Executive Vice President, Florida Campus (2015); B.A. in Church Growth and World Mission; M.A. in Doctrine and Philosophy,; M.Div. in Divinity, Lincoln Christian University; Ph.D. in Ancient Philosophy, Warnborough University in England. (FL)

FRANK CHEN, Lecturer in Chinese-Dual Enrollment Instructor (2018); A.S. in Electrical Engineering, National Chin-Yi University of Technology (1994); B.A. in English (1998), M.A.in Applied Linguistics (2001); Providence University; Taichung, Taiwan; Ph.D. in Education, The University of Tennessee (2009) (TN)

RICHARD CHEROK, Lecturer in History (2017); B.A. in Bible 1985, Bachelor of Theology 1986, Kentucky Christian University; M.A. in History 1987, M.A. in Education 1989, The University of Akron; Ph.D. in History 2002, Kent State University (OL)

RORY CHRISTENSEN, Associate Professor of Congregational Ministry (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 (FL)

JAY CLARK, Affiliate Faculty, School of Business & Public Leadership (2016); B.S. in Management 1995, University of Alabama at Birmingham; M.B.A. in Leadership 1999, Auburn University; Ph.D. in Leadership 2014, Tennessee Temple University (OL)

RICHARD CLARK, Vice President of External Relations and Chief Advancement Officer, (2016); B.S. in Youth Ministry 1978, Mid-Atlantic Christian University; M.A. in Theology 2005, Cincinnati Christian University; pursuing Ph.D. in Philanthropic Studies from Indiana University (TN/OL)

PAUL T. COLEMAN, Affiliate Faculty, School of Business & Public Leadership (2011); B.A. in Bible 1974, Johnson University; B.A. in History 1976, Milligan College; J.D. in Law 1979, The University of Tennessee College of Law; LL.M. in Taxation 1984, University of Miami School of Law; additional studies: Harvard University Law School (TN)

L. STEPHEN COOK, JR., Professor of Old Testament (2003); B.A. in Ministry 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 (TN)

JEREMY COX, Lecturer in Congregational Ministry (2012); B.A. in Bible and Preaching 2002, M.A. in New Testament 2010, Johnson University (TN/OL)

TREVOR COX, Affiliate Faculty, School of Business & Public Leadership (2018); B.A. in Mathematics 2005, Oklahoma State University; M.A. in Family Life Ministry 2007, Oklahoma Christian University; Ph.D. in Educational Studies 2017, Trinity International University (OL)

DAVID CROSS, Lecturer in Intercultural Studies (2019); B.A. in Biblical Studies 1994, University of Northwestern, Saint Paul; M.A. in Linguistics 2010, University of North Dakota (OL)

ALICIA D. CRUMPTON, Ph.D. Program Director, Professor of Leadership Studies (2009); B.A. in Christian Education 1983, Lincoln Christian University; M.S. in Information Science 1998, University of Michigan; Ph.D. in Leadership Studies 2008, Gonzaga University (OL)

PETE N. CUMMINS, Professor 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)

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TIM NORRIS, Lecturer in Guitar (2000); studies at Wright State University, Sinclair Community College; professional performer, producer, arranger, songwriter (TN)

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 (TN)

DAPHNE ODOM, Lecturer in Education (2018); B.A. in Pre-Teaching Elementary and United States Culture 1998, M.S. in Education 1999, Ed.S. in Curriculum and Instruction 2003, Ph.D. in Education 2010, The University of Tennessee (TN)

TRACY OFENLOCH, Lecturer in Social & Behavioral Sciences (2015); B.A. in Christian Counseling and Bible 2009, Johnson University; M.A. in Professional Counseling 2012, Liberty University (TN)

ROBERT G. O'LYNN, II, Lecturer in Biblical Teaching and Preaching (2012); B.A. in Bible and Religion 2001, Harding University; M.A. in Theological Studies 2004, Austin Graduate School of Theology; M.Div.in Preaching 2007, Lubbock Christian University; D.Min. in Homiletics 2015, Harding School of Theology (OL)

VERNA OMANWA, Affiliate Faculty, School of Business & Public Leadership (2015); B.A. in Business Administration 2000; Master of Business Administration 2002, Warner University; D.B.A. in Business Administration and International Business 2010, Argosy University (FL/OL)

MORRIS E. OSBORN, Affiliate Faculty, School of Business & Public Leadership (2015); B.S. 1980, Milligan College; J.D. in Law 1995, Stetson University School of Law; LL.M. in Real Property and Development 1999, University of Miami School of Law (FL/OL)

DANIEL OVERDORF, Professor of Pastoral Ministry (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 (TN/OL/AZ)

JODY L. OWENS, Professor of Bible and Pastoral Ministries (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 (TN)

STEPHANIE F. OWENS, Lecturer in Instructional Media and Mathematics Concepts (2004); B.S. in Bible and Interdisciplinary Studies/Teacher Education 1998, M.A. in Holistic Education 1999, Johnson University (TN)

ANTHONY PARKER, Lecturer in Intercultural Studies (2012); B.A. in Bible and Preaching 1983, Lipscomb University; M.Div. in Divinity 1991, M.A. in Missions 1992, Abilene Christian University; D.Min. in Mission and Evangelism, Trinity Evangelical Divinity School; additional studies: French Language School, Université Laval (OL)

BRYCE PATTON, Lecturer in English (2018); B.A. in English and Film Studies 2015, M.A. in English 2018, The University of Tennessee (TN/OL)

LANDON PAUL, Lecturer in Choral Conducting (2017); Bachelor of Music 2014, Master of Music with a concentration in Choral Conducting 2016; The University of Tennessee; pursuing M.A. in Biblical Studies from the Reformed Theological Seminary (TN)

LAURA PAYNE, Lecturer in Education (2018); B.A. in English 1982, Bryan College; M.S. in Rehabilitation Counseling 1989, Ph.D. in Education 1998, The University of Tennessee (TN)

DWAYNE PEDROZA, Lecturer in Congregational Ministry (2017); Bachelor of Business Administration in Management 1991, Stephen F. Austin University; M.Div. in Leadership 1009, D.Min in Ministry 2014, Liberty University (OL)

JAYMI PENFOLD, Lecturer in Sociolinguistics (2015); B.A. in Christian Ministry 2007, Ozark Christian College; M.A. in Applied Linguistics 2010, Graduate Institute of Applied Linguistics (OL)

RICK PENNY, Lecturer in Strategic Ministry (2013); B.S. in Elementary Education 1986, M.A. in Elementary Education 1989; M.Ed. in Early Childhood Education 1993, Northern Arizona University; additional studies: Ottawa University, Northern Arizona University (AZ)

MARK F. PIERCE, Professor of Psychology (2003); B.A. in Christian Ministry 1973, Point University; M.Div. in Christian Ministry 1978, Emmanuel Christian Seminary; M.A. in Psychology 2003, Ph.D. in Psychology 2004, The University of Tennessee (TN)

ANTHONY POINTER, Lecturer in Teaching in the Christian School (2012); A.S. in Plant and Soil Science 1998, Pellissippi State Technical Community College; B.S. in Leadership and Ministry Preparation 2002, Johnson University; M.A. in Christian Education 2006, Doctor of Educational Ministry 2012, The Southern Baptist Theological Seminary (TN)

NICOLAS POLOGEORGIS, Affiliate Faculty (2019); B.A. in Business Administration, Economics, and French 1986, Drury University; M.B.A. in Finance 1992, Missouri State University; Ph.D. in Economics 2002, University of Missouri (OL)

ASHLEY PORTER, Lecturer in Teaching Mathematics (2017); B.S. in Mathematics 1992, M.S. in Curriculum and Instruction 1994; The University of Tennessee; Ed.S. in Administration and Supervision 2003, Lincoln Memorial University (TN)

SCOTT PORTER, Lecturer in Education (2014); B.A. in Organizational Management and Business Administration 1993, Maryville College; M.S. in Curriculum and Instruction 1997, The University of Tennessee; Ed.S. in Administration and Supervision 1999, Ed.D. in Executive Leadership 2011, Lincoln Memorial University (TN)

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 (TN)

PAULETTE PRINSTON, Staff Instructor in French (2013); B.S. in Architecture 1987, City College of New York; M.S. in Teacher Education 2012, The University of Tennessee (TN)

SARAH PROCTOR, Lecturer in Social & Behavioral Sciences (2015); B.S. in Counseling and Bible 2012; M.A. in Marriage and Family Therapy/Professional Counseling 2014, Johnson University (TN)

GREGORY J. PRUETT, Lecturer in Intercultural Studies (2014); B.S. in Civil Engineering 1990, Texas A&M University; M.A. in Intercultural Studies 1993, Ph.D. in Intercultural Studies 2014, Fuller Theological Seminary; President, Pioneer Bible Translators (OL)

REBECCA L. PRUETT, Lecturer in Linguistics and Culture & Language Acquisition (2012); B.A. in English 1989, Texas A&M University; M.A. in Linguistics 1983, Fuller Theological Seminary; Training Director, Pioneer Bible Translators (OL)

CHARLES (CHUCK) L. RAPP, Affiliate Faculty, School of Business & Public Leadership (2016); B.S. in Mechanical Engineering 1977, Valparaiso University; M.S. in Management 2002, Indiana Wesleyan University (IN)

ROBERT REESE, Lecturer in Intercultural Studies (2014); B.S. in Mathematics 1971, Harding University; M.S. in Mathematics 1976, Northwestern University; M.A. in Missiology 1996, Fuller Theological Seminary; Ph.D. in Missions 2005, Mid-America Baptist Theological Seminary (TN)

WILBUR A. REID, III, M.B.A. Program Director, Professor of Business Administration (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 (OL)

INEZ REYES, Lecturer in Communication (2018); B.A. in Marketing 2000, South Carolina State University; M.A. in Communication and Training 2008, Governors State University (TN)

RUTH T. REYES, Assistant Dean of the School of Communication & Creative Arts, Professor of Music (1996); Pre-college studies at the Juilliard School; B.Mus.in Piano 1979, Queens College; M.A. in Piano Performance 1987, Aaron Copland School of Music; Ed.D. in Higher Education 2008, Nova Southeastern University (FL)

SEAN M. RIDGE, Professor of Counseling (2007); B.A. in Psychology 1995, Bluffton University; M.M.F.T. in Marriage and Family Therapy 2000, Abilene Christian University; Ph.D. in Family Therapy 2008, Texas Woman's University (TN)

GREG ROBBINS, Lecturer in Congregational Ministry (2018); Associate of Arts 1992, Harford Community College; B.A. in Bible and Preaching 1995, Johnson University; Master of Divinity 2001, Lincoln Christian University; Doctor of Ministry 2016, Emmanuel Christian Seminary (IN)

THOMAS ROBERTS, Lecturer in Congregational Ministry and Leadership (2016); B.S. in Business Administration 1976, The University of Alabama; M.B.A. in Business Administration 1978, University of Puget Sound; Master of Military Art and Science 1988, U.S. Army Command and General Staff College; D.B.A. in Business Administration 2015, University of Phoenix; additional studies: professional education in national security strategy for senior members of the U.S. Armed Forces, United States Army War College (IN/OL)

L. PAT ROBINETTE, Intern Coordinator of Education (2004); B.S. in Business Administration/ Transportation 1965; M.S. in Education/Educational Administration 1972, The University of Tennessee; additional studies: The University of Tennessee (TN)

RAFAEL RODRIGUEZ, Professor of New Testament (2006); B.A.in Bible 2000, M.A. in Biblical Studies 2003, Cincinnati Christian University; Ph.D. in Biblical Studies 2008, The University of Sheffield (TN)

JONATHAN ROE, Lecturer in Strategic Ministry (2013); B.A. in Religion 1991, Eastern Nazarene College; M.Div. in Divinity 1996, Wesley Theological Seminary; D.Min. in Ministry 2007, Fuller Theological Seminary (AZ)

CHARLOTTE ROSE, Lecturer in English (2018); B.A. in English 2014, University of California at Los Angeles; M.A. in English (2017), Rutgers University (TN)

JESSICA RUIZ-AHORRIO, Lecturer in English as a Second Language (2017); B.A. in French Language and Literature 1998, the University of Puerto Rico; M.Ed. in Early Childhood Education 2002, Pontifical Catholic University of Puerto Rico (FL)

DIANA SAIA, Lecturer in Public Health (2017); B.S. in Social Work 1989, Lincoln Memorial University; Master of Public Health 2010, East Tennessee State University (TN)

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NICOLE SAYLOR, Professor of Social & Behavioral Sciences (2014); B.A. in Psychology 2002, The University of Tennessee; M.A. in Clinical Psychology 2005, Psy.D. in Psychology 2009, Wheaton College (TN)

PHILLIP SCHERRER, Affiliate Faculty, School of Business & Public Leadership (2017); A.B. Classical in Latin, English Classical Literature 1971, University of Detroit; M.B.A. in Marketing 1983, Michigan State University; J.D. in Corporate Law, Taxation 1974, University of Detroit; Ph.D. in Marketing 1989, Michigan State University (OL)

MARK SEARBY, Lecturer in Congregational Ministry (2017); B.A. in Christian Ministry 1974, M.Div. in Pastoral Care 1980; Lincoln Christian University; D.Min. in Pastoral Counseling/Pastoral Theology 1990, Northern Baptist Theological Seminary (FL)

BENJAMIN SETTLEMYRE, Lecturer in History (2019); B.S. in History and Bible & Theology 2015, Johnson University; M.A. in History 2017, East Tennessee State University (OL)

BETH SEXTON, Lecturer in Global and Environmental Health (2017); B.S. in Biology 2011, Lincoln Memorial University; Master of Public Health 2015, Liberty University, pursuing Doctor of Public Health from Walden University (TN)

J. MICHAEL SHANNON, Indiana Program Director, Professor of Congregational Ministry (2016); B.A. in Bible 1976, Milligan College; M.Min. in Ministry 1984, Kentucky Christian University; M.Div. in Divinity 1991, Cincinnati Christian University; D.Min. in Ministry 1995, Reformed Theological Seminary (IN/LU/OL)

CHERYL SHELNUTT, Lecturer in Counseling (2015); B.S. in Pharmacy 1987, University of Wisconsin; Pharm.D. in Pharmacy 2007, University of Florida; Certified Geriatric Pharmacist; Board Certified Psychiatric Pharmacist; Board Certified Pharmacotherapy Specialist (TN)

TWILA SIAS, Professor of Education (1976); A.B. in Christian Education 1974, Lincoln Christian University; M.Ed. in English and Language Arts Education 1984, University of Central Florida; additional graduate studies in Higher Education at Nova Southeastern University (FL)

DAVID SIEBENALER, Lecturer in History (2018); B.A. in History and Bible 1986, Milligan College; M.Div. in Church History 1990, Emmanuel Christian Seminary; M.A. in History 2004, Ball State University (OL)

CARLETTA SMELCER, Lecturer in Counseling (2016); B.A. in Psychology 2002, The University of Tennessee; M.A. in Professional Counseling 2005, Ed.D. in Counseling Education and Supervision 2013, Argosy University (TN)

DAVID SMITH, Lecturer in New Testament (2017); B.A. in Biblical Studies 2011, M.A.R. in New Testament 2013, Cincinnati Christian University; Ph.D. in New Testament 2018, St. Mary's University (OL)

LOU ANN SMITH, Lecturer in Education (2012); B.S. in Home Economics/Family Life 1981, Georgetown College; M.A. in Educational Technology 2010, Johnson University; pursuing Ph.D. in Leadership from Johnson University (TN)

L. THOMAS SMITH, JR., President, Professor of History and Theology (1990); B.A. in Bible and Ministry 1978, Johnson University; M.A.R. in Religion 1986, Emmanuel Christian Seminary; Ph.D. in History 1990, The University of Tennessee (TN)

JAMES JEFFREY SNELL, Dean of the School of Congregational Ministry, Director of Preaching Ministries, Professor of Congregational Ministry (2014); B.B.L.in Biblical Literature 1989, B.Th. in Theology 1989 Ozark Christian College; M.A. in New Testament 1996, M.Div. in Christian Ministries 1997, Lincoln Christian University; D.Min. in Expository Preaching 2002, The Southern Baptist Theological Seminary (TN/FL/OL/AZ)

JOE SPRINKLE, Lecturer in Bible and Intercultural Studies (2017); B.S. in Industrial Engineering 1976,The University of Oklahoma; Master of Divinity 1982, Trinity Evangelical Divinity School; Master of Philosophy 1987, Doctor of Philosophy 1991, Hebrew Union College-Jewish Institute of Religion (OL)

LINDA STARK, Technical Services Librarian (1986); B.A. in Comparative Literature 1977; M.L.S. in Library Science 1981, Indiana University (FL)

DEREK STAVES, Lecturer in Education (2006); A.S. in Mathematics and Science 1997, North Country Community College; B.S in Elementary Education 1999, M.Ed. in Reading 2002, Certificate of Advanced Study 2003, Plattsburgh State University of New York; pursuing Ph.D. in Education Leadership from Barry University (FL)

GARY DAVID STRATTON, Dean of the School of Arts & Sciences, University Professor of Spiritual Formation and Cultural Leadership (2015); B.A. in Christian Education 1980, Wheaton College; M.A.T.S. in Biblical Exposition 1991, Talbot School of Theology; Ph.D. in Spiritual Formation 2009, Biola University (TN/OL)

SUE STRATTON, Lecturer in Bible and Spiritual Formation (2015); B.A. in Communication 1979, Pennsylvania State University; M.A. in Old Testament 2002, Gordon-Conwell Theological Seminary; pursuing D.Min. in Spiritual Formation and Leadership at George Fox University; additional graduate studies at Talbot School of Theology Biola University (TN)

JOHN STRICKLEN, Affiliate Faculty in Business & Public Leadership (2017); B.S. in Bible and Media Communications 2011, Johnson University; M.A. in Organizational Leadership 2016, Regent University (TN)

MATTHEW SULLIVAN, Lecturer in Congregational Ministry (2018); B.S. in Bible and Telecommunications 1994, Johnson University; M.Div. in Preaching Ministry 2006, Lincoln Christian University (OL)

L. SCOTT SUTHERLAND, Lecturer in Biblical Teaching and Preaching (2013); B.A. in Preaching 1986, M.A. in New Testament Exposition and Preaching 2006, Johnson University (OL)

PAUL TATE, Lecturer in Communication (2019); B.A. in Communication 1987, LaGrange College; M.A. in Film and Video 1991, American University (FL)

STANLEY TAYLOR, JR., Lecturer in Social & Behavioral Sciences (2013); B.S.W. in Social Work 1983, East Tennessee State University; M.S.S.W. in Social Work 1985, The University of Tennessee (TN)

CHRIS M. TEMPLAR, Director of Educational Technology, Professor of Education (1978); A.L.B.C. in Hebrew, Old Testament, and Church History 1967, London Bible College; B.D. in Divinity (Honors) 1967, London University; Graduate Teaching Certificate 1968, College of St. Mark & St. John; M.A. in Christian Education 1976, Trinity Evangelical Divinity School; Ph.D. in Religious Education 1979, The Southern Baptist Theological Seminary; additional studies: University of Oregon, Regis University, Loyola Marymount University (TN)

GARRETT THOMPSON, Assistant Director of Academic Support, Assistant Director of Career Services, Instructor in Bible, (2007); B.A. in Bible and Humanities 2007, Johnson University Florida; M.A. in New Testament 2010, Lincoln Christian University, pursuing Ph.D. in Biblical Studies from Faulkner University (FL)

PATRICK TOLBERT, Lecturer in Intercultural Studies (2016); B.A. in Liberal Arts 1991, Purdue University; M.A. in Ministry 2014, Indiana Wesleyan Seminary (LU)

DONALD R. TRENTHAM, Director of Music Education Program, Professor of Music (1985); B.S. in Bible and Music 1981, Johnson University; M.M. in Piano Literature 1984, The University of Tennessee; additional studies: The University of Tennessee (TN)

ROGER TUCKER, Lecturer in Science (2018); B.S. in Biology 1989, Western Kentucky University; M.S. in Biology 2005, University of Louisville (FL)

JOEL VANCE, Affiliate Faculty in Business & Public Leadership (2019); Bachelor of Business Administration 1986, National University; M.S. in Psychology 1993, Radford University; Doctor of Business Administration 2015, Northcentral University (TN)

DAVE VANDONGE, Lecturer in Strategic Ministry (2013); B.S. in Educational Ministry 1999, Manhattan Christian College; M.A. in Christian Leadership 2013, Hope International University (AZ)

MATTHEUS VANDERENDE, Lecturer in Old Testament (2014); B.A. in Pastoral Ministries 1962, Grace University; M.Th. in Old Testament, Dallas Theological Seminary; M.Ed. in Educational Counseling 1972, University of Montevallo; D.Min. in Ministry 1990, Trinity Evangelical Divinity School; additional studies: Protestant Theological University, University of Leuven, Southern Methodist University (TN)

CATHERYN VAN KLEY, Lecturer in Music (2018); B.A. in Bible and Musical Arts 2015, Johnson University; M.A. in Music 2017, University of Central Florida (FL)

NIKKI L. VOTAW, Director of Graduate Studies, 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 (TN)

SHANNON WARDEN, Lecturer in Pastoral Counseling (2013); B.S. in Bible 1997, M.A. in Marriage and Family Therapy 1999, Johnson University; Licensed Marital and Family Therapist, State of Tennessee (OL)

JON WEATHERLY, Vice President for Academic Affairs/Provost, Professor of New Testament (2013); B.A. in Biblical Studies and Christian Ministry 1981, M.A. in New Testament 1982, Cincinnati Christian University; M.Div. in Divinity 1984, Trinity International University; Ph.D. in New Testament Exegesis 1991, University of Aberdeen (TN)

BRENT D. WEAVER, Director of Worship Program, Associate Professor of Music (1994); B.S. in Music Education 1988, M.A. in Music 1994, Ball State University; pursuing Doctorate of Worship Studies from Robert E. Webber Institute for Worship Studies; additional studies: University of Northern Colorado, Westminster Choir College (TN)

WILLIAM WEBER, Lecturer in Intercultural Studies (2016); B.A. in Ministry 1971, Nebraska Christian College; M.S. in Counseling 1972, Fort Hays University; Ph.D. in Human And Community Resources 1981, University of Nebraska (IN)

GARY E. WEEDMAN, President Emeritus of Johnson University and Special Assistant to the President for University Partnerships, Professor of Religious Studies (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 (TN)

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 Historical Theology 2004, Marquette University (TN)

DAVID A. WHEELER, Associate Professor of Congregational Ministry (1997); B.S. in Bible 1973, Johnson University; M.Min. in Ministry 1985, M.A. in Leadership 2005, Kentucky Christian University (TN)

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 (TN)

LINDA F. WHITMER, Dean of the School of Intercultural Studies, Professor of Intercultural Studies (2012); B.S. in Bible and Christian Education 1981, Kentucky Christian University; M.A. in New Testament Exegesis and Christian Education 1994, Johnson University; M.S. in Intercultural Studies 1996, Ph.D. in Intercultural Studies 2003, Fuller Theological Seminary; veteran missionary (TN)

STEVEN M. WHITMER, Director of Online Intercultural Studies, Professor of Intercultural Studies (2012); B.S. in Bible and Christian Ministries 1981, Kentucky Christian University; M.A. in New Testament Exegesis and Mission 1995, Johnson University; M.A. in Intercultural Studies 1996, Ph.D. in Intercultural Studies 2005, Fuller Theological Seminary; additional studies: Wheaton College, Fuller Theological Seminary, Lincoln Christian University; veteran missionary (OL)

TODD WHITMER, Lecturer in Intercultural Studies (2013); B.A. in Missions and Bible 1995, Johnson University; Master of Business Administration 2008, Hope International University (OL)

THOMAS A.WILES V, Lecturer in Mathematics (2015); B.S. in Communications 2002, Milligan College; M.A. in Teaching 2010, University of Louisville (FL)

BRADFORD WILLITS, Lecturer in Intercultural Studies (2015); B.A. in Missions 1976, M.A. in Missions 1987, Abilene Christian University; M.A. in Linguistics 1992, University of Texas Arlington; Ph.D. in International Communications 2019, the Free University of Amsterdam (OL)

CRAIG WILSMAN, Lecturer in Sport & Fitness Leadership (2016); B.A. in Physical Education 1982, Trinity College; M.S. in Recreation & Park Management 1984, Western Illinois University (FL)

ERICA WILSON, Lecturer in Public Health (2017); B.S. in Public Health 1996, University of the Cumberlands; Master of Public Health 2010, East Tennessee State University (TN)

CHERYL WISSMANN, Lecturer in Online Cornerstone Experience (2013); B.A. in Music 1978, M.A. in New Testament 1980, Cincinnati Christian University; M.Div. in Divinity 1997, Emmanuel Christian Seminary; Ph.D. in Practical Theology and Anthropology of Religion 2006, University of St. Andrews; additional studies: Ozark Christian College (TN)

KENNETH WOEHR, Lecturer in Education (2015); B.A. in History 1987, Nyack College; M.A. in Teaching English as a Second Language 1992, Hunter College (FL)

WILLIAM F. WOLF, Dean of the Chapel, Assistant 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 (TN)

JULIE WOLTIL, Affiliate Faculty, School of Business & Public Leadership Institutional Review Board Member (2015); B.A. in Cognitive Psychology 2004, University of California, Irvine; M.A. in Experimental Psychology 2008; Ph.D. in Clinical Psychology 2010, Loma Linda University (OL)

MICHAEL SHANE WOOD, Affiliate Faculty inBusiness & Public Leadership Candidacy Coach, Lecturer in Congregational Ministry (2010); B.Th. in Theology 1989, B.B.L. in Biblical Literature 1989, Ozark Christian College; M.Div. in Divinity 1996, Lincoln Christian University; Certificate of Advanced Graduate Studies in Organizational Leadership 2001, Ph.D. in Organizational Leadership 2002, Regent University (FL)

KENNETH A. WOODHULL, Executive Director of the Johnson University Center for Urban Alliance, 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 (TN)

HOLLY WOODS, Lecturer in Arts & Sciences (2015); B.A. in English and History 2007, Lincoln Memorial University; M.A. in History 2010, East Tennessee State University (TN/OL)

ELIZABETH WOODSON, Affiliate Faculty, School of Business & Public Leadership (2010); B.S. in Education 1986; M.Acc. in Taxation 1995, The University of Tennessee (TN)

STEPHEN A. YEATON, Lecturer in Congregational Ministry (2015); B.A. in Christian Education 1992, M.A. in Practical Ministries 1993, Master of Religious Education 1994, Master of Divinity 1999, Cincinnati Christian University; Doctor of Ministry 2009, Gordon-Conwell Theological Seminary (OL)

MICHAEL R. YOUNG, Affiliate Faculty, School of Business & Public Leadership Elective Track Facilitator (2014); B.S. in Ministry 1975, M.S. in Ministry 1976, M.Div. in Biblical Studies 1996, Abilene Christian University; M.A. in Philosophy 1994, Ph.D. in Philosophy 2004, University of Dallas (OL)

RENEE YOUNG, Lecturer in Education (2010); B.S. in Bible and Christian Education with a specialization in Elementary Education 1988, Johnson University Florida; M.A. in Educational Technology 2000, Nova Southeastern University (FL)

RONALD ZIEGLER, Lecturer in History (2018); B.S. in Education 1968, M.A. in Political Science, Ph.D. coursework in Political Science; Wayne State University (FL)

MARK ZIESE, Dean of the School of Bible & Theology, Professor of Old Testament (2014); B.B.L. in Biblical Studies 1985, Ozark Christian College; M.A. in Ancient Near Eastern Studies 1987, Cincinnati Christian University; M.A. in Hebrew Bible and Ancient Near East 1990, Hebrew Union College-Jewish Institute of Religion; Ph.D. in Religion 2002, Andrews University (TN/OL)

COURSE DESCRIPTIONS

IMPORTANT: The *Written Communication* requirement of the Arts & Sciences Core must be fulfilled in the student's first year at Johnson University. ENGL 1013 or an approved equivalent is a prerequisite for *all* Johnson University 2000-level, 3000-level, and 4000-level courses.

***Note:** For all courses numbered BIBL 3101 through BIBL 4410 and THEO 3101 through THEO 4102 the following prerequisites apply: *BIBL 1101 Orientation to the Old Testament I, BIBL 1201 Orientation to the Old Testament II, BIBL 2130 Exegetical Methods, BIBL 2201 Orientation to the New Testament, and THEO 2100 Fundamentals of Christian Faith.*

ACCT 2013 Principles of Financial Accounting (3). Students learn the fundamental concepts, standards, and generally accepted principles of financial accounting from transactions through financial statements. Journal entries, special journals, and subsidiary ledgers are also examined.

ANTH 1100 Encountering Cultures (3). This course examines the importance of culture and worldview in an increasingly multicultural world. 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 extend the kingdom of God among all nations.

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 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 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 3203 Practical Anthropology (3). This course introduces cultural anthropology with special attention to the application of an anthropological perspective to Christian mission. Students learn to examine the framework of beliefs, assumptions, values, and behaviors that shape peoples' lives, in order to be more effective in ministry.

ANTH 3300 Cultural Anthropology (3). This course is an introduction to the social science

known as cultural anthropology. Readings, films, websites, lectures, reports, and an exam provide a survey of vocabulary, concepts, and illustrations related to this branch of anthropology. Class lectures, outside reading, and films provide more in-depth case studies on the Near East Bedouin, Western Apache, and Old Order Amish, among others.

ARTS 3100 Art Appreciation (3). Students develop an understanding and appreciation of the visual arts through a study of the basic elements of art, the major movements of modern art, and art as a reflective and contributing force in society. Art from both Western and Global cultures is examined.

ARTS 3110 Asian Paper Making & Art Book Construction (3). Students focus on hand-made paper making using tree bark and natural fibers. Instructional techniques in preparing the tree bark, sheet forming, embossing, laminating, collage, 3-D sculptural formations and book binding will be demonstrated. A broad history of the origin of hand-paper will be addressed, and students will utilize a variety of currently available art papers to collage and build one of a kind art books in a range of sizes, shapes and dimensional values. Asian calligraphy and iconography will be introduced. A final exhibition will be required of each participant.

BIBL 1101 Orientation to the Old Testament I (3). This course introduces learners to the text of *Torah* (Genesis-Deuteronomy). Focus is given to the historical, literary, and theological contribution of *Torah* to the biblical canon. A Christian reading is demonstrated.

BIBL 1201 Orientation to the Old Testament II (3). This course introduces learners to the portion of the biblical canon remembered as "the Histories" (Joshua-Esther). Focus is given to the literary strategies, theological messages, and the value of these books as historical background. A Christian reading is demonstrated.

BIBL 2130 Exegetical Methods (3). An introduction to basic principles of biblical interpretation, highlighting issues related to the interpretation of various genres of literature in the Bible. The practical understanding and application of Scripture is emphasized.

BIBL 2201 Orientation to the New Testament (3). An introduction to the study of the New Testament, providing a framework and overview for the study of Jesus and the Gospels, Acts and the early church, Paul and New Testament letters, and the Apocalypse. The course emphasizes historical setting, the relationship of key themes to the larger biblical canon, and the formation of Christian belief. Attention is given to modern criticism and interpretation of the New Testament. *Prerequisites*: *BIBL 1101 Orientation to the Old Testament I and BIBL 1201 Orientation to the Old Testament II.*

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. *

BIBL 3102 Message of the Psalms (3). Exploration of the Psalms as a rich theological, pastoral, and liturgical resource within their historical setting. Learners are also urged to reflect on the place of the Psalms in the contemporary life of God's people. *

BIBL 3107 Israel's Wisdom Literature (3). While the expression "wisdom literature" does not appear as a canonical category of the English Bible, texts within that library share many "wisdom" features. This course considers biblical expressions of wisdom, focusing on the books of Job, Proverbs, and Ecclesiastes. Attention is given to defining wisdom and wisdom literature, noting how the idea is used by biblical authors, and contemplating how it is like/unlike the wisdom literature of Israel's neighbors. *

BIBL 3201 Isaiah (3). An exegetical study of Isaiah, emphasizing its relationship to its historical setting, connections to wider biblical themes, and the book's contribution to biblical theology. *

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.*

BIBL 3205 The Book of the Twelve (3). Exploration of the texts of the Minor Prophets (Hosea-Malachi). Attention is given to understanding the message of the prophets in their historical context, as a guide to contemporary cultural critique. *

BIBL 3207 Preaching from the Minor Prophets (3). A combination of best practices in exegesis and homiletics to create and deliver contemporary sermons based on the writings of the Minor Prophets. Attention will be given to understanding each book within its historical and cultural context, identifying key passages and topics for twenty-first century preaching, and developing carefully researched, exegetically sound and culturally relevant sermons. *Prerequisites: CMPR 2110 Biblical Teaching & Preaching.**

BIBL 3208 Jeremiah (3). An exegetical study of Jeremiah, emphasizing its relationship to the historical setting, the tension between judgment and hope, and the book's contribution to biblical theology.*

BIBL 3301 Romans (3). An exegetical and historical study of the letter to the Romans, with particular attention to the letter's contribution to Christian theology.*

BIBL 3302 1-2 Corinthians (3). A historical and exegetical study of Paul's first and second epistles to the Corinthian church with a focus on the problems faced by the church and Paul's solutions for correcting them.*

BIBL 3303 Early Epistles of Paul (3). An exegetical study of Galatians and 1 and 2 Thessalonians. Special attention is given to false teaching (especially Judaizing errors), eschatology, and life in the Spirit.*

BIBL 3304 Prison Epistles of Paul (3). An exegetical and historical study of Ephesians, Philippians, Colossians, and Philemon, considering critical issues related to the letters' origins, their relationship to the theology of Paul, and their use in constructing theology today.*

BIBL 3305 Pastoral Epistles (3). A study of the English text of 1 Timothy, 2 Timothy, and the epistle to Titus, including close study of the biblical text and an attempt to locate the Pastorals in their early-church context. Students consider whether, or to what extent, the Pastorals provide organizational patterns for today's church.*

BIBL 3311 Letter to the Hebrews (3). An exegetical and historical study of Hebrews, focusing on the book's theological and rhetorical method, its use of Israel's scriptures, and its contribution to the church's theology.*

BIBL 3312 Petrine Letters & the Letter of Jude (3). An exegetical and historical study of 1 and 2 Peter and Jude, with consideration given to critical issues of the books' origins, their rhetoric, their theological emphases, and their contribution to the church's theology.*

BIBL 3314 Book of Revelation (3). A critical examination of the Book of Revelation, with special attention given to the general picture of the book. The message of Revelation is held against the larger background of apocalyptic literature, and the contents of the book are not

regarded necessarily to be chronological.*

BIBL 4201 Gospel of Matthew (3). A historical and exegetical study of the English text of the Gospel of Matthew. The course focuses on the literary structure and themes of Matthew, with particular attention to the book's portrayal of Christ as the fulfillment of Israel's hopes.*

BIBL 4203 Luke-Acts (3). Exegesis of Luke's Gospel with careful attention to the further development of theological and literary themes in the Acts of the Apostles. The contribution of Luke-Acts to the theology of the church, past and present, is emphasized.*

BIBL 4204 The Fourth Gospel & Johannine Letters (3). An exegetical and historical study of the Gospel of John, with careful attention to the development of theological themes in the Johannine Letters. Attention is given to the relationship of the Fourth Gospel to the Synoptics.*

BIBL 4205 The Gospels & the Historical Jesus (3). An analysis of historical and contemporary approaches to the historical Jesus. The course surveys traditional methods for identifying historical knowledge about Jesus, criticisms of those approaches, and proposals for ways forward. Students evaluate the significance of historical Jesus research for the contemporary Church and potential contributions of this research for developing and equipping disciples today.*

BIBL 4206 The Sermon on the Mount (3). A historical and exegetical study of Matthew 5-7, with careful consideration for the place of the Sermon on the Mount in Jesus' declaration of the kingdom of God, the history of its interpretation, and its use in constructing theology and ethics in the modern world.*

BIBL 4207 Parables of Jesus (3). A critical study of Parables scholarship followed by an in-depth historical, grammatical, and textual analysis of the Parables of Jesus recorded in the Gospels.*

BIBL 4208 The Spirituality of Jesus (3). A critical reflection upon the nature, theology, and current literature of spiritual formation followed by a detailed analysis of the Gospels' presentation of Jesus' own spirituality. Special consideration is given to the personal and corporate disciplines Jesus practiced on a regular basis.*

BIBL 4209 Gospel of Mark (3). A historical and exegetical study of the English text of the Gospel of Mark. The course focuses on the narrative aspect of the Gospel (e.g. plot, characters, recurring themes) and raises questions about the performance and reception of the narrative in the early church. Students design and discuss performative and/or homiletical approaches to experiencing the Gospel in its original and contemporary contexts.*

BIBL 4301 Greek Exegesis of the Pastoral Epistles (3). A study of the Greek text of 1 Timothy, 2 Timothy, and the epistle to Titus. The course includes translation, exegesis of selected texts, and an attempt to locate the Pastorals in their early-church context. Students consider whether, or to what extent, the Pastorals provide organizational patterns for today's church. *Prerequisites: GREK 2200 Elementary Greek II. Special Considerations: Open to students who have completed two years of Greek or are currently enrolled in their second year of Greek.**

BIBL 4323/CMSM 4323 Bible Lands (3). A 14 day study-abroad experience in Israel and Palestine, regions integral to the historic development of biblical literature and home to three diverse text-oriented communities, namely, Judaism, Christianity, and Islam. Observation, engagement, and contemplation within these contexts--whether focusing on archaeological reconstructions of the past or theological interpretations of identity and action in the present--allow learners to explore Christian ministry in an increasingly complex world. *Note: Course fee may*

apply.

BIBL 4401 Seminar in Genesis (3). Consideration of the special nature of Genesis 1-11, with attention to these chapters as case studies in theology, homiletics, the relationship of the Old and New Testaments, literary analysis, ancient text versions, and comparisons with other Ancient Near Eastern religious texts.*

BIBL 4402 Current Hermeneutical Issues in New Testament Studies (3). A critical review of major interpretation issues in New Testament studies in the light of new hermeneutical theories, with particular emphasis on the impact of modern literary criticism on contemporary theological debates and New Testament interpretation.*

BIBL 4403 The New Testament's Uses of the Old Testament (3). A study of quotations, allusions and echoes of Israel's Scriptures in the New Testament canon and its implications for theology and exegesis.*

BIBL 4404 Jewish World of the New Testament (3). A survey of the history and literature of late Second Temple Judaism, including readings from English translations of significant primary texts (the Pseudepigrapha, Philo, Josephus, and the Dead Sea Scrolls). Students identify and evaluate significant and/or recurring theological themes from these texts and compare and contrast them with parallel themes in the New Testament.*

BIBL 4405 Philosophical Backgrounds of the New Testament (3). A critical examination of the influence of classical philosophies on the theological interpretation of the New Testament. Some emphasis is given to the impact of classical philosophies on early Christian literature and how the application of Greek philosophical ideas gave rise to past heresies and ongoing theological debates.*

BIBL 4408 Archaeology in the Old Testament World (3). A survey and analysis of key archaeological finds related to the history and interpretation of the Old Testament.*

BIBL 4409 Archaeology in the New Testament World (3). A survey and analysis of key archaeological finds related to the history and interpretation of the New Testament.*

BIBL 4410 Advanced Biblical Studies Seminar (3). An in-depth research seminar designed to advance a student's skill in biblical research and critical thinking. Students demonstrate advanced research skills by producing a research paper on a topic of interest and presenting it in a seminar setting. Integral to the learning process is the constructive criticism offered by the professor and other students.*

BIBL 5100 Introduction to Graduate Studies: Orientation (0). An online orientation includes a brief investigation of the methods and tools of New Testament research and scholarly writing. It introduces appropriate indices, journals, and reference works in the Glass Memorial Library. One unit covers bibliography, note taking, and research writing skills.

BIBL 5101 Old Testament Survey (3). A survey of the Old Testament books to highlight major personalities and events relevant to the story of God's Old Testament people.

BIBL 5102 New Testament Survey (3). An introduction to the main people, places, events, and themes of the New Testament, presupposing no prior academic study of the Bible.

BIBL 5103 New Testament Introduction (3). A study of the authorship, date, audience, and purpose of each book of the New Testament, with attention to differing approaches to these

questions. The text and canon of the New Testament are also considered.

BIBL 5104 World of the New Testament (3). A study of the world of Christian origins. Focus is given to principles cities, institutions, movements, and individuals that contextualize the New Testament text.

BIBL 5105 New Testament Research Methods (3). An introduction to the theory and practice of New Testament exegesis, the tools and methods of biblical research, and the academic writing process. Students must complete this course as the first course in the graduate program in New Testament.

BIBL 5106 New Testament Theology (3). A comprehensive study of the theological perspectives of the New Testament writers and the underlying unity that connects their diverse expressions.

BIBL 5107 Ministry of the Master (3). A graduate-level study of the ministry of Jesus as depicted in Matthew, Mark, Luke, John, and various other biblical witnesses. The aim of the course is to acquire knowledge of Jesus in his historical setting and to make contemporary applications of His ministry for the Christian.

BIBL 5111 Story of Scripture (3) Offered to participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities,. considering the Christian story as a story about hospitality—how God draws the world to himself through radical self-giving love–and the question: How can I participate in this great story?

BIBL 5160 Integrating Biblical Values & Education (3). An introduction to the theory and practice of New Testament exegesis, the tools and methods of biblical research, and the academic writing process.

BIBL 5207 Old Testament Book Study Book of Amos (3). An exegetical study of Amos, bringing together issues of history, culture, language, rhetoric and theology in the interpretation of the book.

BIBL 5335 New Testament Book Study (3). Application of Greek language principles and exegetical skills to selected texts from the New Testament with a focus on the practical use of Scripture in the church. As students employ a systematic approach to studying a book of the New Testament, they gain a deeper knowledge of the content, structure, history, and theology of New Testament writings.

BIBL 6101 Gospel of Matthew (3). A detailed study of the Gospel of Matthew. Through reading, writing, and individual research, students explore the meaning of the text in its first-century setting, gaining experience in using the tools of biblical study.

BIBL 6105 Acts (3). A study of the text of the Acts of the Apostles with special attention to the historical, cultural, linguistic, chronological, archaeological, and theological issues crucial for understanding this book. Literary features of this text are analyzed in their relation to the message of the New Testament book.

BIBL 6106 Romans (3). This course focuses on Paul—as author of the Epistle to the Romans —and the text of Romans itself. The course places Paul within the context of the first-century Roman imperial world (including both Jewish and pagan dynamics) and traces the rhetoric and theology of Romans in terms of this context. Students also focus on the overall movement and

argumentation of Romans and place each section of Paul's epistle within this overall movement.

BIBL 6107 Ministry of the Master (3). A graduate-level study of the ministry of Jesus as depicted in Matthew, Mark, Luke, John, and various other biblical witnesses. The aim of the course is to acquire knowledge of Jesus in his historical setting and to make contemporary applications of His ministry for the Christian.

BIBL 6201 Honors Thesis (3). Students who intend to pursue a terminal degree in New Testament research may with the prior approval of the faculty on review of the student's portfolio of written work completed in the program, write a carefully researched, appropriately documented, cogent, clear paper of about 75 pages on a selected New Testament subject of interest to the student and conducted under the guidance of a faculty advisor. Typically, the honors thesis requires two terms to complete.

BIBL 6202 Thesis Continuation (0). Students continue the project begun in BIBL 6201 Honors Thesis.

BIBL 6203 Thesis Continuation (0). Students continue the project begun in BIBL 6201 Honors Thesis.

BIBL 6207 1 Corinthians: Greek Text (3). A Greek-based study of Paul's first letter to the Corinthians. Through translation, individual research, and discussion, students explore the meaning of the text in its first-century setting, gaining experience in using the tools of biblical study.

BIBL 6209 Research Project(3). Most students in the New Testament Research track and the Customized Concentration track will complete a paper of approximately 30 pages under the supervision of a faculty member over a single term. The paper will summarize and evaluate the present state of research on a particular issue related to the New Testament or a passage in the New Testament. The paper for the Customized Concentration may be an interdisciplinary project that combines this summary and evaluation with methods, perspectives, or problems associated with a second academic or professional discipline.

BIBL 6210 Prison Epistles: Greek Text (3). A Greek-based study of Paul's letters to the Ephesians, the Philippians, the Colossians, and to Philemon. Through translation, individual research, and discussion, students explore the meaning of the text in its first-century setting, gaining experience in using the tools of biblical study.

BIBL 6227 Apocalypse: Greek Text (3). Supervised study of the Greek Text of the Book of Revelation to develop skills in translation and exegesis and knowledge of exegetical resources.

BIBL 6303 Translation & Exegesis of New Testament Texts (3). Students apply Greek language and exegetical skills learned in earlier courses to a selected text(s) from the New Testament. As students employ this systematic approach to the Scriptures, they gain deeper knowledge of the content, structure, and theology of New Testament writings; continue to strengthen and develop their translation and exegetical skills; and become better equipped to use those skills in the service of Christ.

BIBL 6505 Translation & Exegesis of Old Testament Texts (3). Students apply Hebrew language and exegetical skills learned in earlier courses to a selected text(s) from the Old Testament. As students employ this systematic approach to the Scriptures, they gain deeper knowledge of the content, structure, and theology of Old Testament writings; continue to

strengthen and develop their translation and exegetical skills; and become better equipped to use those skills in the service of Christ.

BUSN 2010 Globalization, Business & Leadership (3). Students learn how businesses are planned, developed, organized, and governed, and they examine how businesses operate in our current global, political, social, and economic environment. Topics include innovation and entrepreneurship, cultural intelligence, communication, and leadership.

BUSN 2013/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.

BUSN 2023 Organizational Development & Change (3). Students learn and apply applicable theory and concepts related to organization development and change. Topics include organizational development, culture, effectiveness, analysis assessment, diagnosis, and change. The course also focuses on organizational creativity, innovation, and communication planning.

BUSN 2033 Foundations of Business (3). This course provides an overview of the study of business and its environment, organization, and operations. Topics include: social responsibility, ethics, economic systems, international business, entrepreneurship, management, human resources, marketing, accounting, and finance.

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 3003/PSYC 3003 Organizational Behavior (3). This course will explore human behavior in a variety of organizational contexts. Topics include: managing individuals, leadership, motivation and communication, group and team dynamics, organizational diversity and cross-cultural effects, power and politics, conflict management, organizational change, and the history of organizational behavior as a discipline. *Prerequisite: MGMT 3013 Principles of Management*

BUSN 3033 Financial Management & Accounting (3). Students learn the fundamental concepts, standards, and generally accepted principles of financial accounting. Topics include forecasting cash flows, cash flow management, capital budgeting, valuation, capital structure, and various financing methods and mechanisms.

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: BUSN 2043 Business Essentials* and *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. *Prerequisite: 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. *Prerequisites: BUSN 2043 Business Essentials and MATH 2100 Quantitative Literacy*

BUSN 4013 Ethics & Business Law (3). Students are introduced to such fundamentals as legal rights and social forces in government, business, and society. Since the law is the minimal foundation to societal ethics, student explore basic legal practices, such as binding contracts, employment issues, discrimination, disclosure, taxation, and risk management.

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 4033 Strategic Human Resource Management (3). Students learn how to effectively manage human resources at the organizational level. Topics include employment law, performance appraisal, managerial human resource planning and forecasting, job information systems, recruitment and retention, employee training and development, policy and procedure compliance, and compensation and benefits. *Prerequisite: MGMT 3013 Principles of Managment*

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 4113 Leadership Development (3). Students will be enabled to prepare themselves to become leaders of organizations. While leadership theories, traits, behaviors and styles will be discussed, a strong emphasis will be placed on self-assessment and development of an Individual Leadership Development Plan. *Prerequisite: Junior/Senior Standing*

BUSN 4120 Creativity & Innovation (3). Students learn how creativity and innovation can be fostered, curtailed, or negated within an organization. This course facilitates creative, entrepreneurial approaches to leadership and organizational development. Students learn to identify and address the challenges and demands organizations face when engaging sustainable practices in a globalized and technologically evolving context.

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 a n entrepreneurial start up, or participate in an entrepreneurship competition. *Prerequisite: Junior/Senior standing*

BUSN 5000 MBA Orientation (0). Orientation provides students with valuable information to assist in their transition to the online M.B.A. program. Students gain an understanding of program requirements, process, and policies; who to call for assistance; technology and library use; and student services and support.

BUSN 5013 Advanced Operations Management (3). Students examine approaches to managing the design, operation, and improvement of systems and processes, as well as the delivery of a firms' products and services.

BUSN 5023 Advanced Business Analytics (3). The purpose of this course is to teach students how to make optimum decisions as a result of analyzing data. Additionally, students will be able to effectively communicate the results of the data analysis in a clear and concise manner.

BUSN 5033 Marketing Management (3). Students explore the strategies of how a company decides what to sell, identify its target market(s), and the best method(s) of reaching them. An emphasis will be placed on developing a Marketing Plan for a profit or nonprofit organization.

BUSN 5113 Accounting for Strategic Decision Making (3). Students gain enhanced knowledge, analytical tools, and interpretation skills to help leaders make better operating, investing, and financing decisions. Topics include GAAP (Generally Accepted Accounting Principles) financial statement presentation and reporting, underlying accounting principles and conventions, and cost accounting language and topics, such as cost-volume-profit analysis, resource allocation, budgeting and variance analysis, and relevant costs.

BUSN 5123 Business Law/PSYC 5123 Ethical and Legal Issues (3). Students explore the legal and ethical issues of business. Since the law is the foundation to societal ethics, students study and discuss basic business law concepts such as business organizations, real property, contracts, employment, sales & warranties, personal property, risk devises, governmental regulation and the court system. The course enables students to understand and articulate the development of ethical and moral frameworks by which operational decisions can be made and professional moral conduct enhanced. Students utilize a variety of ethical models and perspectives that shed light on ethical operational issues.

BUSN 5213 Advanced Corporate Finance (3). Students focus on the functions of corporate finance, which includes evaluating financial statements and ratios, asset utilization, and working capital models.

BUSN 5223 Managerial Economics (3). This course examines micro and macro economic forces in organizations and throughout the economy. The student gains insight into how the markets function, including an understanding of how individual managers and consumers generate the fundamentals of market supply and demand, governing the prices and quantities sold in all economic transactions.

BUSN 6013 Strategic Human Resource Management (3). Students leverage the broad content areas specific to the field of human resources (compensation/ benefits, HRIS, employee wellness and safety, employee assistance, employee relations, training and development, selection and staffing, organizational development, performance management systems, job design, career development, and human resources planning) in identifying, recruiting, developing, renewing, and retaining human assets that add maximum value to the strategic imperatives of the organization.

BUSN 6023 Operations and Supply Chain Management (3). Students examine approaches to managing the design, operation, and improvement of systems and processes, as well as the delivery of a firms' products and services.

BUSN 6033 International Business (3). This course examines business from a multinational perspective concerning local, regional, and global issues affecting organizational planning and implementation, including cross-cultural differences of individuals, dynamics of international work groups, and motivation.

BUSN 6113 Project Design Management (3). Students gain practical knowledge and apply project management processes from project inception through closeout, including initiating, planning, executing, monitoring, controlling, and closing. A major focus is integration of management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

BUSN 6123 Capstone Project (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with a profit or nonprofit organization to develop an actionable business plan or thesis.

CCCU 3000 Best Semester (12). Go to www.bestsemester.com for detailed information.

CDC 4000 Credit by Demonstrated Competency (variable). See Academic Policies & Procedures – Credit by Demonstrated Competency.

CDC 5000 Credit by Demonstrated Competency (variable). See Academic Policies & Procedures – Credit by Demonstrated Competency.

CEDF 2033 Introduction to Educational Technology (3). This course introduces students to the use of educational technology in the classroom, including application of instructional design principles for the use of technology to enhance the quality of teaching and learning in the classroom. The course includes hands-on experience with educational media emerging technologies, hardware and software, and peripherals for the personal computer as well as data-driven decision-making processes. It also includes identification of appropriate software for classroom applications, classroom procedures for integrating technologies with emphasis on legal and ethical use, and effective instructional strategies for teachers and students in regard to research, analysis, and demonstration of technology. Students will be provided an overview of the National Educational Technology Standards. *(Florida only)*

CFGS 7111 Ph.D. Orientation (0). This course provides students with valuable information to assist in their transition to the Ph.D. program in Leadership Studies. Students gain an understanding of the doctoral requirements, process, and policies; who to call for assistance; technology and library use; and student services and support.

CFGS 7112 Introduction to Global Studies (3). Students explore global studies through an introduction to intercultural leadership theories using multiple lenses: society, organization, and individual. The course lays a foundation by identifying dimensions of culture with a focus on understanding how participants in other cultures see the world, think, make decisions, view leadership, communicate, and lead.

CFGS 7114 Leadership Studies & Theory (3). Students develop understandings of the concept of leadership historically, philosophically, theologically, psychologically, and morally, testing these understandings against their own values and experiences. The course emphasizes issues of contemporary leadership in times of organizational and societal turmoil.

CFGS 7116 Ways of Knowing & Leadership Development (3). This course focuses on the person of the leader, including the nature of human understanding within its philosophical and theological dimensions, knowledge construction, identity and spiritual formation; and transformation. Students gain a clearer understanding of one's true location, how one best leads, and the ability to lead oneself in an increasingly multicultural and complex world.

CFGS 7124 Leadership & Personal Ethics (3). Students consider leadership from the perspective of the personal character of leaders and their ability to make decisions and take actions considered good and right. This course includes examination of the foundation, purpose, and methodology of various ethical systems, approaches to ethical decision-making, and applications to leadership issues.

CFGS 7126 Applied 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. *Prerequisite: CFGS 7124 Leadership and Personal Ethics.*

CFGS 7130 Principles of Research (3). Students learn research processes and principles of research design, including both quantitative and qualitative methods.

CFGS 7140 Elective 1: Scholarship & Research Framework (3). Doctoral students develop an appreciation for the transition from coursework to research, including an understanding of the process and research proposal content areas. The course assists students in conceptualizing the themes and primary focus of their topic by providing a structure for searching supporting literature, writing draft purpose and questions, and preparing a preliminary conceptual framework from which they can then design a research agenda that will support their capacity to prepare a research proposal at the end of year 3. (Chapter 1 of the doctoral dissertation includes the research proposal, which identifies the research purpose, research questions, and need for the research. Chapter 2 consists of a literature review. And chapter 3 discusses research methodology.)

CFGS 7142 Elective 2 (3). Under faculty supervision, doctoral students earn elective credits through a variety of means, including standard coursework, Directed Independent Studies (DIS), Directed Field Studies (DFS), and transfer courses from other institutions (limit 9 semester credit hours). Ideally, students' Elective Concentrations arise from their personal research questions and flow directly into their dissertations.

CFGS 7144 Elective 3 (3). Under faculty supervision, doctoral students earn elective credits through a variety of means, including standard coursework, Directed Independent Studies (DIS), Directed Field Studies (DFS), and transfer courses from other institutions (limit 9 semester credit hours). Ideally, students' Elective Concentrations arise from their personal research questions and flow directly into their dissertations.

CFGS 7218 Organizational Studies & Theory (3). Students examine classical and contemporary organizational theories, viewing organizations as living, dynamic systems. They explore organizations through the frames of structure, human resources, politics, symbols, chaos and complexity, and appreciative inquiry. The course highlights the importance of culture in influencing organizational effectiveness and efficiency, variables impacting and included within organizational culture, organizational structure and its relationship to its culture, and the leadership role and responsibilities related to organizational culture.

CFGS 7220 Intercultural Behavior, Worldview & Communication (3). Students explore socio-cultural and critical perspectives on identity, language, and how they intersect in diverse cultural communities. Topics include the philosophical and theological dimension of worldview and how one's worldview translates into behavior, intercultural communication with a focus on what happens when people from different cultures interact, and interactions within organizational contexts. Students define cultural intelligence and explore existing literature on leadership competencies related to intercultural leadership.

CFGS 7222 Global Leadership, Systems & Policy (3). Students develop a solid understanding of concepts linking leadership to global and social systems, giving special attention to the role of

policy analysis as a critical connection between leadership and systems. They apply philosophical and theological perspectives to issues raised in the course.

CFGS 7232 Quantitative Analysis (3). This course develops proficiency in quantitative analysis for interpreting social and organizational data. Topics include experimental, quasi-experimental, and multivariate designs; critical analysis of quantitative studies; and the ethics involved in research. Students discuss, critique, and apply appropriate statistical techniques, demonstrating the ability to recognize valid data and valid evidence for decision-making within organizations. *Prerequisite: CFGS 7130 Principles of Research.*

CFGS 7234 Qualitative Research (3). Students develop qualitative research skills while gaining familiarity with related theories, issues, and problems. The course provides multiple opportunities for practicing research skills, analyzing data, and writing the results. *Prerequisite: CFGS 7130 Principles of Research.*

CFGS 7240 Elective 4 (3). Under faculty supervision, doctoral students earn elective credits through a variety of means, including standard coursework, Directed Independent Studies (DIS), Directed Field Studies (DFS), and transfer courses from other institutions (limit 9 semester credit hours). Ideally, students' Elective Concentrations arise from their personal research questions and flow directly into their dissertations.

CFGS 7242 Elective 5 (3). Under faculty supervision, doctoral students earn elective credits through a variety of means, including standard coursework, Directed Independent Studies (DIS), Directed Field Studies (DFS), and transfer courses from other institutions (limit 9 semester credit hours). Ideally, students' Elective Concentrations arise from their personal research questions and flow directly into their dissertations.

CFGS 7244 Elective 6 (3). Under faculty supervision, doctoral students earn elective credits through a variety of means, including standard coursework, Directed Independent Studies (DIS), Directed Field Studies (DFS), and transfer courses from other institutions (limit 9 semester credit hours). Ideally, students' Elective Concentrations arise from their personal research questions and flow directly into their dissertations.

CFGS 8000 Candidacy (0). Ph.D. students produce a 25+ page integrative Candidacy Paper and presentation, which must be approved by faculty. The Candidacy Paper demonstrates the student's ability to produce and defend scholarly work, which qualifies them to proceed through the remainder of the doctoral program. *Prerequisite: CFGS 7130 Principles of Research.*

CFGS 8010 Candidacy Continuation (0). Ph.D. students Doctoral students continue the project begun in CFGS 8000 Candidacy.

CFGS 8112 Proposal Seminar (3). Students develop a dissertation research proposal according to Johnson University standards. *Prerequisites: CFGS 7130 Principles of Research, CFGS 7232 Quantitative Analysis, CFGS 7234 Qualitative Research.*

CFGS 8113 Proposal Seminar Continuation (0). Students continue the project begun in CFGS 8112 Proposal Seminar.

CFGS 8114 Proposal Defense (1). The proposal defense includes review and approval of the dissertation research proposal by the Advisor, Committee, and Institutional Review Board.

CFGS 8215 Dissertation (4). Students prepare a formal research study that meets Johnson University standards and makes an original contribution to the body of knowledge.

CFGS 8500 Dissertation Continuation (0). Doctoral students continue the project begun in CFGS 8215 Dissertation.

CFGS 8600 Dissertation Defense (1). Students defend the formal research study developed in CFGS 8215 Dissertation and CFGS 8500 Dissertation Continuation.

CHIN 2100 Chinese I (3). This course introduces students to the basics of Chinese language for interaction with Chinese populations worldwide. Students learn some of the Chinese writing system, but the course is designed with an emphasis on the acquisition of spoken Chinese for use in everyday conversation. The course focuses on the relationship between language and culture, gives students a small repertoire of theological vocabulary, and explains strategies for continuous progress in the language.

CHIN 2200 Chinese II (3). This course builds on the language studied in Chinese I. Students begin more serious work on learning the Chinese writing system, but with a continued emphasis on the acquisition of spoken Chinese for use in everyday conversation. The course focuses on the relationship between language and culture, expands theological vocabulary, and introduces additional strategies for continuous progress in the language. *Prerequisite: CHIN 2100 Chinese I or placement.*

CHIN 3200 Chinese III (3). This course continues to cover topics in everyday conversational Chinese. Students practice vocabulary which will be useful for living in China, Taiwan, or among other diaspora Chinese populations and interacting with those Chinese friends. This course reviews and expands previously studied topics. It also covers new topics, such as health, personality and feelings, and the full repertoire of structural words. Finally, students continue their study of Chinese characters and theological vocabulary in preparation for their study of 1 John for Chinese IV. *Prerequisite: CHIN 2200 Chinese II or placement.*

CHIN 3210 Chinese IV (3). This course continues to cover core vocabulary for everyday conversations but also covers basic vocabulary necessary for personal outreach and Bible reading. Specifically, students focus their attention on reading and writing certain Bible verses and texts from the book "Studies on the Way." *Prerequisite: CHIN 3200 Chinese III or placement.*

CMCH 3220 Ministry to Children (3). This course prepares the student to develop and maintain an effective ministry to children, ages 0-11. It examines the cultural environment in which children are living and introduces strategies, programs, ministries, and leadership skills necessary for effective spiritual nurture of them. A practicum is part of the course. *Prerequisite: CMYM 2100 Youth & Children's Ministry Fundamentals*

CMCH 3231 Children's Ministry Internship (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 experience to develop further skills they need for ministry. *Prerequisites: CMCH 3221 Children's Ministry Internship Preparation and 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 majoring in Children's Ministry.*

CMCH 3400 Administration of Early Childhood Education Programs (3). This course considers principles of administration and their application to early childhood programs. Students examine the role of state standards and national accreditation requirements as they relate to the implementation of principles of administration in early childhood programs.

CMCH 3600 Early Childhood Program Development (3). This course focuses on preschool program and curriculum development. From the perspective of a biblically integrated Christian preschool, students consider how to develop curriculum layouts, developmentally appropriate units, and how to integrate biblical standards within the total program.

CMCH 3621 Children's Ministry 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: CMPR 3301 Congregational Ministry Internship Preparation, completion of 90 credit hours and three courses from the student's professional area. Special Consideration: This course is limited to students majoring in Children's Ministry.*

CMCH 3729 Children's Ministry 7-Month Internship II (10.5). 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: CMPR 3301 Congregational Ministry Internship Preparation and CMCH 3621 Children's Ministry 7-Month Internship I and completion of 90 credit hours and three courses from the student's professional area. Special Consideration: This course is limited to students majoring in 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: SPSY 1100 Interpersonal & Family Relationships and CMCM 3100 Introduction to Counseling Ministry and FAMS 4210 Family Life Education Methodology.*

CMMN 5110 Foundations for Understanding and Applying the Bible (1.5). This course presents basic principles related to the interpretation and application of major literary genres in the English Bible. Special attention is given to utilizing key resources in developing an informed and discerning approach to understanding Scripture.

CMMN 5120 Foundations for Biblical Preaching & Teaching (1.5). This course equips students with basic skills needed to prepare and deliver accurate and effective sermons or lessons. This course includes a lab component in which recorded student lessons or sermons are assessed.

CMMN 5130 Foundations for Implementing Restoration Movement Principles (1.5). This course equips students with an understanding of the key principles valued by the Restoration

Movement through a historical overview of key Scriptures, persons, and documents. Special attention is given to practical opportunities and challenges that impact contemporary implementation of these principles.

CMMN 5140 Foundations for Spiritual Formation (1.5). This course helps students understand key Scriptures and apply key practices that help foster increasing spiritual maturity in themselves and others.

CMMN 5150 Foundations for Effective Leadership Ministry (1.5). This course equips students with a practical understanding of crucial Scriptures and practices that shape spiritual leadership in a variety of ministry roles and contexts.

CMMN 5160 Foundations for Understanding the Entire Story of Scripture (1.5). This course equips students with an overview of the major events and people of the Bible in a way that helps them understand and communicate the relevance of individual texts within the overall framework of God's revelation in Scripture.

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.*

CMPD 3211 Children's Ministry Preschool/Daycare Early Childhood Learning Center Internship (1). This course leads students to apply lessons learned in the classroom to actual preschool classroom contexts under the guidance of the director of the Early Childhood Learning Center (ECLC) located on the Johnson University campus. Students participate in teaching children, observe the daily operation of the center, and reflect on their experience to further develop 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 requires approval of the Internship Coordinator as well as the ECLC director.*

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 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: School of Congregational Ministry students 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 Congregational Ministry and the instructor of COMM 4998, students can substitute COMM 4998 Spiritual Formation and Creativity for CMPR 3120.

CMPR/HUMN 3203 Spiritual Formation (3). This course explores two areas: The first is personal spiritual formation, 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 spiritual formation for ministry, or 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. (Fulfills the Arts & Sciences Elective requirement in programs where it is not already a requirement. Replaces CMPR 3120.) NOTE: School of Congregational Ministry students who are also on the Honor's Program can substitute CMPR 3600 Spiritual Formation: Honor's Program for CMPR 3203. Also, upon approval of the dean of the School of Congregational Ministry and the instructor of COMM 4998, students can substitute COMM 4998 Spiritual Formation and Creativity for CMPR 3203.

CMPR 3231 Preaching Internship (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 experience to develop further skills they need for ministry. *Prerequisites: CMPR 3221 Preaching Internship Preparation and 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 majoring in Preaching & Church Leadership or Preaching and Youth Ministry.*

CMPR 3301 Congregational Ministry Internship Preparation (1). Typically completed during Spring Session II, this course consists of orientation meetings, required paperwork, required reading assignments, creating a resume and finding a field mentor who agrees to supervise, mentor, and evaluate the student.

CMPR 3311 Congregational Ministry Internship Assessment (1). Typically completed during fall session I, upon the completion of the internship, students return a notebook that consists of journal entries, reading plans, mentor meetings and interviews, lesson plans and critiques and write a final report evaluating the internship experience. The course concludes with a final interview with the Congregational Ministry Internship Director. *Prerequisites: CMPR 3301 Congregational Ministry Internship Preparation and the internship.*

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 3621 Preaching 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: CMPR 3301 Congregational Ministry Internship Preparation and completion of 90 credit hours and three courses from the student's professional area. Special Consideration: This course is limited to students majoring in Preaching Ministry.*

CMPR 3729 Preaching 7-Month Internship II (10.5). 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: CMPR 3301 Congregational Ministry Internship Preparation and CMPR 3621 Preaching 7-Month Internship I and completion of 90 credit hours and three courses from the student's professional area. Special Consideration: This course is limited to students majoring in Preaching Ministry.*

CMPR 4210 Preaching in Ministry (3). This course draws together what students learned in prior teaching and preaching courses and leads them to integrate and further advance their understanding of preaching's relationship with worship, leadership, and especially hermeneutics. *Prerequisites: CMPR 2110 Biblical Teaching and Preaching and CMPR 3410 Advanced Biblical Teaching & Preaching.*

CMPR 4303/PSYC 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 4310 Effectiveness in Leadership & Life (3). This course is divided into two phases: The first phase develops a theology of spiritual leadership, integrating biblical resources with healthy leadership theories. The second phase teaches practical strategies to affirm and utilize one's strengths, clarify core values and objectives, maintain life balance and emotional health, and manage one's impact on the church context, so that both leader and followers achieve meaningful and mutually desirable outcomes.

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.

CMPR 5100 Expository Preaching (3). Expository Preaching equips students with the fundamental skills necessary to prepare and deliver expository sermons. Students learn to study a Scripture text, develop a thesis statement, construct an outline (both deductively and inductively), and fill the outline with effective explanation, illustration, and application. The course also covers sermon introduction, conclusions, language, delivery, and series development.

CMPR 5110 Spiritual Formation I (3) This course is offered for graduate-level credit for participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities. Spiritual formation is conformation to the image of Christ by the indwelling of the Holy Spirit. Humans cannot accomplish this conformation themselves, but only cooperate with the work of divine grace. Believers become like Christ by practicing the types of activities he practiced in order to be constantly in fellowship with the Father—namely, prayer, solitude, silence, gratitude, simple and sacrificial living, study and meditation on God's Word, and service to others. Extending over two terms, the course is primarily experiential and interactive. It focuses on spiritual disciplines and offers opportunities to cultivate spiritual habits and rhythms, which will result in greater knowledge of God and love for God's people. The course is more formative than informative, incorporating readings, group discussions, practices, and private devotions. The material is meant to be used and applied, not just read and studied.

CMPR 5120 Spiritual Formation II (3) This course is offered for graduate-level credit for participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities. This course is a continuation of CMPR 5110 Spiritual Formation I. *Prerequisite: CMPR 5110 Spiritual Formation I.*

CMPR 6200 Advanced Expository Preaching (3). Advanced Expository Preaching further develops principles learned in CMPR 5100 Expository Preaching (or previous homiletics courses).

Students gain a deeper understanding of the relationship between sound exegesis and effective preaching, learn to preach accurately from various biblical literary forms, and utilize various sermon forms to communicate biblical truth most effectively.

CMPR 6210 Preaching & Teaching for Spiritual Formation (3). This course prepares students to provide opportunities for spiritual formation of churches through their preaching and teaching. Students learn to focus on their own spiritual formation as a basis for the ministry of the Word, assess a congregation's spiritual condition, determine how congregations develop spiritually, and design specific preaching and teaching methodologies that effectively shape corporate and individual spiritual formation. Students in the Spiritual Formation concentration must take the hybrid format of this course, which includes an intensive week on campus. The hybrid format is offered every other summer. Students in the Preaching concentration and certificate programs may choose either the hybrid or online format of the course.

CMPR 6220 Preaching Contexts (3). Students examine three important contexts of preaching —namely, the theological, historical, and contemporary contexts. Students explore a biblical theology of preaching, trace key eras and figures related to the history of preaching, and learn to assess their own contemporary context for preaching, so that they can most effectively relate their sermons to their particular listeners.

CMPR 6300 Preaching Project: Fall Term (1). This project leads students to integrate their New Testament and preaching courses through writing an exegetical paper on a New Testament passage. *Prerequisites: Students must have completed or be currently enrolled in all required preaching courses to register for CMPR 6300.*

CMPR 6400 Preaching Project: Spring Term (2). This continuation of the preaching project allows students to integrate New Testament and preaching courses through writing a sermon delivered during Preaching Emphasis Week in the Spring Term.

CMSF 5100 Introduction to Spiritual Formation (3). This course introduces students to the concept, process, and practice of spiritual formation. Particular emphasis is placed on the examination of and the practice of classical spiritual disciplines and other devotional practices. The purpose is to help students with their own spiritual formation as they prepare to lead others. This 3-credit course is taken in a one-week residence with cohort members. Additional online pre- and post-course assignments are required.

CMSF 6200 History of Christian Spiritual Formation (3). The purpose of this course is to examine the varieties of spiritual and devotional movements throughout the history of Christianity. The strengths and weaknesses of these movements are explored with the intent of appreciating the role of history and tradition in spiritual formation and applying valid spiritual principles to contemporary practice in individual and corporate contexts.

CMSF 6302 Spiritual Formation & Leadership Project: Fall Term (2). This project leads students to integrate their New Testament and spiritual formation courses through developing a project in their ministry setting. *Prerequisites: Students must have completed or be currently enrolled in all spiritual formation courses to register for CMSF 6302.*

CMSF 6501 Spiritual Formation & Leadership Project: Spring Term (1). This continuation of the spiritual formation project allows students to integrate New Testament and spiritual formation courses through delivering a project in their ministry setting and reporting on that project at the Spiritual Formation Project Retreat in the Spring Term. *Prerequisites: Students must*

have completed all required preaching courses to register for CMSF 6501.

CMSM 4113 Fundamentals Of Strategic Leadership (3). Undergraduate residents identify fundamentals of effective Christian leadership, describe how these principles apply to different contexts, and apply the principles they have learned. *Note: Arizona students must register for CMSM 411A/CMSM 411B.*

CMSM 411A Fundamentals Of Strategic Leadership (1.5). Undergraduate residents identify fundamentals of effective Christian leadership, describe how these principles apply to different contexts, and apply the principles they have learned. *Note: Arizona students only—fall term.*

CMSM 411B Fundamentals Of Strategic Leadership (1.5). Undergraduate residents identify fundamentals of effective Christian leadership, describe how these principles apply to different contexts, and apply the principles they have learned. *Note: Arizona students only—spring term.*

CMSM 4213 Congregational Leadership (3). Undergraduate residents identify the theology behind and the practices of various elements that are typically included in church programming. Topics might include but are not limited to providing a welcoming reception and follow up for guests, effective communication, safety procedures, the Lord's Supper, baptisms, corporate worship, discipleship, weddings, funerals, outreach ministries, and/or pastoral ministries. *Note: Arizona students must register for CMSM 421A/CMSM 421B.*

CMSM 421A Congregational Leadership (1.5). Undergraduate residents identify the theology behind and the practices of various elements that are typically included in church programming. Topics might include but are not limited to providing a welcoming reception and follow up for guests, effective communication, safety procedures, the Lord's Supper, baptisms, corporate worship, discipleship, weddings, funerals, outreach ministries, and/or pastoral ministries. *Note: Arizona students only—fall term.*

CMSM 421B Congregational Leadership (1.5). Undergraduate residents identify the theology behind and the practices of various elements that are typically included in church programming. Topics might include but are not limited to providing a welcoming reception and follow up for guests, effective communication, safety procedures, the Lord's Supper, baptisms, corporate worship, discipleship, weddings, funerals, outreach ministries, and/or pastoral ministries. *Note: Arizona students only—spring term.*

CMSM 4223 Ministry Mobilization (3). Undergraduate residents describe effective practices related to mobilizing non-paid people for ministry. Topics may include but are not limited to recruiting, screening, training, equipping, resourcing, teamwork, and accountability. Apprentices will create strategies for effective practices in churches and organizations of various size and scope. *Note: Arizona students must register for CMSM 422A/CMSM 422B.*

CMSM 422A Ministry Mobilization (1.5). Undergraduate residents describe effective practices related to mobilizing non-paid people for ministry. Topics may include but are not limited to recruiting, screening, training, equipping, resourcing, teamwork, and accountability. Apprentices will create strategies for effective practices in churches and organizations of various size and scope. *Note: Arizona students only—fall term.*

CMSM 422B Ministry Mobilization (1.5). Undergraduate residents describe effective practices related to mobilizing non-paid people for ministry. Topics may include but are not limited to recruiting, screening, training, equipping, resourcing, teamwork, and accountability. Apprentices will create strategies for effective practices in churches and organizations of various size and

scope. *Note: Arizona students only—spring term.*

CMSM 4233 People And Resource Management (3). Undergraduate residents summarize effective practices related to the hiring, management, and leadership of paid staff members in churches and nonprofits. Topics may include but are not limited to relevant principles of human resources, business and finance, people management, leadership development, decision-making processes, diversity, legal and ethical issues, evaluation, and termination. *Note: Arizona students must register for CMSM 423A/CMSM 423B.*

CMSM 423A People And Resource Management (1.5). Undergraduate residents summarize effective practices related to the hiring, management, and leadership of paid staff members in churches and nonprofits. Topics may include but are not limited to relevant principles of human resources, business and finance, people management, leadership development, decision-making processes, diversity, legal and ethical issues, evaluation, and termination. *Note: Arizona students only—fall term.*

CMSM 423B People And Resource Management (1.5). Undergraduate residents summarize effective practices related to the hiring, management, and leadership of paid staff members in churches and nonprofits. Topics may include but are not limited to relevant principles of human resources, business and finance, people management, leadership development, decision-making processes, diversity, legal and ethical issues, evaluation, and termination. *Note: Arizona students only—spring term.*

CMSM 4243 Program Management (3). Undergraduate residents identify and implement best practices related to the planning and execution of events, projects, and/or ongoing ministry programs. Topics may include but are not limited to idea development, mission fit, strategy, promotion, planning, facility usage, communication, budgeting, systems management, people management, and/or evaluation. *Note: Arizona students must register for CMSM 424A/CMSM 424B.*

CMSM 424A Program Management (1.5). Undergraduate residents identify and implement best practices related to the planning and execution of events, projects, and/or ongoing ministry programs. Topics may include but are not limited to idea development, mission fit, strategy, promotion, planning, facility usage, communication, budgeting, systems management, people management, and/or evaluation. *Note: Arizona students only—fall term.*

CMSM 424B Program Management (1.5). Undergraduate residents identify and implement best practices related to the planning and execution of events, projects, and/or ongoing ministry programs. Topics may include but are not limited to idea development, mission fit, strategy, promotion, planning, facility usage, communication, budgeting, systems management, people management, and/or evaluation. *Note: Arizona students only—spring term.*

CMSM 4313 Advanced Strategic Leadership (3). Undergraduate residents summarize advanced Christian leadership practices, giving special attention to the examples of effective churches, nonprofits, and Christian leaders around the world. Based on their understanding of these practice, they examine potential new strategies for their own leadership practices. *Note: Arizona students must register for CMSM 431A/CMSM 431B.*

CMSM 431A Advanced Strategic Leadership (1.5). Undergraduate residents summarize advanced Christian leadership practices, giving special attention to the examples of effective churches, nonprofits, and Christian leaders around the world. Based on their understanding of

these practice, they examine potential new strategies for their own leadership practices. *Note: Arizona students only—fall term.*

CMSM 431B Advanced Strategic Leadership (1.5). Undergraduate residents summarize advanced Christian leadership practices, giving special attention to the examples of effective churches, nonprofits, and Christian leaders around the world. Based on their understanding of these practice, they examine potential new strategies for their own leadership practices. *Note: Arizona students only—spring term.*

CMSM 4323/BIBL 4323 Bible Lands (3). A 14 day study-abroad experience in Israel and Palestine, regions integral to the historic development of biblical literature and home to three diverse text-oriented communities, namely, Judaism, Christianity, and Islam. Observation, engagement, and contemplation within these contexts--whether focusing on archaeological reconstructions of the past or theological interpretations of identity and action in the present--allow learners to explore Christian ministry in an increasingly complex world. *Note: Course fee may apply.*

CMSM 4614 Children and Family Ministry (4.5). Children and Family Ministry prepares students to provide leadership for children and family ministries in churches, nonprofits, and similar organizations. The course is designed around three areas of competency: classroom management, equipping parents, and safety and security. *Note: Fall term. Arizona students only.*

CMSM 4615 Children and Family Ministry (4.5). Children and Family Ministry prepares students to provide leadership for children and family ministries in churches, nonprofits, and similar organizations. The course is designed around three areas of competency: classroom management, equipping parents, and safety and security. *Note: Spring term. Arizona students only.*

CMSM 4624 Church Administration (4.5). Church Administration prepares students to provide administrative oversight and support in churches, nonprofits, and similar organizations. The course is designed around three areas of competency: creative technologies, finance and stewardship, and safety and security. *Note: Fall term. Arizona students only.*

CMSM 4625 Church Administration (4.5). Church Administration prepares students to provide administrative oversight and support in churches, nonprofits, and similar organizations. The course is designed around three areas of competency: creative technologies, finance and stewardship, and safety and security. *Note: Spring term. Arizona students only.*

CMSM 4634 Church Planting (4.5). Church Planting prepares students to expand a church's ministry through multi-sites and/or the planting of new congregations. The course is designed around three areas of competency: finance and stewardship, multi-site strategies, and practical ministry. *Note: Fall term. Arizona students only.*

CMSM 4635 Church Planting (4.5). Church Planting prepares students to expand a church's ministry through multi-sites and/or the planting of new congregations. The course is designed around three areas of competency: finance and stewardship, multi-site strategies, and practical ministry. *Note: Spring term. Arizona students only.*

CMSM 4644 Intercultural Studies (4.5). Intercultural Studies prepares students to lead churches to partner with local and global missions to expand the kingdom of God. The course is designed around three areas of competency: mission strategies, strategic mission implementation, and neighborhood ministry. *Note: Fall term. Arizona students only.*

CMSM 4645 Intercultural Studies (4.5). Intercultural Studies prepares students to lead churches to partner with local and global missions to expand the kingdom of God. The course is designed around three areas of competency: mission strategies, strategic mission implementation, and neighborhood ministry. *Note: Spring term. Arizona students only.*

CMSM 4654 Pastoral Ministry (4.5). Pastoral Ministry prepares students to lead and minister among churches and similar organizations. The course is designed around three areas of competency: applied homiletics, neighborhood ministry, and practical ministry. *Note: Fall term. Arizona students only.*

CMSM 4655 Pastoral Ministry (4.5). Pastoral Ministry prepares students to lead and minister among churches and similar organizations. The course is designed around three areas of competency: applied homiletics, neighborhood ministry, and practical ministry. *Note: Spring term. Arizona students only.*

CMSM 4664 Special Needs Ministry (4.5). Special Needs Ministry prepares students to provide leadership for ministry with people with special needs in churches and similar organizations. The course is designed around three areas of competency: classroom management, equipping parents, and special needs events. *Note: Fall term. Arizona students only.*

CMSM 4665 Special Needs Ministry (4.5). Special Needs Ministry prepares students to provide leadership for ministry with people with special needs in churches and similar organizations. The course is designed around three areas of competency: classroom management, equipping parents, and special needs events. *Note: Spring term. Arizona students only.*

CMSM 4674 Youth Ministry (4.5). Youth Ministry prepares students to provide leadership for ministries in churches and similar organizations with middle and high school students. The course is designed around three areas of competency: classroom management, equipping parents, and pastoral care for families. *Note: Fall term. Arizona students only.*

CMSM 4675 Youth Ministry (4.5). Youth Ministry prepares students to provide leadership for ministries in churches and similar organizations with middle and high school students. The course is designed around three areas of competency: classroom management, equipping parents, and pastoral care for families. *Note: Spring term. Arizona students only.*

CMSM 4684 Sports Ministry (4.5). Sports ministry prepares students to direct sports-related ministries that extend the ministry of a church or similar organization into its community. The course is designed around three areas of competency: marketing and promotion, sports program administration, and safety and security. *Note: Fall term. Arizona students only.*

CMSM 4685 Sports Ministry (4.5). Sports ministry prepares students to direct sports-related ministries that extend the ministry of a church or similar organization into its community. The course is designed around three areas of competency: marketing and promotion, sports program administration, and safety and security. *Note: Spring term. Arizona students only.*

CMSM 4694 Worship Ministry (4.5). Worship Ministry prepares students to lead churches in ministries related to music and special programs that facilitate the worship of a community of believers. The course is designed around three areas of competency: media and web, music and performance, and staging and production. *Note: Fall term. Arizona students only.*

CMSM 4695 Worship Ministry (4.5). Worship Ministry prepares students to lead churches in ministries related to music and special programs that facilitate the worship of a community of

believers. The course is designed around three areas of competency: media and web, music and performance, and staging and production. *Note: Spring term. Arizona students only.*

CMSM 4814 Pastoral Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to pastoral ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4815 Pastoral Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to pastoral ministry, developing both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 4824 Student Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to student ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4825 Student Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to student ministry, developing both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 4834 Children's Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to children's ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4835 Children's Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to children's ministry, developing both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 4844 Worship Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to worship ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4845 Worship Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to worship ministry, developing both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 4854 Urban Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to urban ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4855 Urban Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to urban ministry, developing both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 4864 Missions Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to pastoral ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4865 Missions Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to pastoral ministry, developing

both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 4874 Discipleship Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to discipleship ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4875 Discipleship Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to discipleship ministry, developing both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 4884 Executive Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to executive ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4885 Executive Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to executive ministry, developing both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 4894 Sports Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to sports ministry, developing both their skills and their hearts for ministry. *Note: Fall term. Not available for Arizona students.*

CMSM 4895 Sports Ministry Field Experience (4.5). Undergraduate residents serve with and are mentored by full-time ministers who serve in fields related to sports ministry, developing both their skills and their hearts for ministry. *Note: Spring term. Not available for Arizona students.*

CMSM 5103 Theology and Dynamics of Strategic Leadership (3; online). Graduate apprentices formulate theological, philosophical and spiritual perspectives for the thoughtful engagement of the one-year graduate apprenticeship. Participants synthesize ecclesiology, congregational research, leadership studies, and spiritual formation into a clear personal philosophy of ministry.

CMSM 5113 Fundamentals Of Strategic Leadership (3) Graduate apprentices explore fundamentals of effective Christian leadership, consider how these principles apply to different contexts, and participate in various formative activities through which they apply the principles they have learned. *Note: Arizona students must register for CMSM 511A/CMSM 511B.*

CMSM 511A Fundamentals Of Strategic Leadership (1.5) Graduate apprentices explore fundamentals of effective Christian leadership, consider how these principles apply to different contexts, and participate in various formative activities through which they apply the principles they have learned. *Note: Arizona students only—fall term.*

CMSM 511B Fundamentals Of Strategic Leadership (1.5) Graduate apprentices explore fundamentals of effective Christian leadership, consider how these principles apply to different contexts, and participate in various formative activities through which they apply the principles they have learned. *Note: Arizona students only—spring term.*

CMSM 5213 Congregational Leadership (3). Graduate apprentices evaluate the theology

behind and the practices of various elements that are typically included in church programming. Topics might include but are not limited to providing a welcoming reception and follow up for guests, effective communication, safety procedures, the Lord's Supper, baptisms, corporate worship, discipleship, weddings, funerals, outreach ministries, and/or pastoral ministries. *Note: Arizona students must register for CMSM 521A/CMSM 521B.*

CMSM 521A Congregational Leadership (1.5). Graduate apprentices evaluate the theology behind and the practices of various elements that are typically included in church programming. Topics might include but are not limited to providing a welcoming reception and follow up for guests, effective communication, safety procedures, the Lord's Supper, baptisms, corporate worship, discipleship, weddings, funerals, outreach ministries, and/or pastoral ministries. *Note: Arizona students only—fall term.*

CMSM 521B Congregational Leadership (1.5). Graduate apprentices evaluate the theology behind and the practices of various elements that are typically included in church programming. Topics might include but are not limited to providing a welcoming reception and follow up for guests, effective communication, safety procedures, the Lord's Supper, baptisms, corporate worship, discipleship, weddings, funerals, outreach ministries, and/or pastoral ministries. *Arizona students only—spring term.*

CMSM 5223 Ministry Mobilization (3). Graduate apprentices analyze effective practices related to mobilizing non-paid people for ministry. Topics may include but are not limited to recruiting, screening, training, equipping, resourcing, teamwork, and accountability. Apprentices will create strategies for effective practices in churches and organizations of various size and scope. *Note: Arizona students must register for CMSM 522A/CMSM 522B.*

CMSM 522A Ministry Mobilization (1.5). Graduate apprentices analyze effective practices related to mobilizing non-paid people for ministry. Topics may include but are not limited to recruiting, screening, training, equipping, resourcing, teamwork, and accountability. Apprentices will create strategies for effective practices in churches and organizations of various size and scope. *Arizona students only—fall term.*

CMSM 522B Ministry Mobilization (1.5). Graduate apprentices analyze effective practices related to mobilizing non-paid people for ministry. Topics may include but are not limited to recruiting, screening, training, equipping, resourcing, teamwork, and accountability. Apprentices will create strategies for effective practices in churches and organizations of various size and scope. *Arizona students only—spring term.*

CMSM 5233 People And Resource Management (3). Graduate apprentices analyze effective practices related to the hiring, management, and leadership of paid staff members in churches and nonprofits. Topics may include but are not limited to relevant principles of human resources, business and finance, people management, leadership development, decision-making processes, diversity, legal and ethical issues, evaluation, and termination. *Note: Arizona students must register for CMSM 523A/CMSM 523B.*

CMSM 523A People And Resource Management (1.5). Graduate apprentices analyze effective practices related to the hiring, management, and leadership of paid staff members in churches and nonprofits. Topics may include but are not limited to relevant principles of human resources, business and finance, people management, leadership development, decision-making processes, diversity, legal and ethical issues, evaluation, and termination. *Arizona students only—fall term.*

CMSM 523B People And Resource Management (1.5). Graduate apprentices analyze effective practices related to the hiring, management, and leadership of paid staff members in churches and nonprofits. Topics may include but are not limited to relevant principles of human resources, business and finance, people management, leadership development, decision-making processes, diversity, legal and ethical issues, evaluation, and termination. *Arizona students only—spring term.*

CMSM 5243 Program Management (3). Graduate apprentices explore, evaluate, and implement best practices related to the planning and execution of events, projects, and/or ongoing ministry programs. Topics may include but are not limited to idea development, mission fit, strategy, promotion, planning, facility usage, communication, budgeting, systems management, people management, and/or evaluation. *Note: Arizona students must register for CMSM 524A/CMSM 524B.*

CMSM 524A Program Management (1.5). Graduate apprentices explore, evaluate, and implement best practices related to the planning and execution of events, projects, and/or ongoing ministry programs. Topics may include but are not limited to idea development, mission fit, strategy, promotion, planning, facility usage, communication, budgeting, systems management, people management, and/or evaluation. *Arizona students only—fall term.*

CMSM 524B Program Management (1.5). Graduate apprentices explore, evaluate, and implement best practices related to the planning and execution of events, projects, and/or ongoing ministry programs. Topics may include but are not limited to idea development, mission fit, strategy, promotion, planning, facility usage, communication, budgeting, systems management, people management, and/or evaluation. *Arizona students only—spring term.*

CMSM 5313 Advanced Strategic Leadership (3). Graduate apprentices analyze advanced Christian leadership practices, giving special attention to the examples of effective churches, nonprofits, and Christian leaders around the world. Based on this analysis, they create new strategies for their own leadership practices. *Note: Arizona students must register for CMSM 531A/CMSM 531B.*

CMSM 531A Advanced Strategic Leadership (1.5). Graduate apprentices analyze advanced Christian leadership practices, giving special attention to the examples of effective churches, nonprofits, and Christian leaders around the world. Based on this analysis, they create new strategies for their own leadership practices. *Note: Arizona students only—fall term.*

CMSM 531B Advanced Strategic Leadership (1.5). Graduate apprentices analyze advanced Christian leadership practices, giving special attention to the examples of effective churches, nonprofits, and Christian leaders around the world. Based on this analysis, they create new strategies for their own leadership practices. *Note: Arizona students only—spring term.*

CMSM 5323 Bible Lands (3). A 14 day study-abroad experience in Israel and Palestine, regions integral to the historic development of biblical literature and home to three diverse text-oriented communities, namely, Judaism, Christianity, and Islam. Observation, engagement, and contemplation within these contexts--whether focusing on archaeological reconstructions of the past or theological interpretations of identity and action in the present--allow learners to explore Christian ministry in an increasingly complex world.

CMSM 5331 Contextual Implementation of Strategic Leadership (1; online). Graduate apprentices collect the discoveries, assess the accomplishments, and project the future

contributions of the one-year apprenticeship to their future ministries. The aim is to help students translate their experience productively into their next ministry experience.

CMSM 5614 Children and Family Ministry (4.5). Children and Family Ministry prepares students to provide leadership for children and family ministries in churches, nonprofits, and similar organizations. The course is designed around three areas of competency: classroom management, equipping parents, and safety and security. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term. Arizona students only.*

CMSM 5615 Children and Family Ministry (4.5). Children and Family Ministry prepares students to provide leadership for children and family ministries in churches, nonprofits, and similar organizations. The course is designed around three areas of competency: classroom management, equipping parents, and safety and security. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5624 Church Administration (4.5). Church Administration prepares students to provide administrative oversight and support in churches, nonprofits, and similar organizations. The course is designed around three areas of competency: creative technologies, finance and stewardship, and safety and security. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term. Arizona students only.*

CMSM 5625 Church Administration (4.5). Church Administration prepares students to provide administrative oversight and support in churches, nonprofits, and similar organizations. The course is designed around three areas of competency: creative technologies, finance and stewardship, and safety and security. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5634 Church Planting (4.5). Church Planting prepares students to expand a church's ministry through multi-sites and/or the planting of new congregations. The course is designed around three areas of competency: finance and stewardship, multi-site strategies, and practical ministry. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term. Arizona students only.*

CMSM 5635 Church Planting (4.5). Church Planting prepares students to expand a church's ministry through multi-sites and/or the planting of new congregations. The course is designed around three areas of competency: finance and stewardship, multi-site strategies, and practical ministry. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5644 Intercultural Studies (4.5). Intercultural Studies prepares students to lead churches to partner with local and global missions to expand the kingdom of God. The course is designed around three areas of competency: mission strategies, strategic mission implementation, and neighborhood ministry. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term.*

Arizona students only.

CMSM 5645 Intercultural Studies (4.5). Intercultural Studies prepares students to lead churches to partner with local and global missions to expand the kingdom of God. The course is designed around three areas of competency: mission strategies, strategic mission implementation, and neighborhood ministry. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5654 Pastoral Ministry (4.5). Pastoral Ministry prepares students to lead and minister among churches and similar organizations. The course is designed around three areas of competency: applied homiletics, neighborhood ministry, and practical ministry. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term. Arizona students only.*

CMSM 5655 Pastoral Ministry (4.5). Pastoral Ministry prepares students to lead and minister among churches and similar organizations. The course is designed around three areas of competency: applied homiletics, neighborhood ministry, and practical ministry. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5664 Special Needs Ministry (4.5). Special Needs Ministry prepares students to provide leadership for ministry with people with special needs in churches and similar organizations. The course is designed around three areas of competency: classroom management, equipping parents, and special needs events. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term. Arizona students only.*

CMSM 5665 Special Needs Ministry (4.5). Special Needs Ministry prepares students to provide leadership for ministry with people with special needs in churches and similar organizations. The course is designed around three areas of competency: classroom management, equipping parents, and special needs events. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5674 Youth Ministry (4.5). Youth Ministry prepares students to provide leadership for ministries in churches and similar organizations with middle and high school students. The course is designed around three areas of competency: classroom management, equipping parents, and pastoral care for families. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term. Arizona students only.*

CMSM 5675 Youth Ministry (4.5). Youth Ministry prepares students to provide leadership for ministries in churches and similar organizations with middle and high school students. The course is designed around three areas of competency: classroom management, equipping parents, and pastoral care for families. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5684 Sports Ministry (4.5). Sports ministry prepares students to direct sports-related ministries that extend the ministry of a church or similar organization into its community. The

course is designed around three areas of competency: marketing and promotion, sports program administration, and safety and security. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term. Arizona students only.*

CMSM 5685 Sports Ministry (4.5). Sports ministry prepares students to direct sports-related ministries that extend the ministry of a church or similar organization into its community. The course is designed around three areas of competency: marketing and promotion, sports program administration, and safety and security. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5694 Worship Ministry (4.5). Worship Ministry prepares students to lead churches in ministries related to music and special programs that facilitate the worship of a community of believers. The course is designed around three areas of competency: media and web, music and performance, and staging and production. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Fall term. Arizona students only.*

CMSM 5695 Worship Ministry (4.5). Worship Ministry prepares students to lead churches in ministries related to music and special programs that facilitate the worship of a community of believers. The course is designed around three areas of competency: media and web, music and performance, and staging and production. Graduate apprentices analyze the principles learned in each area of competency and integrate their conclusions into their own ministry strategies. *Note: Spring term. Arizona students only.*

CMSM 5814 Pastoral Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to pastoral ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5815 Pastoral Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to pastoral ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5824 Student Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to student ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5825 Student Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to student ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5834 Children's Ministry Field Experience (4.5). Graduate apprentices serve with and

are mentored by full-time ministers who serve in fields related to children's ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5835 Children's Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to children's ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5844 Worship Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to worship ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5845 Worship Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to worship ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5854 Urban Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to urban ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5855 Urban Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to urban ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5864 Missions Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to pastoral ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5865 Missions Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to pastoral ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5874 Discipleship Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to discipleship ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

Note: Fall term. Not available for Arizona students.

CMSM 5875 Discipleship Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to discipleship ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5884 Executive Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to executive ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5885 Executive Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to executive ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5894 Sports Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to sports ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5895 Sports Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to sports ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5914 Family Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to family ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available for Arizona students.*

CMSM 5915 Family Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to family ministry, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available for Arizona students.*

CMSM 5924 Multi-Site Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to multi-site ministries, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available to Arizona students.*

CMSM 5925 Multi-Site Ministry Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to multi-site ministries, developing

both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available to Arizona students.*

CMSM 5934 Pastoral Counseling Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to pastoral counseling, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Fall term. Not available to Arizona students.*

CMSM 5935 Pastoral Counseling Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to pastoral counseling, developing both their skills and their hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors. *Note: Spring term. Not available to Arizona students.*

CMSM 5944 Church Communications Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to church communications, developing both their skills and hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 5945 Church Communications Field Experience (4.5). Graduate apprentices serve with and are mentored by full-time ministers who serve in fields related to church communications, developing both their skills and hearts for ministry. Apprentices observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMYM 2100 Youth & Children's Ministry Fundamentals (3). This course focuses on the fundamentals of ministry, such as leadership skills, volunteer recruitment and training, staff relationships, family-based ministry, administration, and finances in a rapidly changing culture.

CMYM 3200 Ministry to Youth (3). This course focuses on ministry to adolescents with the examination of the development of middle school and high school youth, how to teach and disciple them, and how to involve them in ministry. Students explore the current youth culture, examine its effect on future ministry, and participate in a practicum. *Prerequisite: CMYM 2100 Youth & Children's Ministry Fundamentals*

CMYM 3231 Youth Ministry Internship (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 experience to develop further skills they need for ministry. *Prerequisites: CMPR 3301 Congregational Ministry Internship Preparation and 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 majoring in Youth Ministry.*

CMYM 3621 Youth Ministry 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: CMPR 3301Congregational*

Ministry Internship Preparation and completion of 90 credit hours and three courses from the student's professional area. Special Consideration: This course is limited to students majoring in Youth Ministry.

CMYM 3729 Youth Ministry 7-Month Internship II (10.5). 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: CMPR 3301 Congregational Ministry Internship Preparation and CMYM 3621 Youth Ministry 7-Month Internship I and completion of 90 credit hours and three courses from the student's professional area. Special Consideration: This course is limited to students majoring in Youth Ministry.*

COMM 1013 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 2101 Screenwriting Fundamentals (3). Students examine writing processes that apply to screen and stage, while learning to establish project goals, collect and organize information, develop ideas, and write scripts that make the most of audio and visual tools.

COMM 2102 Performance on Mic or Camera (3). Students learn professional techniques of voiceover acting, which prepare them to work with talent or to be talent in professional audio production. Students learn how to correct speech problems, how to maintain their voice, and how to properly perform as they do commercial, narration, animation, announcements, and trailer promotions.

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 2199 Royal Scribe Staff (1). Students develop journalistic skills while reporting for the Royal Scribe, the University student publication. This course may be repeated for credit.

COMM 2202 Video Production for News and Information (3). Students learn basic shooting and editing while creating video format news and information pieces. Students collect, edit, and create original video content.

COMM 2900 Society & Media (3). Students are introduced to mass communication and explore its culture-shaping power, contemporary issues, and media's impact on society. Students evaluate media economics, forms, history, ethics, careers, legal issues, societal issues, and religious issues.

COMM 3100 Advanced Reporting & Writing (3). Students build writing style and reporting techniques while evaluating sources, polling practices, and investigative coverage of events. Students create stories for an online publication in a variety of styles, including straight news, feature, and other prominent media writing styles. *Prerequisites: COMM 2100 Reporting for Mass*

Media.

COMM 3101 Digital Reporting (3). Students combine broadcast news writing and reporting techniques with an emphasis on producing multi-media stories. Students develop multi-media news packages for online publication. *Prerequisites: COMM 2100 Reporting for Mass Media and COMM 3100 Advanced Reporting and Writing.*

COMM 3105 Fundamentals of Web Design (3). Students develop a website as they learn how the Internet works and how to use common software tools to develop electronic ministry resources. They explore how to use the Internet for information consuming, sharing, and publication, while creating hypertext documents using HTML language.

COMM 3106 Advanced Website Design (3). Students utilize dynamic graphics elements to enhance Web pages and sites, advanced concepts in page layout and site optimization, with emphasis on dynamic Web page design.

COMM 3107 HTML5 Multimedia (3). Students examine and demonstrate best-practices in audio and video use for HTML5 based websites. Students demonstrate the use of file codecs and containers, customizing the appearance of media elements with CSS, and applying video subtitles and closed captioning with SRT and WebVTT.

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). Students continue developing editing skills and are introduced to Photoshop and Aftereffects. Emphasis is placed on deadlines and following industry workflow. *Prerequisite: COMM 2202 Video Production for News and Information*.

COMM 3300 Live Production I (3). Students analyze the use and advancement of audio and visual technology in today's church and gain hands-on experience in live production. They learn mix theory and styles, the proper use of analog and digital consoles, microphones, signal processing, effects, amplifiers, loudspeakers, systems design, maintenance and repair, and stage monitor systems for sound reinforcement. Students also explore staging, set design and construction, lighting equipment, lighting design and techniques, projection systems, presentation software, switchers, camera operation, image magnification, simulcast, and recording.

COMM 3301 Live Production II (3). Students continue to develop skills in live audio, video, and stage production, building on the skills gained through COMM 3300. *Prerequisites: COMM 3300 Live Production I.*

COMM 3302 Sound Design (3). Students learn the basics of multi-track recording and engineering while focusing on proper techniques for tracking, capturing, and mixing sound throughout the production process. Students utilize software and hardware as they apply the principles of sound; operate microphones, recording consoles, and mixers; and become familiar with the workflow of digital recording systems.

COMM 3304 MIDI Production for Audio (3). Students examine the role of MIDI (Musical Instruments Digital Interface) and virtual instruments in the studio, while learning the basics of the MIDI workflow as it pertains to digital audio workstation production. Topics include principles of sequencing, layering, and editing; audio synthesis and the creation of electronic sound; and how to

work with various software programs and virtual instruments to create projects.

COMM 3306 Advanced Sound Design (3). Advanced Sound Design builds upon skills and practices learned in COMM 3302 Sound Design. Students develop in-depth knowledge of software and learn advanced production, editing, and mix techniques. Students also shape audio through the use of plug-ins and mix and mastering theories, arranging, and producing in the studio environment. *Prerequisites: COMM 3302 Sound Design.*

COMM 3307 Audio for Video (3) Students explore principles of audio recording and production for video projects, including best practices for sound capture, microphones, dynamics theory, ADR, foley, sfx, audio post production, stereo and surround sound mixing, and basic musical arrangement for film.

COMM 3323 Broadcast Journalism (3). Students produce live television newscasts, create digital content, and use social media. They make decisions about news coverage, stories, and presentation while managing reporters, anchors, writers, editors, and many others under deadline pressure.

COMM 3900 History & Philosophy of American Media (3). Students examine the history and theoretical underpinnings of mass communication in the United States.

COMM 3903 Communication Special Topics (3). This elective course will focus on a special area of study related to the communication industry, standards, or communication practices.

COMM 4603 Communication Internship (3). Under the supervision of a qualified professional, interns gain real-world experience in a media work environment. *Prerequisites: Senior status (90+ university credits).*

COMM 4606 Media Ministry Internship (3). Under the supervision of a qualified professional, interns gain real-world experience in a media work environment. *Prerequisites: Senior status (90+ university credits).*

COMM 4613 Mass Media Management & Entrepreneurship (3). Students gain insight intro structures, management, processes, economics of and issues surrounding Mass Media. An emphasis is placed on financial stability and profitability in a changing media market.

COMM 4900 Mass Media Law & Ethics (3). Students evaluate legal cases, precedents, and laws governing public and private communication in the United States through the lens of Christ-focused ethics.

COMM 4991 Communication Integrated Project (1). 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.*

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.

COUN 5000 Graduate Counseling Orientation (0). This course provides students with valuable information to assist their transition into the Graduate Counseling Programs. Students engage their cohort and faculty mentor; gain an understanding of program requirements, processes, and policies; and are introduced to various resources available, including technology, the learning management system utilized (Sakai), and additional student services and support.

COUN 5100 Research & Statistics (3). This course is designed to introduce students to the methods and design of qualitative and quantitative social science research. During the course, students will review American Psychological Association (APA) style of writing in graduate studies, review skills necessary for understanding primary research in counseling literature and be introduced to the basic statistical analyses utilized in social science research and writing. Instruction will explore the role that research plays in increasing counselor effectiveness and the ethical and legal considerations pertinent to the professional counselor and researcher.

COUN 5200 Integrating Theology & Therapy (3). This course will engage students in the appropriate ethical integration of theology into the professional counseling relationship. Students will critique and evaluate multiple approaches to applied integration as these relate to scope of practice. Worldview and personal values of both the counselor and client will be considered, ultimately resulting in the formulation of a personal approach to addressing theological/spiritual issues in counseling.

COUN 5210 Ethical & Professional Issues in Counseling (3). This course consists of a survey of professional ethics and laws relative to the practice of marriage and family therapy/professional counseling and a study of Tennessee licensing laws in order to enable the student to understand the criminal and civil laws impacting counselors. This course focuses on the personhood of the counselor with emphasis on the cultivation and sustenance of emotional maturity, moral sensitivity, and moral decision-making skills integral to independent professional life and practice.

COUN 5220 Social & Cultural Diversity in Counseling (3). This course provides for an exploration of multicultural concerns related to the knowledge, beliefs/attitudes, and skills of counselors. Through self-disclosure, individual experiences, group presentations and class discussion, participants in this class will examine their own preferences, cultural biases, values and assumptions about culture and diversity issues. Strategies that promote understanding and effective intervention will be emphasized.

COUN 5310 Human Development over the Lifespan (3). This course encourages students to examine theories and research on human development throughout an individual's life cycle. The course will also focus on stages of development associated with the Family Life Cycle. Students to integrate understandings of development with the practice of counseling.

COUN 5330 Human Sexuality (3). This course examines the physiological, psychological, socio-cultural, and spiritual aspects of human sexuality. Emphasis is placed upon sex education, sexuality issues in development and marriage, and the understanding and treatment of various sexual dysfunctions.

COUN 5410 Theories of Counseling and Marriage & Family Therapy I (3). This course will examine major theories of counseling and their therapeutic implications. The class will focus on the following approaches to counseling: psychoanalytical theory, Adlerian theory, existential therapy, person-centered theory, Gestalt theory, Bowen family systems theory, strategic family therapy, experimental family therapy.

COUN 5420 Theories of Counseling and Marriage & Family Therapy II (3). This course will examine major theories of counseling and their therapeutic implications. The class will focus on the following approaches to counseling: reality therapy, behavioral therapy, cognitive-behavioral therapy, feminist therapy, postmodern therapy (including narrative and solution-focused individual and family therapy), structural family therapy, and comparative analysis.

COUN 5430 Contemporary Trends in Marriage & Family Therapy/Clinical Mental Health Counseling (3). This course will explore and critique current trends in clinical mental health counseling and marriage and family therapy. Topics will include: theoretical orientation as it relates to treatment processes, contemporary clinical treatments, and program evaluation and appropriate use of outcome data.

COUN 5520 Child & Adolescent Assessment, Diagnosis & Treatment (3). This course surveys major contemporary theories in reference to child and adolescent psychotherapy. Students will learn how to assess and diagnose a child or adolescent within the context of the multiple systems of which they are a part. Students will integrate the DSM-V into a comprehensive assessment, diagnosis and treatment processes that includes the development and implementation of a comprehensive treatment plan.

COUN 5530 Couples & Marital Therapy (3). This course will engage students in both diagnosis/ assessment and treatment processes related to treatment of couples and marriages. Particular attention is given to dysfunctional relationship patterns as well as mental health disorders within a relationship dyad. Special topics to be highlighted include: premarital counseling, human sexuality and treatment of sexual dysfunctions, dyadic interventions from multiple theoretical orientations, and divorce and remarriage.

COUN 5540 Group Dynamics, Theories & Techniques (3). This course helps students gain understanding in theories and techniques used to facilitate groups in both school and community settings. An emphasis will be placed on fundamental concepts of group dynamics and group leadership. Students will learn and employ strategies for developing, recruiting, maintaining, and leading a group to an effective outcome.

COUN 5550 Addiction Etiology & Counseling (3). This course provides students with an overview of the theories and etiology of addictions and addictive behaviors. Topics to be covered include substance abuse and other addiction issues, diagnosis, comorbidity, treatment planning, and psychopharmacology. Students explore treating diverse populations from individual, family, and group counseling approaches.

COUN 5560 Career Assessment & Development (3). This course is designed to explore and evaluate major vocational choice theories and decision-making models. Participants in the course will examine sources of occupational and educational information, career planning models, career assessment instruments, and career development exploration techniques. Participants will also be introduced to uses of technology in career counseling and examine trends in labor markets. Students will explore ethical and multicultural issues related to career counseling and direct administration and implementation of services within a K-12 school environment, university setting, and other professional contexts.

COUN 5570 Adult Assessment, Diagnosis & Treatment (3). This course surveys major contemporary theories of psychopathology and how these relate to the dysfunction of individuals, couples, families and groups. Students will integrate the DSM into a comprehensive assessment,

diagnosis, and treatment process that includes the development and implementation of a comprehensive treatment plan.

COUN 5582 Testing & Appraisal I (1). This course provides a broad understanding of historical perspectives concerning the nature and meaning of assessment; basic concepts of standardized and non-standardized testing and other assessment techniques; social and cultural factors related to assessment and evaluation; ethical guidelines for selecting, administering, and interpreting assessment and evaluation instruments; and screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. There will be an emphasis on assessment strategies and psychometrics. Students will have the opportunity to administer and interpret selected tests and inventories. *Prerequisite: COUN 5100 Research & Statistics.*

COUN 5583 Testing & Appraisal II (1). This course provides a broad understanding of diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments. Students will demonstrate skill in conducting an intake interview, a mental status evaluation, a bio-psychosocial history, a mental health history, and other testing assessment for treatment. There will be an emphasis on selecting, utilizing, and interpreting assessment strategies and instruments. Students will have the opportunity to administer and interpret selected tests and inventories. *Prerequisites: COUN 5100 Research & Statistics, COUN 5582 Testing & Appraisal I.*

COUN 5584 Psychopharmacology for Counselors (1). This course will provide the non-medical mental health clinician a basic overview of pharmacological concepts and neurophysiology to assist the counselor in understanding how medications function in the body. Content covered in this course will help prepare the counselor to provide valued input into the medical and pharmacological approach and management of the patient/client while helping to integrate that treatment with other non- pharmacological modalities.

COUN 5585 Crisis Intervention & Psychological First Aid (1). Through this course students will become familiar with principles of disaster response, psychological first aid, and crisis intervention in both school and community settings. Students will become knowledgeable of resources available within a community and of the value of networking with other professionals in crisis situations. In addition, students will gain greater awareness of and coping strategies for the effects trauma work has on mental health professionals as well as other first responders.

COUN 5586 Counseling Skills & Techniques (2). This course provides essential interviewing and counseling skills including attending behavior, questioning, observation, active listening, reflection, confrontation, focusing, reflection of feelings and meaning, and influencing skills. It is appropriate for counselors who will work in a variety of settings and with a variety of task foci. It is aimed at helping counselors develop a foundation as strong, effective therapeutic agents.

COUN 5610 Foundations in School Counseling (3). This course provides a comprehensive introduction to school counseling. Students will understand the history, philosophy, trends, and professional practice issues related to school counseling. Students will study the requirements of administering a comprehensive school counseling program (PreK-12), including needs assessment, program goals, resource identification, and program evaluation.

COUN 5650 Contemporary Trends in School Counseling (3). Students explore and critique historical trends and how these impact contemporary Professional School Counseling. Topics will include program evaluation and data accountability as well as special topics as they relate to the

practice of Professional School Counseling.

COUN 5821 School Counseling Internship (2). This 200 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. This Internship includes a minimum of 100 hours of direct service within the total 200 hour experience. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5830 School Counseling Practicum (3).*

COUN 5822 School Counseling Internship (2). This 200 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. This Internship includes a minimum of 100 hours of direct service within the total 200 hour experience. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5821 School Counseling Internship (2).*

COUN 5823 School Counseling Internship (2). This 200 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. This Internship includes a minimum of 100 hours of direct service within the total 200 hour experience. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5822 School Counseling Internship (2).*

COUN 5830 School Counseling Practicum (3). This field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Practicum is a 100 clock hour supervised field experience which includes a minimum of 40 hours of direct service. Students practice individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5581 Counseling Skills & Techniques(1) or COUN 5586 Counseling Skills & Techniques (2)*

COUN 5831 School Counseling Internship I (3). This 300 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Students must have completed the prerequisite practicum 5830. Internship I is the completion of the first 300 hours of a 600 clock hour supervised field experience which includes a minimum of 120 hours of direct service of the 300. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination.

COUN 5832 School Counseling Internship II (3). This 300 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Students must have completed the prerequisite practicum 5830. Internship II is the completion of the second 300 hours of a 600 clock hour supervised field experience which includes a minimum of 120 hours of directive service of the 300. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination.

COUN 5833 School Counseling Internship (6). This 600 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Students must have completed the

prerequisite practicum 5830. Of the 600 clock hour supervised field experience, a minimum of 240 hours of direct service. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5830 School Counseling Practicum. Special Considerations: Program permission required to enroll.*

COUN 5911 Marriage & Family Therapy/Clinical Mental Health Counseling Post-graduate Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship will provide the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. Students will develop individualized contracts with the department to clearly articulate internship requirements. *Special Considerations: Program permission required to enroll.*

COUN 5941 Marriage & Family Therapy/Clinical Mental Health Counseling Post-graduate Internship (4). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship will provide the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. Students will develop individualized contracts with the department to clearly articulate internship requirements. *Special Considerations: Program permission required to enroll.*

COUN 6100 Clinical Practicum (2). This introductory course provides the student with practical experience in selected client care responsibilities with an orientation to wellness and prevention and in a broad range of roles performed by the professional counselor. This 100 clinical hour practicum requires 40 direct client service hours and provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Special Considerations: Program permission required to enroll. Prerequisite: COUN 5581 Counseling Skills & Techniques(1) or COUN 5586 Counseling Skills & Techniques (2)*

COUN 6101 Clinical Practicum (1). This introductory course provides the student with practical experience in selected client care responsibilities with an orientation to wellness and prevention and in a broad range of roles performed by the professional counselor. This 50 clinical hour practicum requires 20 direct client service hours and provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Special Considerations: Fall only; Program permission required to enroll. Prerequisite: COUN 5581 Counseling Skills & Techniques(1) or COUN 5586 Counseling Skills & Techniques (2)*

COUN 6102 Clinical Practicum (1). This introductory course provides the student with practical experience in selected client care responsibilities with an orientation to wellness and prevention and in a broad range of roles performed by the professional counselor. This 50 clinical hour practicum requires 20 direct client service hours and provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Special Considerations: Spring only; Program permission required to enroll. Prerequisites: COUN 6101 Clinical Practicum, and COUN 5581 Counseling Skills & Techniques(1) or COUN 5586 Counseling Skills & Techniques (2)*

COUN 6111 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6100*

Clinical Practicum. Special Considerations: Program permission required to enroll.

COUN 6112 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6111 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6113 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6112 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6114 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6113 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6115 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6114 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6121 Clinical Internship (2). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6100 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6122 Clinical Internship (2). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Special Considerations: Program permission required to enroll.*

COUN 6123 Clinical Internship (2). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6122 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6124 Clinical Internship (2). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6123 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6125 Clinical Internship (2). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional

counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6124 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6131 Clinical Internship (3). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6100 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6132 Clinical Internship (3). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6131 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6133 Clinical Internship (3). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6132 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6141 Clinical Internship (4). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6100 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6142 Clinical Internship (4). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6141 Clinical Internship. Special Considerations: Program permission required to enroll.*

COUN 6151 Clinical Internship (5). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6100 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6152 Clinical Internship (5). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6151 Clinical Internship. Special Considerations: Program permission required to enroll.*

CPED 2023 Introduction to Educational Technology (3). This course introduces students to the use of educational technology in the classroom, including current hardware and software.

CPED 2033 Introduction to Instructional Technology (3). This course introduces students to the use of educational technology in the classroom, including application of instructional design principles for the use of technology to enhance the quality of teaching and learning in the

classroom. The course includes hands-on experience with educational media emerging technologies, hardware and software, and peripherals for the personal computer as well as data-driven decision-making processes. It also includes identification of appropriate software for classroom applications, classroom procedures, for integrating technologies with emphasis on legal and ethical use, and effective institutional strategies for teachers and students in regard to research, analysis, and demonstration of technology. Students will be provided with an overview of the National Educational Technology Standards.

CPED 5005 Introduction to Educational Technology (3). Students construct a knowledge base to understand how to integrate technology with education methodology (based on educational learning theory) for a more effective learning environment that achieves stronger learning outcomes through daily teaching strategies. *Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

CPED 5103 Computer Architecture (3). Students learn a brief history of the development of computers and the development of the underlying working processes of the internet. Basic components of the computer will be explored with regard to input, output, and processing procedures handled within the computer. Working on the Raspberry Pi platform, from a fundamental understanding of an operating system, attention turns to coding and procedures to program computer applications. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5213 Putting Your Class on the Web (3). Students explore the functions of the contemporary American classroom, as built on educational theory and practice, with regard to implementing modern educational technologies to accomplish better student learning outcomes. The course considers content management systems, learning management systems, augmented reality, virtual reality, and other technologies as may be applied in the conduct of the classroom. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5223 Ethics & Education Technology (3). This course is designed to promote ethical reflection on educational technology and the utilization of those technologies within the perspective of the Christian tradition. Students encounter and work with social, economic, and moral issues related to the use of computers and other educational technology. The course exposes students to major traditions of Christian ethical reflection, with particular attention on the role of the Bible in Christian moral life. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5233 Mobile Computing (3). This course helps educators understand how to use current mobile computing both within the classroom and as supplemental material for student enrichment. Students will make their own android apps using various procedures. There is a significant research project in this class. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5313 The Internet of Things (3). This course considers the development of networked computing, with attention to the content and services provided by various interconnected systems. While "The Internet" is discussed, other networking strategies are considered particularly with regard to the more recent development of "the Internet of Things" (IoT). Classroom applications of networked systems are discussed within the larger social context of systems that include wearables, home applications, transportation, medicine, business, etc., to understand the technologies in a broad context. *Special Consideration: This course is limited to students in the*

Educational Technology program.

CPED 5323 Special Issues: Multimedia (3). Students learn to recognize different multimedia file formats and use them appropriately. Emphases include building a collection of resources; strategies for planning, reviewing and developing multimedia publications and presentations appropriate for a given target audience. The end goal is to guide student development of effective multimedia by teaching sound publication and presentation design and implementation techniques. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5402 Special Issues: Digital Video (3). Students work with digital video cameras, learning to edit on both platforms using a computer non-linear editing program, and place their video on the web. Students learn ways to use video with children within the classroom. As a result of this course, they will be able to integrate video technology into various areas of their classroom. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5404 Computer Tools for the Teacher & Student (3). Students consider makerspaces, critical thinking using technology and robotics and their applications to coding and .classroom activities. *Special Considerations: This course is limited to students in the Educational Technology program.*

CPED 5413 Special Issues: Game-Based Learning (3). Students focus on issues of curriculum development and the effective use of online and tabletop games as teaching tools, as well as gamification techniques that can be applied to general class conduct and to better effect higher levels of student learning outcomes. Teachers consider ways in which games and deployed game techniques can enrich and help students to learn more effectively. Each student primarily focuses on strategies relevant to his or her own teaching position. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5503 Introduction to Technology Worldwide (3). Students examine the current state of Global Education in contact with students and teachers in other countries. There is a coding component using the latest technology including how to use this with students. *Special Considerations: This course is limited to students in the Educational Technology program.*

CPED 6103 Biblical Principles of Leadership (3). This course explores principles of leadership from a historical Biblical perspective.

CPED 6203 Educational Technology Leadership (3). Upon completion of Educational Technology Leadership, students will understand the meaning, purpose, and practice of technology leadership with an emphasis to casting and supporting a vision for technology in education. That vision will incorporate good teaching practices, along with an understanding of a digital learning environment and the digital citizenship required in that environment.

CPED 6303 Instructional Design & Learning Environments (3). This course explores principles of Instructional Design in the learning environments of online, face-to-face, and hybrid courses. Students explore foundational instructional design theories, project-planning, content/task analysis, developing learning experiences and assessments. Two specific foci include digital platforms, specifically Sakai, and designing courses compliant with accessibility standards set by WCAG 2.0 (Web Content Accessibility Guidelines 2.0)

CPED 6403 Technology in Integrated Learning Environments (3). Working with a commonly available Learning Management System (LMS), this course will concentrate on working with

applications that function within that LMS environment and applications that feature interacting linkages with other applications. The course also will focus on extensions, add-ons, apps embedded within other apps and apps that link with other apps. App-Smashing, or Mash-Ups, techniques for bring apps together for more effective functioning is a skill students will develop. The current software base is Google Suite for Education.

CPED 6503 Coding for Elementary & Secondary Students (3). Elementary and middle school coding will feature Scratch and Blockly coding systems. Coding for secondary students will use Alice and Java script. Coding prepares students to be methodical, consistent, and persistent problem solvers and innovative creators in Makerspace, robotics, unmanned aerial systems, and active life pursuits.

CPED 7103 Special Issues I: Critical Thinking & the Makerspace (3). Principles for establishing a makerspace in a classroom or a library are explored and the role which critical thinking places in the development and implementation are discussed. The various emphases which can be placed on a makerspace are considered.

CPED 7203 Special Issues II: Robotics (3). The role of robotics in early learning, elementary, middle and high school is explored. The various robots which are available and the ways of using them with coding are implemented.

CPED 7303 Special Issues III: Unmanned Aerial Systems (3). Indoor and outdoor use of unmanned aerial systems (UAS) are considered for supporting an overall innovative education environment. Active learning classroom implementation of UAS also works toward achieving specific student learning outcomes more efficiently and effectively. Safety, legal, and ethical issues are addressed, along with the selection and operation of the systems deployed, Pre-K through 12. Funding opportunities and real world applications are explored . Various types of drones, rockets, and other aerial systems are covered in the context of the use of these systems by schools.

CPED 7403 Capstone Project I (3). Capstone Project I is the first of two courses required in the Capstone Project requirements. The course is project-based and agreed upon between student and instructor. This course will highlight the student's focus in the field of technology. This course can also align the student's desire to begin the topic of their Ed.D. in Education Technology.

CPED 7413 Capstone Project II (3). Capstone Project II is the second of two courses required in the Capstone Project requirements. The course is project-based and agreed upon between the student and instructor. This course will highlight the student's focus in the field of technology. This course can also align the student's desire to begin the topic of their EdD in Education Technology.

ECED 3225 Early Childhood Methods (3). This course focuses on preschool program and curriculum development from the perspective of a biblically integrated Christian preschool. Students consider how to develop curriculum layouts and developmentally appropriate units, and how to integrate biblical standards within the total program.

ECED 5115 Early Childhood Education Internship I (6). This course represents the first term of a full-year internship in Early Childhood Education grades PreK-3. More information about this course appears in the *Internship Handbook. Prerequisite as of AY 2017: 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 from Johnson University with a focus on Early Childhood Education.

ECED 5225 Early Childhood Education Internship II (6). This course represents the second term of a full year internship in Early Childhood Education grades PreK-3. More information about this course appears in the *Internship Handbook*. *Prerequisite as of AY 2017: 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 from Johnson University with a focus on Early Childhood Education.*

ECED 5400 Student Teaching: Pre-Kindergarten-3rd Grade (6). Participants engage in a term of student teaching in an early childhood PreK-3 setting. It includes a weekly seminar with other student teachers and the university supervisors. *Prerequisite as of AY 2017: Students must have passing PRAXIS II scores. Special Consideration: This course is limited to students who have completed all teacher education coursework and received approval from the Templar School of Education faculty committee.*

ECON 2103/BUSN 2013 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.

EDLS 6000 Orientation (1). Orientation to the Ed.S. in Educational Leadership program. It includes the online APA course and the online IRB course.

EDLS 6100 Foundational Principles of Biblical Leadership (3). This course provides a study of the Biblical principles that guide leadership. Candidates will understand foundational characteristics of ethical Christian leader. Leadership is viewed through the ultimate purpose of the Great Commission. This course is designed as an overview of leadership theory in a Biblical context.

EDLS 6200 Instructional Leadership (3). This course will enable students to realize and actualize the role of the principal as the instructional leader in the school. As the lead learner in the school, principals must engage in learning-focused leadership and lead teachers and other stakeholders to be reflexive learners themselves. Methods and theories of learning-focused leadership will be studied.

EDLS 6250 Curricular Leadership (3). This course will explore curriculum development and implementation. Candidates will explore the various philosophies that guide curricula and how these approaches influence aspects of schooling.

EDLS 6300 Organizational Theory (3). Complex organizations, such as schools, can be understood through a variety of metaphors. This course will explore the various aspects of organizations that become apparent when understanding it through certain perspectives. This introductory course will guide candidates to analyze leadership, constituents, policies, and other

aspects of an organization from multiple viewpoints.

EDLS 6400 Clinical Supervision of School Personnel (3). This course will educate school leaders on strategies to empower a reflective, development-minded, self-directed staff. Building on the theories of instructional leadership, this course will focus on building organizational structures that form a culture of continual improvement.

EDLS 6500 Intermediate Educational Research (3). This course will provide an extension to the qualitative and quantitative methodologies commonly used in social science research. It will be focused on acquisition and analysis of valid and reliable sources of data. The intent of the course is to provide candidates with an understanding of research methodologies and data analysis in order to make decisions based on the best evidence available.

EDLS 6600 Leadership of Diverse Groups (3). This course will explore the intricacies of addressing the needs of a variety of student needs in the K-12 school environment. Schools are comprised of a variety of groups: students from impoverished homes, special education students, and students from marginalized backgrounds. School leaders need to learn how to understand contextual needs of these students through collaboration with the various stakeholders.

EDLS 6700 School Economics (3). This course will explore the means and methods of resource acquisition and allocation in the public and private education environments. The candidates will examine the interplay of resource sources, institutional needs, and policy regulations in order to develop strategies to be meet the needs of the school.

EDLS 6750 Education Law (3). This course will provide an overview of laws and rulings pertinent to public and private schools. Candidates will become familiar with seminal case law. They will also learn strategies and resources for researching legal issues and reaching decisions grounded in the legal framework guiding schools.

EDLS 6810 Field Experience I (2). Candidates will complete 30-40 hours of field experience with activities and reflections focused on principals as leaders of learning. They will engage in experiences involving analysis of ethical leadership dilemmas, school data, instructional leadership, and curriculum development and/or implementation. This field experience will be completed in partnership with Johnson University and the participating school system.

EDLS 6820 Field Experience II (2). Candidates will complete 30-40 hours of in-field experiences focused on the intricacies of school organizations. They will engage in activities focused on organizational growth and dynamics, curricular decisions, and school culture. This field experience will be completed in partnership with Johnson University and the participating school system.

EDLS 6830 Field Experience III (2). Candidates will complete 30-40 hours of field experience focused on resource needs assessment and allocation, policy compliance, and stakeholder engagement. This field experience will be completed in partnership with Johnson University and the participating school system.

EDLS 6910 Capstone Project I (2). Candidates will begin their capstone project by identifying specific areas of need within the organization through analysis of various data points and engagement with stakeholders.

EDLS 6920 Capstone Project II (2). Candidates examine further the area of need that they identified in their chosen organization. They explore the issue more deeply by viewing it through

multiple organizational lenses.

EDLS 6930 Capstone Project III (2). Candidates present a plan of action to address the identified need. The plan will include input from a variety of school stakeholders (e.g., staff members, leadership, parents, etc.). Necessary resources will be identified as well as strategies to acquire them. Additionally, methods for determining the effectiveness of the plan will be incorporated.

EDUC 1013 Instructional Media (1). This course focuses on the production of effective educational visuals and teaching materials, as well as integration of art methods. Students gain and utilize basic knowledge and skills in the arts, integrate them with other subject areas, and stimulate creativity in children. Students gain understanding of the role of art and visuals in reaching children from a variety of cultural backgrounds and learning styles.

EDUC 1100 Introduction to Diversity in Education (3). This course provides the prospective educator with the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on the Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, and the Professional Educator competencies. Students will participate in a minimum of 15 hours of field-based experience working with diverse populations of children via FLED 2022 Tutoring.

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 2200 Instructional Strategies in Content Area (3). This course provides an overview of teaching strategies and practices used in American classrooms. *Special Considerations: This course is limited to students in the Early Childhood program.*

EDUC 2210 Integrating the Fine Arts (2). The purpose of this class is to equip students with the skills and dispositions necessary for teachers to integrate the fine arts into their elementary curriculum. Emphasis is placed on exploring the relationship between the arts and learning, and identifies the basic elements of movement, the visual arts, and music.

EDUC 3010 Introduction to ESL (3). The purpose of this course is to introduce students to the history of the Educational Consent Decree of **E**nglish for **S**peakers of **O**ther **L**anguages and to describe the responsibilities of the classroom teacher in regards to the **L**imited **E**nglish **P**roficient Students.

EDUC 3013 Introduction to Teaching II (3). As a continuation of Introduction to Education I, 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 3110 Classroom Management (3). This course provides an overview of various methods for effective classroom management in the elementary grades. Emphasis is placed on the

relationship between discipline and instructional strategies that both motivate and promote appropriate student behavior. Pre-service teachers develop a classroom management plan that facilitates a positive classroom climate, meets the needs of all students—including those from various cultural backgrounds and those with various educational needs—and adheres to the basic teacher competencies set forth in the Florida Accomplished Practices.

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.*

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.*

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.*

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.*

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 ENGL 2200 English Composition, or approved equivalent. Special Consideration: This course is limited to students accepted into the teacher education 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.*

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.*

EDUC 4123 Research, Integration & Learning (3). This course takes students through the various steps of conducting an action research plan in order to assist them in reflecting upon their craft as teachers and in integrating the knowledge and skills they learn as a result of the action research. This course is limited to students accepted into the Teacher Education program.

EDUC 5022 Teaching in the Christian School (3). This course focuses on historical and philosophical foundations for the Christian School. During the course, three main components are addressed: historical perspectives and contributions to Christian Education, theology and philosophy of Christian Education, and biblical integration in Christian Education. *Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

EDUC 5031 Mathematics & Science Methods (4). This course provides an overview of teaching methods and strategies for Mathematics and Science education in elementary and middle school classrooms. Students investigate trends, learning theories, instructional activities, and manipulative materials applicable to mathematics education with a focus on ways to improve the teaching of mathematics. Specific emphasis is given to the developmental approach to mathematics learning, teaching, and assessment. In the Science portion of the course, students learn and apply skills needed to use inquiry-based, open-ended, and materials-based investigations in the classroom. Students come to know, understand, and use strategies and pedagogy to enhance children's learning of life science, earth and space science, and physical science based on the best practices for teaching science outlined in the *National Science Education Standards* and the *Common Core State Standards*. *Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

EDUC 5064 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 5074 Methods of Teaching the Gifted Child (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 these individuals. Emphasis is placed on curricular models, teaching strategies of differentiated instruction, and processes for learning.

EDUC 5116 Test, Measurement, & Assessment (3). This education course focuses on test construction and methods of evaluation with an emphasis on teacher-made tests, standardized tests, test data measurement, interpretation and application of test data to instructional decisions, and reporting of test results to parents and students. *Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

EDUC 5203 Classroom Management with Regular & Special Populations (3). This course explores two areas of significant and potential difficulty for the beginning teacher: effective classroom management and successful organization of the inclusive classroom. In this course, students will study management theory and teacher style and will study a variety of strategies for developing a plan for classroom mangagement based on Christian principles. They will also seek to understand the special needs of the mainstreamed child and ways to meet these needs within an effective inclusive setting.

EDUC 5225 Diversity & Special Education (3). This course continues the study of holistic education with special emphasis on diversity and special education in schools today. *Special Consideration: This course is limited to students in Post-Baccalaureate teacher education programs.*

EDUF 1100 Introduction to Diversity in Education (3). This course provides the prospective educator with the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on the Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, and the Professional Educator competencies. *(Florida only)*

EDUF 1203 Teaching in the Christian School (3). This course will be online that focuses on historical and philosophical foundations for the Christian School. During the course, three main components are addressed: historical perspectives and contributions to Christian Education, theology and philosophy of Christian Education, and biblical integration in Christian Education.

EDUF 2023 Introduction to Teaching: Elementary Education (3). This is a survey course including historical, sociological and philosophical foundations of education, governance and finance of education, educational policies, legal, moral and ethical issues and the professionalism of teaching. Students will be provided information on the Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards and the Professional Educator Competencies. It focuses on preparing students for an initial experience teaching in an elementary school setting. Students study principles of education with an emphasis on best practices, cooperative learning, and lesson planning. *(Florida only)*

EDUF 2210 Integrating Fine Arts (2). The purpose of this class is to equip students with the skills and dispositions necessary for teachers to integrate the fine arts into their elementary curriculum. Emphasis is placed on exploring the relationship between the arts and learning, and identifies the basic elements of movement, the visual arts, and music. *(Florida only)*

EDUF 3013 Teaching English Language Learners (3). This course is designed to provide candidates with the skills needed to acquire a deeper understanding of the structure of English from a modern day linguistic perspective. Candidates learn how to adapt classroom instructional practices to meet the linguistic needs of their English language learners. This course will focus on increasing awareness and sensitivity to diverse cultures by highlighting similarities and differences as they relate to language and communication. *(Florida only)*

EDUF 3123 Strategies & Assessment for English Language Learners (3). This course is designed to provide candidates with the necessary skills to determine appropriate instructional methods and strategies for teaching English language learners. Candidates will use their knowledge of current first and second language acquisition to plan and deliver appropriate, effectives instruction by determining which materials are effective for the ELL based on his or her communicative skills. Candidates will also be able to select and use formal/informal methods of assessment for the ELL in order to make informed decisions about instruction. *(Florida only)*

EDUF 3212 Survey of Persons with Disabilities (3). This course provides students with an overview of students with disabilities, including the history and implementation of the Individual with Disabilities Educational Act (IDEA), the RTI process and the referral process for becoming eligible for special educations services. The course will introduce students to the process used to design and implement an Individual Education Plan (IEP) and the role of the general education teacher. The course will also provide the student with strategies to teach students with disabilities in the general education Inclusion classroom. This course is limited to students accepted into the teacher education program. *(Florida only)*

EDUF 3311 Language Arts Methods (3). This course is designed to equip students with the skills and dispositions necessary for teachers of elementary language arts. Emphasis is placed on the content, principles, materials, and techniques involved in teaching, speaking, listening, and writing in the elementary classroom. 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. This course is limited to students accepted into the teacher education program. *(Florida only)*

EDUF 3323 Social Studies Methods (3). This course introduces students to theory and methods regarding the teaching of Social Studies. Candidates 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. *(Florida only)*

EDUF 3324 Science, Health and PE Methods (3). This course gives students an overview of teaching methods and strategies for Science, Health, and Physical Education. Students learn and apply skills needed to for inquiry-based, open-ended and materials-based investigation in 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. Special Consideration: This course is limited to students accepted into the teacher education program. *(Florida only)*

EDUF 4014 Classroom Management (3). This course provides an overview of various methods for effective classroom management in the elementary grades. Emphasis is placed on the relationship between discipline and instructional strategies that both motivate and promote appropriate student behavior. Candidates develop a classroom management plan that facilitates a positive classroom climate, meets the needs of all students—including those from various cultural backgrounds and those with various educational needs—and adheres to the basic teacher competencies set forth in the Florida Accomplished Practices. *(Florida only)*

EDUF 4111 Reading Methods (3). This course includes an in-depth study of methods of teaching reading in K-6 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 proficient and motivated readers. Students develop skills in applying explicit approaches to support student acquisition of phonemic awareness, decoding, fluency, vocabulary, and comprehension in a summer reading camp at Boggy Creek Elementary School. *(Florida only)*

EDUF 4115 Math Methods (3). This 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; emphasis is placed on problem-solving as a vehicle for lesson planning and delivery. This course is limited to students accepted into the teacher education program. *(Florida only)*

EDUF 4123 Research, Integration and Learning (3). This course takes students through the various steps of conducting an action research plan in order to assist them in reflecting upon their craft as teachers and in integrating the knowledge and skills they learn as a result of the action research. This course is limited to students accepted into the teacher education program. *(Florida only)*

ELED 5114 Introduction to Elementary Education (3). This course introduces students to various aspects of teacher education, including teaching and learning, history and philosophy of education, educational psychology, and classroom management. *Special Consideration: This course is limited to students in Post-Baccalaureate teacher education programs.*

ELED 5115 Elementary Education Internship I (6). Students complete the first term of a full-year internship 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 from Johnson University with a focus on Elementary Education.*

ELED 5214 Integrated Methods I: Language Arts & Social Studies (4). This course focuses on best practices and strategies employed by teachers that are effective in motivating elementary school age students to acquire information, skills, and modes of reasoning. Students plan, author, and present lesson plans and instruction demonstrating use of various methods, techniques, and materials as they expand their understanding of the fields of social studies and language arts. *Special Consideration: This course is limited to students in Post-Baccalaureate teacher education programs.*

ELED 5216 Integrated Methods II: Reading (4). This course is an in-depth study of methods of teaching reading in the classroom. Students come to know, understand, and use appropriate practices for promoting and developing beginning literacy skills for integrating reading instruction across all subject areas. *Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

ELED 5225 Elementary Education Internship II (6). Students complete the second term of a full-year internship 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 from Johnson University with a focus on Elementary Education.*

ELED 5400 Student Teaching: Elementary Education (6). Students complete a term of student teaching in Elementary Education grades K-5. *Prerequisite: Students must have passing PRAXIS II scores.*

ELSL 5115 Elementary Education & English as a Second Language Education Internship I (6). This course is the first term of a full-year internship in Elementary Education K-5 and ESL 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 Interdisciplinary Studies from Johnson University with a focus on Elementary Education and ESL K-12.*

ELSL 5225 Elementary Education & English as a Second Language Education Internship II (6). This course is the second term of a full-year internship in Elementary Education K-5 and ESL 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 Interdisciplinary Studies from Johnson University with a focus on Elementary Education and ESL K-12.*

ELSL 5400 Student Teaching: Elementary Education K-5 & English as a Second Language PreK-12 (6). This course is for students completing a term of student teaching for Elementary Grades K-5 and 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 (Elementary Education Grades K-5 & English as a Second Language Grades PreK-12) from Johnson University.*

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 1010 English Composition II for English Majors (3). This course is a composition course that develops writing skills beyond the levels of proficiency required by ENGL 1013. It emphasizes interpretation and evaluation, and it incorporates a variety of more advanced research methods. Students will read short story cycles by authors from different cultural and historical backgrounds. They will analyze the short story genre and how it impacts and informs the cultural, social, political, etc. arguments in these various texts. Finally, the class as a whole will choose its own theme and write a short story cycle in which each member of the class contributes one story to the cycle. These stories will be presented to the class in an oral presentation and discussed in class in the same way the other stories are discussed. The final paper in the class will be an analysis of the short story cycle by the class. *Prerequisite: ENGL 1013 English Composition I or equivalent with a grade of C or higher.*

ENGL 1012 Introduction to Composition (3). This course provides an introduction to university-level writing. Within the framework of composition, instruction covers communication structure, rhetorical patterns, paragraph development, sentence development, grammar usage, style development, argumentation, research, documentation forms, and citation forms.

ENGL 1013 English Composition I (3). This course focuses on developing academic and professional written communication through a variety of rhetorical strategies. Using primarily nonfiction texts as models, the course emphasizes critical thinking and analysis, as well as introductory academic research skills. *This course must be completed during the student's first year.*

ENGL 1014 English Composition II (3). This course builds on and develops writing skills beyond the levels of proficiency required by ENGL 1013. Using primarily literary texts for examination, the course emphasizes critical thinking through interpretation and anlysis, and incorporates a variety of more advanced research methods.

ENGL 1100 Introduction to Literature (3). This course introduces students to knowledgeable interpretation of literature. Students develop reading skills through the study of three literary genres: short story (fiction), poetry, and drama. Furthermore, the course applies principles of mature reading to interpretation of the biblical text.

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 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 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 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 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 18th 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 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 2340 Intermediate Composition (3). This course is a composition course that builds on writing competencies developed in English 1000 and ENGL 1010. 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 with a grade of C or higher.*

ENGL 2352 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. *(Florida only)*

ENGL 3110 Performing Shakespeare (3). Students survey and sample a broad variety of approaches to dramatic presentations of Shakespeare, including readings, films, theatrical performances, and audio drama. The course includes personal performance experience.

ENGL 3130 Classics of Christian Literature (3). An in-depth, chronological study of influential Christian texts with supporting historical context and excerpts from other authors. Authors

include St. Augustine, Date Alighieri, John Milton, John Bunyan, and C.S. Lewis.

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 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 with a grade of C or higher;2000-level writing emphasis 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: ENGL 1013 English Composition I; 2000-level writing emphasis course.*

ENGL 3320 English Literature: Theory & Research (3). This course functions as an introduction to upper-level coursework in literature, providing an initial survey of modern critical theories for interpreting literature and advanced instruction in literary research and writing. *Prerequisites: English Composition with a grade of C or higher; 2000-level writing emphasis course.*

ENGL 3330 Writing: Rhetorical Theory & Investigative Research (3). This course is an introductory survey of rhetorical theory, with an emphasis on theories of political and civic discourse and includes intensive study of classical and contemporary rhetoric, with some attention to theory from other historical periods. Works from the traditional canon of Western rhetoric and works that represent alternative Western traditions are studied. *Prerequisites: English Composition with a grade of C or higher;2000-level writing emphasis course.*

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 19th to 21st century, like Frederick Douglas, Sojourner Truth, Maria W. Stewart, Malcolm X, M.L. King, Jr., and Vahsti McKenzie.

ENGL 3410/THEO 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 with a grade of C or higher.*

ENGL 3420/THEO 3420 20th Century British Writers: The Inklings (3). This course examines the lives and creative writing careers of three 20th 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 with a grade of C or higher.*

ENGL 3430 Contemporary Ethnic American Literature (3). This course surveys a variety of American literature by writers with distinct national, social, or ethnic identities. The readings represent a variety of literary genres, including political prose, religious prose, novel, short story, poetry, and drama. Students read appropriate works of theory and criticism, analyze how these theories can be applied to the primary texts, and interpret significant literary works, including works for young adults and adolescents, within their historical, social, and cultural contexts.. Instruction gives special consideration to language usage on analytical, critical, and artistic levels. *Prerequisites: English Composition 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 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 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 with a grade of C or higher.*

ENGL 3470 Film & Literature (3). This course examines films as narrative texts. Students learn key terms and concepts associated with film criticism. Students then analyze various American and international films using those terms and concepts. *Prerequisites: English Composition 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 with a grade of C or higher.*

ENGL 3490 Literature of India (3). This course examines how Indian authors represent Indian cultures and experiences across time and place. Students analyze texts and films by men and women from several different regions of India, read appropriate works of theory and criticism, and analyze how these theories can be applied to the primary texts. *Prerequisites: English Composition 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 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 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 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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; ENGL 2010 Survey of British Literature or ENGL 2020 Survey of American Literature, ENGL 2110 Survey of World Literature I: Ancient, ENGL 2120 Survey of World Literature II: Modern, and ENGL 3310 English Language: History & Grammar with a grade of B 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: ENGL 1013 English Composition I or equivalent and ENGL 1010 English Composition II for English Majors or equivalent, ENGL 4310 Technical & Professional Writing or its equivalent, ENGL 4320 Creative Writing or its equivalent, and ENGL 4330 Journalism or its equivalent.*

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 with a grade of C or higher.*

ENGL 4410 Western Epics (3). This course investigates the development and use of the Western epic as recorded in the Odyssey, the Aeneid, Beowulf, the Divine Comedy, the Faerie Queene, Paradise Lost, and Ulysses. Literary, aesthetic, cultural, and religious lines of inquiry provide the framework for analysis. *Prerequisites: English Composition with a grade of C or higher.*

ENGL 4420 Postcolonial Literature & Theory (3). This course examines representative Colonial texts from the British Empire, as well as works of literature classified as Postcolonial. Students contextualize what this means broadly and then make a more specific application to the works read in the course. While colonization took place in many forms in many places, this course focuses on British Colonization. Students situate primary texts with appropriate critical theory relevant to the field of study. *Prerequisites: English Composition with a grade of C or higher.*

ENGL 4430 British Modernism (3). This course examines British works classified as Modernist. Students learn the characteristics of Modernist texts and then make specific application of those concepts to the works read in the course. 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 with a grade of C or highere.*

ENGL 4440 Literature of the Caribbean (3). This course examines how Caribbean authors represent Caribbean culture and experiences across time and place. Students analyze texts by men and women from several different Caribbean islands focusing on Anglophone, Francophone, and Hispanophone texts. Students also read appropriate works of theory and criticism, as well as analyze how these theories can be applied to the primary texts. *Prerequisites: English Composition 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 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.

ENGL 5023 Eastern Mediterranean Literature (3). This course provides an introductory discussion of the twenty-seven ancient texts that together make up the New Testament. The heart of the course is a two-week close reading of Luke-Acts that focuses on the narrative and historical strata of the Lukan account of Christian origins. Learning experiences consist primarily of lectures and in-class discussions, but the course also features a modest amount of out-of-class reading.

EPSF 2112 Educational Psychology (3). This course is the study of how children develop and learn, including a focus on physical, social, emotional, mental, and moral development. It strives to harmonize teaching as an art with the science of teaching and endeavors to approach that dichotomy through various learning theories, concepts, and principles coupled with the latest research in brain development. *(Florida only)*

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.

EPSY 5440 Statistics (3). This course introduces students to basic descriptive and inferential statistics. The course is designed to enable students to read and understand primary research articles, collect and interpret their own research data, write results in APA format, and prepare for advanced courses in statistics and research design. The course emphasizes current mathematical procedures for describing the center and spread of data, computation of differences between groups, descriptions of relationships between variables, and hypothesis testing. This course blends conceptual, applied, and theoretical studies and methods. *Prerequisite: At least one college mathematics course. Special Considerations: This course is limited to students in the Holistic Education program.*

EPSY 5450 Research Design (3). This course surveys relevant methodologies for educational research, including quantitative, qualitative, and eclectic approaches. Major course goals include conducting educational research in the classroom, using computers in research, and becoming discerning consumers of educational research by other people. *Special Considerations: This course is limited to students in the Holistic Education program.*

ESED 2100/ICEL 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 ministry 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 K-12 ESL Education (3). This course provides candidates with the skills needed to acquire a deeper understanding of the academic needs of English learners in order to prepare them for the field of ESL education. Special emphasis is placed on specific ESL educational policies, legal requirements, and professional responsibilities. The administration of both formative and summative English language assessments is explored and practiced. Students analyze how the RTI process applies to students developing English proficiency. Students learn strategies in developing strong collaboration with administrators, educators, and parents in order to benefit English learners and their families. Students practice adapting general school and classroom practices in order to meet the linguistic needs of the English learners.

ESED 5527 Student Teaching: English as a Second Language (6). Students complete a term of

student teaching in English as a Second Language. *Prerequisite: Students must have passing PRAXIS II scores.*

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 1100/SPSY 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.

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 relationship, 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. *Prerequisites: BIBL 1101 Orientation to the Old Testament I, BIBL 1201 Orientation to the Old Testament II, BIBL 2130 Exegetical Methods, BIBL 2201 Orientation to the New Testament, and THEO 2100 Fundamentals of Christian Faith.*

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. *Prerequisites: FAMS 2203 Human Development and PSYC 2300 Social Science Research & Writing.*

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. *Prerequisites: FAMS 2203 Human Development and PSYC 2300 Social Science & Research Writing.*

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. *Prerequisites: FAMS 2203 Human Development and PSYC 2300 Social Science Research & Writing.*

FAMS 4101/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.*

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.

FAMS 4914/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. *Prerequisites: Senior standing, successful completion of background check and acquisition of professional liability insurance.*

FAMS 4915/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: FAMS 4914 Internship. Special Considerations: Program permission required to enroll. Liability insurance and TBI/FBI background check required.*

FEDF 1031 Field Experience: Observations (0.5). This practical field experience is designed to acquaint candidates with a variety of schools and classrooms in Osceola county. Students examine various aspects of the classroom environment and management, as well as the instructional strategies modeled by the classroom teacher. *(Florida only)*

FEDF 2022 Field Experience: Tutoring (0.5). This 20-hour experience takes place in an Osceola county school, where candidates will travel on a weekly basis to work with students in the classroom. *(Florida only)*

FEDF 3312 Field Experience: General (0.5). This is a 30-hour field experience that takes place in a local elementary school. Students observe in the classroom and perform tasks related to teaching and teaching roles. *(Florida only)*

FEDF 3516 Reading Lab (0.5). This 40-hour experience takes place at an Osceola Elementary School which has a large at-risk ESL student population. Candidates work with university and school personnel to identify students within the school's MTSS population that will benefit from focused reading instruction. Candidates then plan and teach lessons based on each students' assessment results. At the end of the field experience, candidates assess students' growth and report their findings to school personnel. *(Florida only)*

FEDF 4004 Practicum: ESOL (0.5). This 40-hour experience takes place in an Osceola county ESL classroom. Students observe in the classroom and perform tasks related to teaching and teaching roles. *(Florida only)*

FEDF 4061 Practicum ESE (0.5). This 40-hour experience takes place in an Osceola county classroom where ESE students are mainstreamed. Students observe in the classroom and perform tasks related to teaching and teaching roles. *(Florida only)*

FEDF 4601 Internship I: Elementary Ed (0.5). This 45-hour internship is the first of a two-term internship served in the same elementary classroom. Candidates work in conjunction with their cooperating teacher to design and teach lessons that meet students' academic needs. They also work to assess instruction to inform their instructional practices. Special emphasis is placed on acclimating candidates to the classroom and to classroom management in preparation for their full-time internship. *(Florida only)*

FEDF 4612 Internship II: Elementary Ed (12). This full-time internship is the second of a two-term internship served in the same elementary classroom. Candidates work in conjunction with their cooperating teacher to design and teach lessons that meet students' academic needs. They also work to assess instruction to inform their instructional practices. Special emphasis is placed upon developing the pre-service teacher's ability to independently lead a classroom. *(Florida only)*

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 2452 Field Experience: Middle School Physical Education & Sports (0.5). In this term-long experience, students spend 20 hours working in a Middle School Physical Education classroom. 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 30 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 also 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 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.

FLED 4410 Practicum: Physical Education (0.5). This course is a term-long experience spending 30 hours in an elementary, middle grade, and high school physical education program. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

FLED 4440 Practicum: Coaching (0.5). This course is a term-long experience spending 30 hours in a coaching program. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

FREN 2100 French I (3). This course is an introduction to the French language. Students are introduced to the Francophone world and its culture. It is designed to equip students with the basic

knowledge necessary to function in a French-speaking environment. Emphasis is given to basic communication sentences and vocabulary to use in practical and familiar contexts. Simple grammatical sentences are introduced to create a strong foundation for oral and written proficiency in French.

FREN 2200 French II (3). This course is designed to review and expand on the knowledge acquired in French I. It is intended to stimulate appreciation of the role of French-speaking cultures in a global context. Emphasis is given to improving and increasing basic conversation and grammatical structures. Students are introduced to short reading passages and begin developing writing skills. *Prerequisites: FREN 2100 French 1 or placement.*

FREN 3200 French III (3). This course is designed to increase knowledge in French linguistic tasks in order to build up proficiency. Emphasis is given to more meaningful conversation and more advanced grammar. Materials used promote the strengthening of reading and writing skills. *Prerequisites: FREN 2200 French II or placement.*

FREN 3210 French IV (3). This course is designed to create an environment where students use the French language with more complex sentences. Emphasis is given to the development of reading comprehension and writing skills. *Prerequisites: FREN 3200 French III or placement.*

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: GREEK 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: GREEK 3200 Intermediate Greek I.*

GREK 5553 Greek A (3). This introduction to the fundamentals of Greek focuses on common vocabulary, pronunciation, grammatical forms, elementary syntax, sentence structure, and basic translation. Students learn to use scholarly tools, such as Greek lexicons, and grammars.

GREK 5563 Greek B (3). In this advanced course in Greek, students increase their reading vocabulary, expand their knowledge of Greek grammar and syntax, and further develop their translation skills. They also practice using scholarly tools, such as Greek lexicons, grammars, syntaxes, and commentaries. *Prerequisite: GREK 5553 Greek A*

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.*

HEBR 5543 Hebrew A (3). This introduction to the elements of Hebrew focuses on common vocabulary, grammatical forms, basic syntax, and sentence structure. Students learn how to use scholarly tools, such as Hebrew texts, lexicons, and grammars.

HEBR 5553 Hebrew B (3). In this advanced course in Hebrew, students increase their reading vocabulary, expand their knowledge of Hebrew grammar and syntax, engage in discourse analysis, and further develop their translation skills. They also practice using scholarly tools, such as Hebrewtexts, lexicons, grammars, syntaxes, and commentaries. *Prerequisites: HEBR 5543 Hebrew A.*

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 1210 Early Hebrew History (3). This is a survey course of the historical books of the Hebrew Bible: Joshua, Judges, Ruth, 1-2 Samuel, 1-2 Kings, Ezra, Nehemiah, and Esther. These books span some 700 years from Israel's entrance into the Promised Land to the Return from Exile in Babylon. *Special Consideration: There is no required prerequisite for this course. However, the Pentateuch serves as background for this material and many concepts introduced in the Pentateuch are essential to understanding the historical books.*

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.

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 2210 The Historian's Craft: 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. *Prerequisites: Two World Civilizations courses and one American History survey course with a B average. Special Consideration: This course is limited to History majors.*

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 3100 Introduction to Public History (3). This course introduces students to the major issues and questions addressed by historians who work in the public sphere. Central themes include the interpretation of history, the role of history in popular culture, issues and aims in exhibiting history, the politics of public history, and historic preservation.

HIST 3201/THEO 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/THEO 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/THEO 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.

HIST 3320 History of Ancient Graeco-Roman Society (3). This course examines the development of key aspects of Classical Civilization (Ancient Greece and Rome) from its Mediterranean origins in the 4th century B.C. to the fall of the Western Roman Empire (*circa* A.D. 500). These aspects include politics, economics, ideas, religion, artistic expression, social values, institutions, and classes.

HIST 4110 Topics in American History to 1815 (3). This course examines topics and themes in the Colonial and Early National eras of American history. Possible topics include: Native American societies; European exploration, settlement, and colonization; the development of British North American colonies; the American Revolution; creation and ratification of the Constitution; and the War of 1812, which will be explored through reading and discussing primary sources.

HIST 4120 Topics in 19th Century American History to 1877 (3). This course examines topics and themes during the Antebellum, Civil War, and Reconstruction eras of American history. Topics connected to political, economic, social, intellectual, cultural, and religious developments will be explored through reading and discussing primary sources.

HIST 4130 Topics in American History 1877-1945 (3). This course examines topics and themes during the Gilded Age, Progressive Era, World War I, the Great Depression, and World War II eras of American history. Topics connected to political, economic, social, intellectual, cultural, and religious developments will be explored through reading and discussing primary sources.

HIST 4140 Topics in American History since World War II (3). This course examines topics and themes in American history during the post-World War II era. Possible topics include the Cold War, McCarthyism, the Civil Rights Movement, the youth movement of the 1960s, the Vietnam War, Watergate, the Reagan Revolution, the rise of the Religious Right, and the U.S. response to world-wide terrorism, will be explored through reading and discussing primary sources.

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 19th century to the contemporary era. Although a significant portion of the course is devoted to the early development of this "Reformation of the 19th Century," the entire scope of the movement, including current issues of importance, is addressed.

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.

HIST 4340 History & Cultures of Africa (3). This course is an examination of the history of Africa from ancient societies to the present. It emphasizes geographical, political, social, and religious dimensions of African culture.

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 5033 Early Hebrew History (3). This course surveys 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. Considerable attention is given to historical events that defined the nation of Israel and established the context for the writings of the Prophets and Wisdom Literature.

HLED 5116 Test, Measurement & Assessment (3). This course focuses on test construction and methods of evaluation with an emphasis on teacher-made tests, standardized tests, test data measurement, interpretation and application of test data to instructional decisions, and the reporting of test results to parents and students. *Special Considerations: This course is limited to students in the Holistic Education program.*

HLED 5215 Brain-Based Learning (3). This course teaches students to identify various areas of the brain and their functions. Students become familiar with current research regarding brain function. *Special Consideration: This course is limited to students in the Holistic Education program.*

HLED 5225 Curriculum & Diversity (3). This course continues the study of holistic education with special emphasis on curriculum, including an examination of the development of National Standards and the resulting changes in principles of assessment and evaluation. *Special Considerations: This course is limited to students in the Holistic Education program.*

HLED 5500 Culminating Learning Experience (3). This course is an individual project completed as a culmination of educational research. Students collect and interpret their own research data with a faculty representative. *Special Considerations: This course is limited to students in the Holistic Education program.*

HLED 5605 STEM Beyond the Classroom (3). A two-week summer course providing experiential learning opportunity for students. Students will work with urban middle school students conducting STEM activities and visiting various STE(A)M-focused sites to engage urban youth in Science, Technology, Engineering, and Mathematics.

HLSC 2103 Health & Fitness Science (3). This course focuses on scientific principles for developing a healthy lifestyle. It covers the basic concepts of personal and community health with an emphasis on physical fitness, good nutrition, stress management, weight management, spiritual and emotional wellness, and disease prevention. Students also reflect on biblical perspectives on lifetime health and wellness, and learn how to design an individual nutrition and exercise plan. [ACSM-CPT, ACSM-GEI, ACSM-HFS, CSRM 2, NSCA-CPT, NSCA-CSCS, TDOE].

HONR 2002 Honors Chapel (0.5). This course is a Wednesday Chapel Group option for Honors

Program students on the Tennessee campus. Topics change from term to term, providing exposure to a variety of biblical, historical, and theological issues. During their time at Johnson University, Honors Program students must complete a minimum of three such term-length studies.

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.

HSVC 2100 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. *Prerequisites: SPSY 1100 Interpersonal & Family Relationships.*

HSVC 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.*

HUMN 1100 Freshman Cornerstone Experience (3). The Freshman Cornerstone Experience introduces students to the aims, responsibilities, requirements, and rewards of Christian higher education at Johnson University. This team-taught course consists of three primary and interrelated components: First, students explore spiritual formation and the "story of scripture" as an overview of the structure and rationale of the Johnson University curriculum and how students can prepare themselves for active participation in God's ongoing Story. Second, the course cultivates academic skills and habits of mind necessary for success in a Christian university setting. Third, faculty- and staff-led small group experience ("D" group) build positive relationships and promote spiritual formation. (Must be taken in a JUFL student's *first term.)*

HUMN 1101 Introduction to Service (3). This course introduces students to the responsibilities, requirements, and rewards of the Johnson University experience through the lens of the metanarrative of the Christian Scriptures. Faculty and staff from many academic departments develop topics that lead first-year students into university-level study and reflection, helping them to cultivate critical academic skills and habits of mind necessary for success. The course emphasizes effective adjustment skills, positive relationships, and spiritual formation.

HUMN 1102 Online Cornerstone Experience (3). This course introduces students to the aims, responsibilities, requirements, and rewards of Christian higher education at Johnson University in general and the Arts and Sciences student learning outcomes in particular. The course prepares students to succeed in online learning experiences and promotes spiritual formation. A core focus

will be to cultivate reflective discipleship and spiritual formation through self-awareness and metacognition. Major skill sets developed in the course include technology, communication, academic, personal management, and learning efficiency. Students also review information regarding program requirements, policies, and procedures. (Must be taken in a JUOL students' *first term.)*

HUMN 1201 Freshman Cornerstone Seminar (1). Introduces students to the aims, responsibilities, requirements, and rewards of Christian higher education at Johnson University and the Arts & Sciences core curriculum. This team-taught course consists of two primary and interrelated components: First, the course cultivates academic skills and habits of mind necessary for success in a Christian university setting. Second, faculty- and staff-led small groups build positive relationships and promote spiritual formation. *Note:Must be taken in JUTN student's first term at Johnson University. Replaced by HUMN 3201 for JUTN students transferring in more than 15 credits, or one full term from another college[s] at the time of admission. Replaced by HUMN 1100 for JUFL students. Replaced by HUMN 1102 for JUOL students.*

HUMN 1501 Service-Learning & Discipleship (1). This course will bridge connections between students' field of study and their service-learning placement. The course will employ a dialogical model in which reflection informs action and action in turn informs reflection. The core focus will be to cultivate reflective discipleship and spiritual formation through self-awareness, metacognition, and thoughtful engagement with service placement. Students will set goals, develop action plans, undertake field research strategies, and meet weekly with a small group and faculty member to reflect upon and to maximize their service-learning experience. Students receive up to 20 hours of SALT credit for satisfactory completion of the course, dependent upon course grade. *Note:Must be taken in a JUTN student's first term at Johnson University. Replaced by HUMN 1100 for JUFL students. Replaced by HUMN 1102 for JUOL students. JUTN students transferring in more than 30 credits at the time of admission need not take HUMN 1501.*

HUMN 1601 Multicultural Experience (1). 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 with multicultural experience. Students will explore poverty, development and personal and community change as it relates to their service placement. *Note:Should be taken in a JUTN student's second term at Johnson University. Replaced by HUMN 1100 for JUFL students. Replaced by HUMN 1102 for JUOL students. JUTN students transferring in more than 30 credits at the time of admission need not take HUMN 1601.*

HUMN 2100 Introduction to the Humanities (3). This course is an introduction to the Humanities grounded in the Christian intellectual tradition. It equips students with principles and practices to effectively study, appreciate, and criticize art, history, literature, philosophy, and other disciplines.

HUMN 2110 Great Books I (1). This course deepens the Humanities major's experience with focused readings of key classic works from Antiquity that have made an impact on western culture and Christian thought. Potential authors include Homer, Plato, Aristotle, Cicero, and Herodotus.

HUMN 2202 Multicultural Experience (2). A variable content course designed to allow students first-hand experiential learning while participating in a faculty/staff-led multi-cultural experience including traveling, living and studying abroad or domestically in a cross-cultural setting. Completion of the course requires documentation and reflection of

experiences. *Prerequisite: ANTH 1100 Encountering Cultures*.

HUMN 2203 Multicultural Experience (3). A variable content course designed to allow students first-hand experiential learning while participating in a faculty/staff-led multi-cultural experience including traveling, living and studying abroad or domestically in a cross-cultural setting. Completion of the course requires documentation and reflection of experiences. *Prerequisite: ANTH 1100 Encountering Cultures*.

HUMN 3100 Humanities I: Classical Antiquity (3). This course surveys Ancient Near Eastern thought with emphasis on the history, philosophy, literature, and art of Greek and Roman societies. Special attention is given to how the Greco-Roman worldview shaped and influenced Christianity.

HUMN 3110 Great Books II (1). This course deepens the Humanities major's experience with focused readings of key classic works from Early Christianity and the Middle Ages that have made an impact on western culture and Christian thought. Potential authors include Augustine, Thomas Aquinas, Dante, and Thomas á Kempis.

HUMN 3113/THEO 3113 Theology in Film (3). Instruction in discerning theological elements inherent in modern film. Films selected for study feature examples of either Christian theology or other theologies in dialogue with Christian theology. Students receive tools for "reading" the story structure of films, making moral decisions about movie-going, and evaluating an individual film's contribution to the story of the their life. (Cross-listed with *THEO 3113 Theology in Film*. Meets both Fine Arts Elective and Theology Elective requirements.)

HUMN 3201 Transfer Cornerstone Seminar (1). Introduces students to the aims, responsibilities, requirements, and rewards of Christian higher education at Johnson University and the Arts & Sciences core curriculum. This team-taught course consists of two primary and interrelated components: First, the course cultivates academic skills and habits of mind necessary for success in a Christian university setting. Second, faculty- and staff-led small groups build positive relationships and promote spiritual formation. (Must be taken in a JUTN transfer student's *first* term. Replaces HUMN 1201 for JUTN transfer students.)

HUMN 3203/CMPR 3203 Spiritual Formation (3). This course explores two areas: The first is personal spiritual formation, how God works in believers through hi Holy Spirit to conform them to the image of Christ and empower them for ministry. The second is spiritual formation for ministry, or 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. (Fulfills the Arts & Sciences Elective requirement in programs where it is not already a requirement. Replaces CMPR 3120.)

HUMN 3303 Introduction to Unity and Reconciliation Studies (3). A broad humanities-based overview of the theology, theory, philosophy, and literature in the field, contributing factors leading to the need for reconciliation in our world, and paradigms for unity and reconciliation praxis. The course presents processes for moving toward societal reconciliation through the biblically-framed unity principles of Restoration movement. Subjects are covered include: denomination, gender, race and social class unity and reconciliation, conflict resolution, spiritual disciplines, social and economic justice issues, and the role of the local church in embodied and symbolic unity. *Prerequisite: ANTH 1100 Encountering Cultures*.

HUMN 3400 Humanities II: Early Christianity & Medieval World (3). This course surveys

early Christian and Medieval history, philosophy, literature, and art. It gives particular consideration to the emergence and influence of Roman Catholicism, Eastern Orthodoxy, and Islam.

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. Cases like Trayvon Martin's and Michael Brown's demonstrate a deep-seated mistrust and antagonism between races that 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.

HUMN 4100 Humanities III: Renaissance to the Enlightenment (3). This course surveys Renaissance, Reformation, and Enlightenment thought with emphasis on history, philosophy, literature, and art. It examines the influence of Renaissance humanism; the causes, nature, and consequences of the Protestant Reformation; and the emergence of the modern rational worldview of the Enlightenment.

HUMN 4103 Advanced Film in Theological Context (3). This course builds upon THEO 3113 by instructing students in the utilization of film for exploring general theological categories – theology proper, soteriology, eschatology, etc., as well as the theological foundations of modern film genres – drama, comedy, fantasy, etc. Students receive tools for using film in preaching, teaching and other ministry settings. *Prerequisite: THEO 3113 Theology in Film.*

HUMN 4110 Great Books III (1). This course deepens the Humanities major's experience with focused readings of key classic works from the Renaissance, Reformation, and Enlightenment that have made an impact on western culture and Christian thought. Potential authors include Machiavelli, Luther, Calvin, Descartes, Voltaire, and Rousseau.

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, no transfer courses may be substituted.*

HUMN 4400 Humanities IV: 19th to 21st Centuries (3). This course surveys the 1800s and 1900s with emphasis on history, philosophy, literature, and art, specifically with regard to the emerging dominance of American culture and the global society. Special focus is given to the legacy of the Enlightenment in the American Revolution and its French counterpart. It explores how Communism and Evolution accelerated European skepticism and impacted two World Wars, and it examines how the Christian worldview has weathered both the emergence of Modernism

and its transition into Postmodernism.

HUMN 4410 Great Books IV (1). This course deepens the Humanities major's experience with focused readings of key classic works from the 19th and 20th centuries that have made an impact on western culture and Christian thought. Potential authors include Goethe, Dickens, Nietzsche, Sartre, and Orwell.

ICAL 4302 Principles of Articulatory & Acoustic Phonetics (3) *[Dallas International University].* Students complete this course at Dallas International University in Dallas, Texas. Using an augmented subset of the International Phonetic Alphabet (IPA), students identify, mimic, and transcribe sounds and prosodies in normal human speech, and describe the mechanisms by which a speaker produces these sounds. Students are also introduced to basic techniques of acoustic analysis.

ICAL 4333 Principles of Phonological Analysis (3) *[Dallas International University].* Students complete this course at Dallas International University in Dallas, Texas. By the end of the course, students are able to recognize the difference between phonetic (etic) and phonological (emic) data and identify phonological hierarchy and intonation in data. They are able to recognize the use of distinctive features, natural classes, and phonetic plausibility; identify phones in complementary distribution, free variation, and contrast in identical/analogous environment; recognize major phonological processes and common conditioning environments, including adjacent segments, syllables, and larger prosodic units; and apply concepts of tone analysis, and morphophonemics to data. *Prerequisite: ICAL 4302 Principles of Articulatory & Acoustic Phonetics.*

ICAL 4410 Principles of Grammatical Analysis I (2) *[Dallas International University].* Students complete this course at Dallas International University in Dallas, Texas. By the end of the course, students are able to write a brief description of a grammatical topic; identify constituent structure, syntactic categories, and grammatical relations within a sentence; analyze data in terms of a set of phrase structure rules and a lexicon; distinguish between indicative, imperative, and interrogative sentences; distinguish between types of objects and obliques; and analyze the structure of noun phrases and verb phrases.

ICAL 4422 Principles of Grammatical Analysis II (2) *[Dallas International University].* Students complete this course at Dallas International University in Dallas, Texas. By the end of the course, students are able to write a brief description of a grammatical topic, divide words into constituent morphemes, distinguish between inflectional and derivational morphemes, analyze case and agreement systems, and identify passive and recursive structures. *Prerequisite: ICAL 4410 Principles of Grammatical Analysis I.*

ICCC 5131 Foundations of Intercultural Studies (3). This course is a synthesis of the foundational areas of intercultural studies, including historical, cultural and practical analyses. The student is acquainted with the multidisciplinary demands of intercultural studies.

ICCC 5232 Applied Anthropology (3). This course explores cultural anthropology with special attention to the impact of culture on working cross-culturally. Critical elements of political, social, religious, economic, kinship as well as other areas of anthropology are included to prepare students for cross-cultural work of various types. The course provides a framework for cross-cultural workers to understand forces that shape peoples' beliefs and behaviors as they interact with those of other cultures.

ICCC 5234 Global Philosophy and Religion (3). This course focuses on developing a clear

understanding of the impact of religion and global philosophical trends, arising from ancient historical writings through today's global interaction.

ICCC 6031 Dynamics of Cross-Cultural Growth (3). This course addresses issues involved in personal and familial growth while engaged and immersed in the pressures and dynamics of living and working cross-culturally. This course develops strategies and continuing practices required to satisfy the needs of both children and parents under the stress of working in a context that demands high levels of change in family, social integration, and cultural isolation. Issues of conflict resolution and relationship building among team and family members are also addressed as a beginning to cross-cultural worker care.

ICCC 6301 Micro-Finance for Development (3). This course introduces development leaders to concepts and approaches to micro-finance, as well as to dynamics of customer expectations. It facilitates approaches to designing new culturally-appropriate and relevant products, along with methods of distribution suitable to the context. Students explore ways to develop seed lending and financial resources, regulate assets and expenses, and assess sustainability.

ICCC 6337 Innovation of Transformation (3). This course utilizes cultural change theory in support of initiating transformed communities for the sake of uplifting and improvement of local contexts. Students explore strategies of dynamic change utilizing significant cultural change agents, including wisdom and resource leaders. They examine opposition and opportunities for presenting the gospel toward the goal of transformed individuals and communities.

ICCH 3521 Global Community Health 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. *To enroll, students must have junior status (60+ university credits) or advisor approval. Prerequisites or Corequisites: ICST 2131 Missiology, ICST 2133 Intercultural Communication, and PBHL 3110 Introduction to the Study of Disease. Students must pass ICST 2131 Missiology, and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better. Students should earn a **cumulative** grade point average (GPA) of 2.5 or better in all Global Health courses taken prior to the internship.*

ICCH 3522 Global Community Health Internship (1). The Global Community Health internship enables students to gain on-the-job training in the area of Global Community Health. The internship experience provides an in-depth examination of global mission settings from the perspective of health needs within those communities. Internships directed by Johnson University's School of Intercultural Studies enable students to gain on-the-job training in their area of concentration in a cross-cultural setting. Internships test students' aptitude for intercultural work, provide a laboratory for the application of classroom-learned theory, and offer exposure to life and practice on the cross-cultural field, all under the supervision and mentoring of an experienced and successful practitioner. 10-week (minimum) internships include a minimum 300 hours of cross-cultural work, which students normally complete during the summer between their junior and senior years. *Prerequisites: Students must successfully complete ICCH 3521 Global Community Health Internship Preparation. Students must pass ICST 2131 Missiology, and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better. Students should earn a **cumulative** grade point average (GPA) of 2.5 or better in all Global Health courses taken prior to the internship.*

ICCH 3523 Global Community Health Internship Assessment (1). Typically this course is

completed during Fall Session 1, upon successful completion of ICCH 3521 and ICCH 3522. During this course following the internship, 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: Students must successfully complete ICCH 3522 Global Community Health Internship.*

ICCM 3521 Cross-Cultural Media Communication 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. *To enroll, students must have junior status (60+ university credits) or advisor approval. Prerequisites or Corequisites: ICST 2131 Missiology, ICST 2133 Intercultural Communication, COMM 2900 Society & Media, COMM 2901 Communication & Christian Faith. Students should pass ICST 2131 Missiology and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better.*

ICCM 3522 Cross-Cultural Media Communication Internship (1). The internship for this provides on-the-job training under the supervision and guidance of an experienced practitioner where students are given opportunities to apply classroom instruction in cross-cultural media communication situations. Internships directed by Johnson University's School of Intercultural Studies enable students to gain ministry experience in their program in a cross-cultural setting. The term "cross-cultural" refers to cultural "distance," whether geographical, theological, linguistic, or social, without regard to "foreign" or "home" distinctions. Internships test students' aptitude for intercultural ministry, provide a laboratory for the application of classroom-learned theory, and offer exposure to life and practice on the cross-cultural field, all under the supervision and mentoring of an experienced and successful practitioner. One-credit 10-week (minimum) internships include a minimum 300 hours of cross-cultural work, which students normally complete during the summer between their junior and senior years. The required internship works together with a one credit preparation course and a one credit post-field course. *Prerequisites: Students must successfully complete ICCM 3521 Cross-Cultural Media Communications Internship Preparation. Students must pass ICST 2131 Missiology, and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better.*

ICCM 3523 Cross-Cultural Media Communication Internship Assessment (1). Typically this course is completed during Fall Session 1, upon successful completion of ICCM 3521 and ICCM 3523. During this course following the internship, 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: Students must successfully complete ICCM 3522 Cross-Cultural Media Communications Internship.*

ICCS 3200 Culture, Art & Science in China (3). This course is a study of the development of China's culture, including its family and social customs, art, literature, political, and economic systems. Students also consider the role of China in the development of science, medicine, and astronomy in Asia.

ICCS 3360 Religion & Philosophy in China (3). This course is a study of the three ancient religions and philosophies of China—Buddhism, Daoism, and Confucianism—and their impact on the modern Chinese worldview.

ICCS 3521 Chinese Studies 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. *To enroll, students must have junior status (60+ university credits) or advisor approval. Prerequisites or Corequisites: ICST 2131 Missiology, ICST 2133 Intercultural Communication, and ICCS 3200 Culture, Art & Science of China. Students should pass ICST 2131 Missiology and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better.*

ICCS 3522 Chinese Studies Internship (1). During this internship, students engage in on-the-job training under the supervision and guidance of an experienced Chinese mentor or non-Chinese China expert. The internship must be completed in a location where Chinese are the dominant ethnic group according to population statistics. Internships directed by Johnson University's School of Intercultural Studies enable students to gain ministry experience in their area of concentration in a cross-cultural setting. The term "cross-cultural" refers to cultural "distance," whether geographical, theological, linguistic, or social, without regard to "foreign" or "home" distinctions. Internships test students' aptitude for intercultural ministry, provide a laboratory for the application of classroom-learned theory, and offer exposure to life and practice on the cross-cultural field, all under the supervision and mentoring of an experienced and successful practitioner. One-credit 10-week (minimum) internships include a minimum 300 hours of cross-cultural work, which students normally complete during the summer between their junior and senior years. *Prerequisites: Students must successfully complete ICCS 3521 Chinese Studies Internship Preparation. Students must pass ICST 2131 Missiology, and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better.*

ICCS 3523 Chinese Studies Internship Assessment (1). Typically, this course is completed during Fall Session 1, upon successful completion of ICCM 3521 and ICCM 3522. During this course following the internship, 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: Students must successfully complete ICCS 3522 Chinese Studies Internship.*

ICCS 4710 History of Modern China (3). This course examines the history of modern China from the 19th to the 21st centuries. Students explore major events and figures in both secular and religious history, gaining insights into the way historical events have impacted Chinese people. This course also focuses on China's interaction with other countries and how it has shaped their history.

ICCS 4720 Special Topics in Chinese Studies (3). This course offers a variety of topics in different terms.

ICEL 2015 Teaching Cross-Culturally (3). Students consider the challenges and joys of the cross-cultural educator. The course seeks to help teachers better understand their own culture of learning and teaching, while 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.

ICEL 2100/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 ministry are addressed.

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: ICEL 2015 Teaching Cross-Culturally, ICEL 2100 Foundations in Linguistics.*

ICEL 3521 English as a Second Language/English as a Foreign Language 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. *To enroll, students must have junior status (60+ university credits) or advisor approval. Prerequisites or Corequisites: ICST 2131 Missiology, ICST 2133 Intercultural Communication, ICEL 3360 English as a Second Language/English as a Foreign Language Methods & Materials. Students should pass ICST 2131 Missiology and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better.*

ICEL 3522 English as a Second Language/English as a Foreign Language Internship (1). During this internship, students engage in on-the-job training under the supervision and guidance of an experienced ESL/EFL expert. Internships directed by Johnson University's School of Intercultural Studies enable students to gain on-the-job training in their area of concentration in a cross-cultural setting. The term "cross-cultural" refers to cultural "distance," whether geographical, theological, linguistic, or social, without regard to "foreign" or "home" distinctions. Internships test students' aptitude for intercultural ministry, provide a laboratory for the application of classroom-learned theory, and offer exposure to life and practice on the cross-cultural field, all under the supervision and mentoring of an experienced and successful practitioner. One-credit 10-week (minimum) internships include a minimum 300 hours of cross-cultural work, which students normally complete during the summer between their junior and senior years. Six-month Extended Internships are normally completed during the Summer and Fall Terms following their junior year. While on the field, students typically complete three courses required for their major concentration. *Prerequisites: Students must successfully complete ICEL 3521 English as a Second Language/English as a Foreign Language Internship*

Preparation. Students must pass ICST 2131 Missiology, and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better.

ICEL 3523 English as a Second Language/English as a Foreign Language Internship Assessment (1). Typically this course is completed during Fall Session 1, upon successful completion of ICEL3521 and ICEL3522. During this course following the internship, 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: Students must successfully complete ICEL 3522 English as a Second Language/English as a Foreign Language Internship.*

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.

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.

ICLA 2200 History & Cultures of Latin America (3). This course examines the history and development of contemporary Latin American cultures, institutions, and civilization, such as family, traditions, pre-Columbian, new-world European, African Roots, music, and fine arts.

ICLA 3300 Religions of Latin America (3). This course is a study of the complex religious traditions and changes in Latin America, including Native American religion, African American religions, Roman Catholicism, Protestantism, Evangelicalism, Pentecostalism, para-Christian Movements (Mormon, Seventh-day Adventist, Jehovah's Witnesses), popular (syncretistic) religion, and some of the newer (socio-) religious movements.

ICLA 3521 Latin American & Latino Studies 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. *Prerequisites or Corequisites: ICST 2133 Intercultural Communication, ICLA 3300 Religions of Latin America. Students should pass ICST*

2131 Missiology with a minimum GPA of 2.5.

ICLA 3522 Latin American & Latino Studies Internship (1). This internship provides field experience under the supervision and guidance of an experienced Latin American mentor or Latin American expert. The internship must be completed somewhere where Latin Americans are the dominant ethnic group abroad or in the United States of America. Internships directed by Johnson University's School of Intercultural Studies enable students to gain on-the-job training in their area of concentration in a cross-cultural setting. The term "cross-cultural" refers to cultural "distance," whether geographical, theological, linguistic, or social, without regard to "foreign" or "home" distinctions. Internships test students' aptitude for intercultural ministry, provide a laboratory for the application of classroom-learned theory, and offer exposure to life and practice on the cross-cultural field, all under the supervision and mentoring of an experienced and successful practitioner. Three-credit 10-week (minimum) internships include a minimum 300 hours of cross-cultural work, which students normally complete during the summer between their junior and senior years. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. Students must pass ICST 2133 Intercultural Communication with a minimum GPA of 2.5, ICLA 3300 Religions of Latin America.*

ICLA 3523 Latin American & Latino Studies Internship Assessment (1). Typically this course is completed during Fall Session 1, upon successful completion of ICLA 3521 and ICLA 3522. During this course following the internship, 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: ICLA 3521 Latin American & Latino Studies Internship Preparation, ICLA 3522 Latin American & Latino Studies Internship*.

ICLA 4710 Missions Strategies in Latin America (3). Building upon history, culture and religion foundations, this course focuses on practical strategies of outreach, evangelism, discipleship, community development, and church planting in Latin American communities in the USA and around the world. The primary goals is development of contextualized, indigenous-led churches which reproduce themselves. Special attention is given to spiritual warfare, raising support, communicating with supporters, family dynamics, choosing an organization, and the changing role of the western missionary. A variety of experienced workers in Latin American settings participate in the course. *Prerequisites*: *ICLA 3503 Latin American & Latino Studies Internship*

ICLD 4350 Language & Society (3) *[Dallas International University].* Students complete this course at Dallas International University in Dallas, Texas. Participants consider the relationship between language and society. After successfully completing the course, students are able to articulate the multilingual nature of the world's societies, the function(s) of language(s) in nations, and how different languages are used alongside one another, including the idea of diglossia. They are also able to identify factors influencing the choice among language varieties for national and educational use. In addition, students are able to explain how language attitudes and domains of language use influence the long-term maintenance and/or shift of language(s) in society. They are able to discuss how all the aforementioned may possibly affect a language development program for a given linguistic community.

ICLD 4505 Second Language & Culture Acquisition (5) *[Dallas International University].* This course introduces students to the process of language and culture acquisition among people

served on the field. An array of tools and practices are introduced.

ICLI 2610 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: ICST 3136 Introduction to Linguistics*

ICLI 3410 Grammatical Analysis (3). This course provides tools for the analysis of language on morphological and syntactic levels. *Prerequisite: ICST 3136 Introduction to Linguistics*

ICLI 3521 Linguistics 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. *Prerequisites or Corequisites: ICST 2133 Intercultural Communication, 2 terms of Greek or Hebrew. Students should pass ICST 2131 Missiology with a minimum GPA of 2.5.*

ICLI 3522 Linguistics Internship (1). This 10-week summer internship provides on-the-job training under the supervision and guidance of an experienced Bible translation team such as Pioneer Bible Translators or Wycliffe Bible Translators. Students are exposed to the full range of translation and literacy work on site and are given the opportunity to participate. *Prerequisites: ICST 2133 Intercultural Communication with a minimum GPA of 2.5, ICLI 3521 Linguistics Internship Preparation.*

ICLI 3523 Linguistics Internship Assessment (1). Typically this course is completed during Fall Session 1, upon successful completion of ICLI 3521 and ICLI 3522. During this course following the internship, 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: ICLI 3521 Linguistics Internship Preparation, ICLI 3522 Linguistics Internship.*

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.

ICLI 5810 Translation Linguistics (3). This course is a study of phonetics, phonology, and grammar necessary to implement a Bible translation project. It includes the study of phonetics and phonology needed to develop a writing system. The course also includes the study of morphology and syntax for understanding how the language communicates meaning through grammatical structures. *Prerequisite: ICLI 5813 Language Analysis*

ICLI 5813 Language Analysis (3). This course addresses the process of language analysis with a view to enhancing the student's ability to learn field languages. Students will learn a framework for understanding and identifying the sound systems and grammatical structures of different languages, recognizing language as context-dependent social phenomenon driven by cultural attitudes, expectations, behaviors, and contexts which affect the use of language. Emphasizing multilingual communities, this course includes principles for socio-linguistic survey.

ICLI 5823 Use & Distribution of Cross-Cultural Literature (3). This course equips the student

to maximize Cross-Cultural Literature engagement by examining factors influencing their and highlighting the significance of community involvement. Topics include appropriateness of publication and distribution, transformational community and people context involvement, digital distribution, modeling the literature use, oral storying, and audio recording.

ICLI 6210 Semantics, Pragmatics & Discourse (3). This course is designed to equip the student to identify key terms and to analyze and translate the meaning of words, phrases, sentences, and discourses from one language to another. *Prerequisite: ICLI 5810 Translation Linguistics.*

ICLI 6410 Translation Models & Methods (3). This course covers models and methods applicable to meaning-based translation and issues commonly arising in translating the biblical text. Topics include accuracy, clarity, naturalness, the source—meaning—receptor translation model, cultural factors in translation model, cultural factors in translation, and the relevance theory of communication. *Prerequisite: ICLI 6210 Semantics, Pragmatics & Discourse.*

ICLI 6610 Translation Process (3). In this course students examine the process of translating the Bible, including considerations of acceptability and style. This includes collaboration and partnerships, sociolinguistics surveying, orthography development, drafting, exegetical check, comprehension testing, consultant checking, publication, and distribution concerns. It also includes translation approaches such as oral drafting, cluster projects and adaptations. The course introduces software commonly used by translators for language data collection, management, and analysis, as well as written translation, oral drafting, and adaptation. *Prerequisite: ICLI 6410 Translation Models & Methods.*

ICLI 6703 Translation Consulting (3). This course equips students with an understanding of the process of consultant checking a Bible translation and an awareness of issues commonly arising in translating the biblical text. Topics include role and qualifications of a consultant, important tools, interpersonal skills, consulting techniques and approval parameters. *Prerequisite: ICLI 6410 Translation Models & Methods or equivalent.*

ICLI 6723 Mentored Consulting (3). In this course students obtain experience in the process of translation consulting. Working under the mentorship of a consultant trainer they will participate in the translation consulting process, applying the skills they learned in the Translation Consulting course. *Professor approval is required to enroll in this course.*

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 includegreetings, 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 3521 Middle Eastern Studies 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. *To enroll, students must have junior status (60+ university credits) or advisor approval. Prerequisites or Corequisites: ICST 2131 Missiology, ICST 2133 Intercultural Communication, and ICME 3360 Introduction to Arabic Language & Middle Eastern Cultures. Students should pass ICST 2131 Missiology and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better.*

ICME 3522 Middle Eastern Studies Internship (1). This internship provides field experience related to theMiddle Eastern StudiesMajor. Under supervision and guidance students develop

cultural skills in their chosen work places and thus learn to interpret and live out theories presented in class. Internships directed by Johnson University's School of Intercultural Studies enable students to gain on-the-job training in their area of concentration in a cross-cultural setting. The term "cross-cultural" refers to cultural "distance," whether geographical, theological, linguistic, or social, without regard to "foreign" or "home" distinctions. Internships test students' aptitude for intercultural ministry, provide a laboratory for the application of classroom-learned theory, and offer exposure to life and practice on the cross-cultural field, all under the supervision and mentoring of an experienced and successful practitioner. Three-credit 10-week (minimum) internships include a minimum 300 hours of cross-cultural work, which students normally complete during the summer between their junior and senior years. *Prerequisites: Students must successfully complete ICME 3521 Middle Eastern Studies Internship Preparation. Students must pass ICST 2131 Missiology, and ICST 2133 Intercultural Communication with a grade point average (GPA) of 2.5 or better.*

ICME 3523 Middle Eastern Studies Internship Assessment (1). Typically this course is completed during Fall Session 1, upon successful completion of ICME 3521 and ICME3522. During this course following the internship, 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: Students must successfully complete ICME 3522 Middle Eastern Studies Internship.*

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.

ICMI 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. *Prerequisites or Corequisites: ICST 2133 Intercultural Communication, Students should pass ICST 2131 Missiology with a minimum GPA of 2.5.*

ICMI 3522 Cross-Cultural Internship (1). This internship provides on-the-job training under the supervision and guidance of an experienced missions practitioner where students are given opportunities to apply classroom instruction in cross-cultural situations. Internships directed by Johnson University's School of Intercultural Studies enable students to gain ministry experience in their area of concentration in a cross-cultural setting. The term "cross-cultural" refers to cultural "distance," whether geographical, theological, linguistic, or social, without regard to "foreign" or "home" distinctions. Internships test students' aptitude for intercultural ministry, provide a laboratory for the application of classroom-learned theory, and offer exposure to life and practice on the cross-cultural field, all under the supervision and mentoring of an experienced and successful practitioner. Three-credit 10-week (minimum) internships include a minimum 300 hours of cross-cultural work, which students normally complete during the summer between their junior and senior years. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. ICST 2133 Intercultural Communication, ICST 2131 Missiology should be passed with a minimum GPA of 2.5, ICMI 3521Cross-Cultural Internship Preparation.*

ICMI 3523 Cross-Cultural Internship Assessment (1). Typically this course is completed during Fall Session 1, upon successful completion of ICMI 3521 and ICMI 3522. During this course following the internship, 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: ICMI 3521 Cross-Cultural Internship Preparation, ICMI 3522 Cross-Cultural Internship.*

ICMI 4600 Living & Working 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. *Prerequisites: ANTH 3300 Cultural Anthropology, Internship required for concentration.*

ICMI 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.

ICRU 2232 Foundations of Ministering Cross-Culturally (in Russian) (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.

ICRU 3136 Introduction to Linguistics (in Russian) (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.

ICRU 3235 Missiological Anthropology (in Russian) (3). This course introduces cultural anthropology with special attention to the application of an anthropological perspective to Christian mission. 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.

ICRU 3237 Second Language & Culture Acquisition (in Russian) (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. *Prerequisite: ICRU 3136 Introduction to Linguistics.*

ICRU 4109 Mission Theology (in Russian) (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 and a practical approach to the local context.

ICRU 4412 Area Studies (in Russian) (3). This research course enables students to develop a deeper understanding of a chosen area of the world. Special attention is given to the dominant religions of the area, cultural differences, significant barriers to the gospel, and channels for creative access to accomplish missional goals.

ICST 2131 Missiology (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.

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.

ICST 3001 Urban Plunge & Lab: Fall (0.5). The Urban Plunge is a 16-week life experience with mentoring and academic undergirding. It is expected that students will enroll in both terms of Urban Plunge for a total of 32 weeks in Knoxville and one credit for the entire year. It is a field experience that can be related to all ministry concentrations as students live in Knoxville and engage in on-the-field training under the supervision of experienced urban workers at the site.

ICST 3002 Urban Plunge & Lab: Spring (0.5). The Urban Plunge is a 16-week life experience with mentoring and academic undergirding. It is expected that students will enroll in both terms of Urban Plunge for a total of 32 weeks in Knoxville and one credit for the entire year. It is a field experience that can be related to all ministry concentrations as students live in Knoxville and engage in on-the-field training under the supervision of experienced urban workers at the site.

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 Survey 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 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 3136 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.

ICST 3237 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. *Prerequisite: ICST 3136 Introduction to Linguistics.*

ICST 3338 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 4109 Mission 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 and a practical approach to the local context.

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 missionary life, 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 5011 Intercultural Studies Orientation (3). Orientation provides students with information to assist in their transition to the online Master of Arts program in Intercultural Studies. Students gain an understanding of program requirements, processes, and policies. The Orientation course provides valuable resources, such as who to call for course and program assistance, technology and library use, and student services.

ICST 5131 Missiology (3). This synthesis of biblical, historical, cultural, and strategic studies acquaints students with the multidisciplinary demands of mission work. A collection of influential journal essays, research articles, book excerpts, and case studies shows how the simple methods of God, His direct approach to reaching people, His use of individuals in the process, and His use of groups comprise the bulk of successful mission outreach.

ICST 5133 Cross-Cultural Leadership, Leadership Empowerment & Team Dynamics (3). This course provides a biblical overview of leadership models illustrated in Scripture with the focus on demonstrating how servant leadership is the preferred model. The course also establishes the basis for participants to begin building their own theological rationale for how they view and practice leadership, including an understanding of leadership emergence, leader empowerment, and team dynamics. The course also explores the dynamics of servant leadership and these same issues in cross-cultural settings and with multiple cultural representatives in team effort.

ICST 5135 Second Language & Culture Acquisition (3). This course prepares students for the process of language and cultural acquisition while acquainting them with tools for developing insight into the worldviews of people groups. Students learn to identify and apply their own language and culture learning styles, manage language data, and use appropriate learning techniques while working with a native language speaker. *Prerequisite: ICST 3136 Introduction to*

Linguistics;for the Translation Concentration: ICLI 5813 Language Analysis

ICST 5232 Missiological Anthropology (3). This course explores cultural anthropology with special attention to the impact of culture on understanding and receiving the gospel message. Critical elements of political, social, religious, economic, kinship and other areas of anthropology are included to prepare students for cross-cultural ministry. The course provides a framework for cross-cultural workers to understand forces that shape peoples' beliefs and behaviors, and the transformational power of God's contextualized Word in their own lives and the lives of those they serve in a cross-cultural setting.

ICST 5234 Mission Theology (3). This course focuses on developing a theology of Mission (*Missio Dei*) for field engagement and ecclesial development. Focusing on the "Story of Scripture," or Scripture's "metanarrative," the course utilizes narrative theology to develop an understanding of God's historical engagement with people to establish current insight into His approach to the peoples of the world today. Special emphasis is given to the Word of God as it engages different contexts.

ICST 5310 Seek the Peace of the City (3) This course is offered for graduate-level credit for participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities. God commanded the exiles living in Babylon to "seek the peace of the city" (Jeremiah 29:7). Why does this command apply to believers living in cities today? What does God mean when he speaks of this kind of peace? What does a city look like when it experiences God's peace? How can we partner with God in seeking the peace of our city? What are obstacles that keep cities from experiencing God's peace? This course explores answers to these questions through readings, guest lectures, and field trips.

ICST 5331 International Community Development (3). This course addresses theories and practices of community development in contemporary societies, including issues of poverty, grass-roots economics, education, and primary health care. It emphasizes the role of the faith community in impacting infrastructures, institutions, conventions, and initiatives of community development. The course includes methods for evaluating, motivating change, and utilizing assets available to the community, both locally and globally.

ICST 5332 Developing Countries in Light of Macro-Economics (3). This course addresses the impact of the current macroeconomy on limited-resource and underdeveloped countries with a view to informing community development practices. It addresses in particular the plight of isolated people groups in marginalized cultural economies.

ICST 5333 Initiating Transformational Communities (3). This course presents students with approaches for initiating and growing culturally relevant transformational communities of people in their context. It establishes fundamental theory for planting common valued communities across cultural boundaries as developed by experiencedinitiators. Actual case studies demonstrate approaches to various culture types and initiating among major world religious groups.

ICST 5339 Cross-Cultural Church Planting & Growth (3). This course presents students with approaches for planting and growing missionally and culturally relevant churches in context. It establishes fundamental theory for planting faith communities across cultural boundaries as developed by experienced church planters. Actual case studies demonstrate approaches to various culture types and major world religions.

ICST 5431 Critical Introduction to the Old Testament Translation (3). This course offers a study of the authorship, date, provenance, audience, occasion, purpose, and major themes of each of the Old Testament writings. Attention is given to the ways in which different schools of biblical interpretation attempt to answer these introductory questions. Students consider Jewish chronology, theories regarding the formation of the Pentateuch and the Deuteronomistic History, Second Temple Judaism, the Wisdom Tradition, Apocalypticism, the Old Testament canon, and other issues important for translators.

ICST 5433 Critical Introduction to the New Testament Translation (3). This course offers a study of the authorship, date, provenance, audience, occasion, purpose, and major themes of each of the New Testament writings. Attention is given to the ways in which different schools of biblical interpretation attempt to answer these introductory questions. Students consider the Synoptic Problem, Pauline chronology, the Johannine community, the New Testament canon, and other issues important for translators.

ICST 6031 Missionary Formation (3). Missionary Formation addresses issues involved in personal and familial growth in spirituality while engaged and immersed in the pressures and dynamics of a cross-cultural ministry. The course develops strategies and continuing practices required to satisfy the needs of both children and parents under the stress of working in a context that demands high levels of change in family, social integration, and cultural isolation. Issues of conflict resolution and relationship building among team and family members are also addressed as a beginning to cross-cultural worker care.

ICST 6033 Living and Working in the Muslim World (3). This course enables students to develop a deeper understanding of a chosen area of Muslim context in today's world. Special attention is given to the religion of the area, cultural differences, and communication barriers and bridges.

ICST 6103 Animism and Folk Religions (3). This course examines the unique problems and strategies for communicating effectively in cross-cultural animistic 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 6210 Poverty in Biblical Perspective (3). Poverty is a central issue in most community development initiatives. In this course, students explore biblical perspectives on poverty, the culture of poverty, and the development necessary to respond to poverty. The course integrates biblical reflection with current poverty issues, such as marginalization, human rights, social justice, and globalization.

ICST 6301 Micro-Finance for Missions (3). This course introduces Christian leaders to concepts and approaches to micro-finance, as well as to dynamics of customer expectations. It facilitates approaches to designing new culturally-appropriate and relevant products, along with methods of distribution suitable to the context. Students explore ways to develop seed lending and financial resources, regulate assets and expenses, and assess sustainability.

ICST 6302 Sustainable Development (3). This course presents major theoretical concepts that identify sustainable ecological, economical, and sociological system resources toward the end of setting them in balance with real human needs. It equips the Christian developer to approach development projects biblically, theoretically, and in a way that sustains long-term viability.

ICST 6304 Social Justice & Culture (3). This course prepares leaders for meeting the challenge

of social justice, within cultural contexts, in the global struggle for human rights. It emphasizes developing a biblical basis for social justice and cultivating strong advocacy skills within the local community.

ICST 6305 Disaster Relief & Recovery (3). This course provides an overview of fundamental concepts, principles, tools, practical methodologies, and resources needed for relief and recovery in disaster situations, such as drought, earthquakes, tsunamis, hurricanes/typhoons, and even war. It includes management practices for relief and recovery professionals.

ICST 6306 Social Entrepreneurship (3). This course innovatively establishes the fundamental concepts, principles, and tools necessary for social entrepreneurship. Combining development, business, and missiological theory in order to respond to the needs of a community, this course moves beyond business as mission and examines criteria for starting, building, and running a project that makes an impact for Christ and is a developmental asset to the local community. Cross-Listed Course: NPMG 6306

ICST 6337 The Gospel & Change Theory (3). This course utilizes cultural change theory in support of church planting for the sake of communities in their context. Students explore strategies of dynamic change utilizing significant cultural change agents, including wisdom leaders. They examine opposition and opportunities for presenting the gospel toward the goal of transformed individuals and communities.

ICST 6433 Intercultural Studies Integrative Project (3). Working in close conjunction with faculty, students engage in a self-designed project on a given field. Faculty interact with students to facilitate project planning, engagement, and management. This serves as a concrete assessment of the student's ability to function in the field.

ICUR 2100 Dynamics of the City (3). This course is an orientation to the sociological and political structures of the city and also to the overarching issues of urban communication.

ICUR 2200 Faith & the City (3). This course exposes students to how God is working through churches and faith-based ministries to transform cities and communities around the world. They are challenged to develop a practical biblical theology that relates to community transformation. Special attention is given to poverty and suffering, analyzing demographics, assessing the needs and assets of the city/community, and mobilizing a church to become active in transforming the community. The course includes a 4-hour job shadow with a local ministry worker. Local church trainers and urban ministry practitioners are incorporated through guest speakers and field trips.

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.

ICUR 3513 Engage Orlando I (3). Engage Orlando is an opportunity for students to learn hands-on experience through rhythms of practice and reflection while engaging in cross-cultural evangelism in the city. Admission to this course requires instructor approval.

ICUR 3514 Engage Orlando 2 (3). Engage Orlando 2 offers continuing opportunities for students to learn hands-on experience through rhythms of practice and reflection while engaging in cross-cultural evangelism in the city. Admission to this course requires instructor approval.

ICUR 3521 Urban 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. *Prerequisites or Corequisites: ICUR 3360 Urban Anthropology, ICST 2133 Intercultural Communication, Students should pass ICST 2131 Missiology with a minimum GPA of 2.5.*

ICUR 3522 Urban Internship (1). This internship is conducted under the supervision and guidance of an experienced practitioner. It provides opportunities for students to apply classroom instruction in urban situations. Internships directed by Johnson University's School of Intercultural Studies enable students to gain on-the-job training in their area of concentration in a cross-cultural setting. Internships test students' aptitude for intercultural ministry, provide a laboratory for the application of classroom-learned theory, and offer exposure to life and practice on the cross-cultural field, all under the supervision and mentoring of an experienced and successful practitioner. Three-credit 10-week (minimum) internships include a minimum 300 hours of cross-cultural work, which students normally complete during the summer between their junior and senior years. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. . ICST 2133 Intercultural Communication, ICUR 3360 Urban Anthropology, ICUR 3521.*

ICUR 3523 Urban Internship Assessment (1). Typically this course is completed during Fall Session 1, upon successful completion of ICUR 3521 and ICUR 3522. During this course following the internship, 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: ICUR 3521 Urban Internship Preparation, ICUR 3522 Urban Internship.*

ICUR 4600 Urban Strategies (3). This course focuses on selected topics and strategies contributing to dynamic witness in the city. *Prerequisites: ICUR 3503 Urban Internship.*

JASC 0101 Skills for Academic Success (0). 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.

LDRS 5013 Leadership (3). This course examines theories of leadership and the practical application of leadership practices in organizations. The purpose is to optimize the student's leadership effectiveness.

LDRS 6013 Leadership Communication (3). This course develops the student's leadership abilities in a variety of business communications, including public speaking, presentation, and oral and written communication.

LDRS 6023/PSYC 6023 Leadership & Team Building (3). This course focuses on developing the skills needed to successfully create and lead teams in organizations. Skills examined and practiced in this course include team building, conflict management, decision making, and strategic thinking.

LDRS 6033/PSYC 6033 Organizational Leadership (3). Students explore organizational theories related to structure and leadership, team dynamics and communication, and change

management. Topics include pluralist contexts; conflict management; power, politics, and stakeholder management; resistance to change; and the importance of dialogue and listening.

LDRS 6113 Project Design Management (3). Students gain practical knowledge and apply project management processes from project inception through closeout, including initiating, planning, executing, monitoring, controlling, and closing. A major focus is integration of process management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

LDRS 6123 Capstone Project: Leadership (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with a profit or nonprofit organization to develop an actionable business plan or thesis.

MART 1013 Introduction to Visual Art & Design (3). Students are introduced to concepts of Visual Art and Design, including storyboarding, visual storytelling, and theoretical principles.

MART 2013 History of Media Arts I (3). Students explore the history of media arts, through the early 1960s. Students examine the connections between economics, industrial history, and social and political systems. Students also examine the media from an artistic, rhetorical and critical lens.

MART 2023 History of Media Arts II (3). Students explore the history of media arts, after the early 1960s. Students examine the connections between economics, industrial history, and social and political systems. Students also examine the media from an artistic, rhetorical and critical lens.

MART 2033 Introduction to Animation (3). Students are introduced to the history, technology, and business of animation, including techniques, workflow, conceptual development, storyboarding, 2D animation, stop motion, motion graphics, and 3D animation.

MART 2043 3D Animation (3). Students experiment with three-dimensional design, motion, and animation.

MART 2053 Foundational Graphic Arts and Design I (3). Students explore elements and principles of basic two-dimensional design with an emphasis on composition, color theory, and craftsmanship.

MART 2063 Foundational Graphic Arts and Design II (3). Students explore elements and principles of basic three-dimensional design with an emphasis on spatial organization, color, and planning and craft.

MART 3013 Advanced Animation (3). Students continue to work with three-dimensional animation techniques and focus on scenic and character development.

MART 3023 Typography (3). Students explore the development and application of typography for design and layout.

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 3043 Advanced Graphic Arts (3). Students are challenged to develop personal style in graphic design with an emphasis on excellence, problem solving, and industry standards.

MART 4603 Media Arts Internship (3). Under the supervision of a qualified professional,

interns gain real-world experience in a media-arts work environment. *Prerequisites: Senior status (90+ university credits).*

MART 4999 Media Arts Integrated Project (3). Students demonstrate a culmination of skills developed during their studies. Students produce a project with choice of subject and medium which showcases practical skills. *Prerequisites: Students must have completed 66 credits of Major coursework and hold senior status (90+ university credits), or secure permission from the Dean of the School of Communication & Creative Arts.*

MATH 0101 Academic Support Algebra (1). For students not meeting prerequisite conditions to enroll in MATH 2200, Academic Support Algebra will prepare students with a review of basic algebraic skills, signed numbers, fractions, exponents, linear and quadratic equations, inequalities, absolute value, and scientific notation. This course does not count toward the minimum hours needed for graduation, and is not used in the calculation of grade point average. A final score of 80% or higher on the Johnson University Diagnostic Algebra Test will determine final qualifications for MATH 2200.

MATH 1100 Introduction to Mathematics (2). This course is a study of basic concepts of elementary mathematics, including the nature and structure of the real number system, whole numbers and integers, and rational and irrational numbers. Basic concepts of algebra, geometry, and measurement are studied, including applications of percentages, metric conversions, probability, statistics, graphs, and charts.

MATH 2100 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 2110 Mathematics Concepts (3). This course is a study of basic concepts of elementary mathematics, including the nature and structure of the real number system, whole numbers and integers, rational and irrational numbers. Basic concepts of algebra, geometry, and measurement are studied, including applications of percent, metric conversions, probability, statistics, graphs, and charts.

MATH 2200 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 applications; and linear regression models. Appropriate applications are included. *Prerequisites: High school Algebra I and Algebra II, ACT Math score of at least 21 or a score of 80% on the Johnson University Diagnostic Algebra Test taken through the Academic Support Center, or MATH 0101 Academic Support Algebra.*

MGMT 3013 Principles of Management (3). This course is a study of the functions, roles, and levels of managers. Students will also study classical and contemporary management theories and principles and how they influence managerial decisions and behavior. *Prerequisite: BUSN 2043 Business Essentials or NPMG 2010 Introduction to the Nonprofit Sector*

MGMT 3023 Current Topics in Management (3). The world of business is ever changing, thus creating the need to be abreast of issues that impact and influence the business environment. Current management issues will be the emphasis of this course. *Prerequisite: MGMT 3013 Principles of Management*

MGMT 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*

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, MATH 2100 Quantitative Literacy, 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, MATH 2100 Quantitative Literacy, 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.

MGMT 4103 New Venture Creation (3). The primary focus of this course is 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:MGMT 3033 Entreprenuership & Small Business Management, MKTG 3013 Marketing.*

MGMT 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, MGMT 3033 Entreprenuership & Small Business Management.*

MGMT 4303 Entrepreneurship Growth Strategies(3). This course addesses the growth phase of a new venture including managing for growth, scaling for growth, and creating growth that produces sustainability in the marketplace. *Prerequisite:MGMT 3033 Entreprenuership & Small Business Management, MKTG 3013 Marketing.*

MGMT 6013 Strategic Human Resource Management (3). Students leverage the broad content areas specific to the field of human resources (compensation/ benefits, HRIS, employee wellness and safety, employee assistance, employee relations, training and development, selection and staffing, organizational development, performance management systems, job design, career development, and human resources planning) in identifying, recruiting, developing, renewing, and retaining human assets that add maximum value to the strategic imperatives of the organization.

MGMT 6033 International Business (3). This course examines business from a multinational perspective concerning local, regional, and global issues affecting organizational planning and

implementation, including cross-cultural differences of individuals, dynamics of international work groups, and motivation.

MGMT 6113 Project Design Management (3). Students gain practical knowledge and apply project management processes from project inception through closeout, including initiating, planning, executing, monitoring, controlling, and closing. A major focus is integration of management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

MGMT 6123 Capstone Project: Management (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with a profit or nonprofit organization to develop an actionable business plan or thesis.

MGMT 6213 Advanced Corporate Finance (3). Students focus on the functions of corporate finance, which includes evaluating financial statements and ratios, asset utilization, and working capital models.

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. *Prerequisite: BUSN 2043 Business Essentials*

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 1010 Campus Choir (1). Campus Choir provides the experience of singing in a fine church choir to any Johnson University student, staff, faculty, or community member. No audition or previous musical experience is required. Through participation in Campus Choir, members learn basic vocal technique and music reading skills, and experience the joy of praising God through choral music. This choir serves as a "lab choir" for Advanced Conducting students in the Spring Term and performs occasionally for chapel and/or other campus events.

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 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). This course provides individual instruction in guitar. Techniques applicable to different styles of music (classical, contemporary, and jazz) are covered. One-half hour lesson per week, solo class participation, and appropriate practice are required. 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 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 and/or perform in a student recital at the completion of the term to receive credit.

MUAP 1530 Advanced Guitar I (2). 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 are required.

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.

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 1925 New Creation Ensemble (1). New Creation is a select ensemble open to any student by audition. This group represents the University in public relations programs. Auditions are conducted with a view to discovering those who excel in musical ability and who possess a well-rounded Christian personality.

MUAP 2000 University Choir (1). University Choir is a select ensemble open to any student, faculty, staff, or community member. The choir prepares two concerts annually and sings in campus programs such as the Festival of Christmas Joy, Lessons & Carols, Homecoming, and commencement. The choir occasionally represents Johnson University at select events, conferences, and local churches. University Choir sings a wide variety of collegiate and sacred music that reflects the diverse musical nature of the ensemble.

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 and/or perform in a student recital at the completion of the term to receive credit.

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 and/or perform in a student recital at the completion of the term to receive credit.

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 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 and/or perform in a student recital at the completion of the term to receive credit.

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 and/or perform in a student recital at the completion of the term to receive credit.

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.

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.

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 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 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 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 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.

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.

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.

MUAP 4000 Senior Recital (1). Students majoring in Musical Arts 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 Ministry 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 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 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.

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 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.

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. *Prerequisite: A score of 75 or above on the "Music Reading Diagnostic Examination" and/or instructor permission. Special Consideration: This course cannot be substituted for MUSC 2100 Music Appreciation required for non-music majors.*

MUSC 1131 Music Theory Lab I (1). This course is devoted to the development of aural skills through instruction in solfege-based sight singing, rhythmic dictation, simple melodic dictation, ear training, and functional keyboard/piano elements that include root position triads and selected major scales. *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 begun in MUSC 1111 Music Theory I. Course contents include two- and four-part writing, harmonic progression, harmonic rhythm, dominant seventh chords, leading tone seventh chords, non-dominant seventh chords, and modulation. *Prerequisite: MUSC 1111 Music Theory I or equivalent.*

MUSC 1241 Music Theory Lab II (1). This course is a continuation of the work begun in MUSC 1131 Music Theory Lab I. Course contents include sight-singing, rhythmic and melodic dictation, simple harmonic dictation, ear training and functional keyboard/piano elements that include inverted triads, root position seventh chords, all major scales, and selected minor scales. *Prerequisite: MUSC 1131 Music Theory Lab I or equivalent.*

MUSC 2013 History of Rock (3). This survey course examines the musical, historical, cultural, political, and social trends of post-World War II to present-day America through the lens of popular music. This course is open to all majors and assumes no prerequisite musical knowledge.

MUSC 2100 Music Appreciation (3). This course exposes students to the fundamentals of musical notation and literature. It introduces music of four historical perspectives (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. Jazz, rock music, and musical theater are introduced through independent study units. The course addresses non-Western music as an individual unit in addition to highlighting similarities between Western and non-Western music throughout the term.

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; 18th 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 20th 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 20th century will be covered. Special consideration will be given to the development of particular genre (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 3110 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 3210 Music History & Literature II (3). This course is a continuation of the study begun in MUSC 3110 Music History & Literature I. The music of the late baroque through early 21st century is examined. *Prerequisite: MUSC 3110 Music History and Literature I.*

MUSC 3233 Choral Conducting (2). 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 3243 Advanced Conducting (2). This course is a continuation of the study begun in MUSC 3233 Choral Conducting. It includes a brief survey of historical styles of choral music one may encounter before focusing on examples of music currently performed by evangelical church choirs. Students learn English and Latin diction for choral works. They are introduced to orchestration and orchestral conducting, including the use of a baton. They also learn how to teach music reading through the choral rehearsal, along with more advanced rehearsal techniques. Students have opportunity to conduct choral music and practice what they are studying. *Prerequisite: MUSC 3233 Choral Conducting or equivalent.*

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*

NPMG 2010 Introduction to the Nonprofit Sector (3). This course will introduce students to: nonprofit organizations, their governance, organizational structure, and the various domains comprising the sector. Students will explore challenges and opportunities within the sector and the functions within nonprofit organizations that work together to deliver individual and societal value.

NPMG 3020 Nonprofit Fundraising & Development (3). Students explore multiple avenues to nonprofit sustainability and the importance of diversifying funding sources in today's nonprofit environment. Avenues explored include individual donations, grants, business partnerships, and self-generated funds. The course emphasizes entrepreneurial and diversified sustainability approaches. *Prerequisite: NPMG 2010 Introduction to the Nonprofit Sector*

NPMG 4113 Nonprofit Governance and Leadership (3). This course introduces students to strategic leadership issues within the nonprofit sector. Students will explore how nonprofits are governed and some of the current issues in nonprofit governance. Topics include: structure, functions, recruitment and composition of nonprofit boards; the relation of the board to management; the board's role in both compliance and strategic planning; and improving board performance and accountability. *Prerequisite: Senior Standing*

NPMG 4333 Nonprofit 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. *Prerequisite: Junior/Senior standing*

NPMG 6123 Capstone Project: Nonprofit Management (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with a profit or nonprofit organization to develop an actionable business plan or thesis.

NPMG 6303 The Nonprofit Sector (3). This course evaluates the nonprofit sector, with particular emphasis on charitable 501(c)(3) nonprofit organizations. Students explore the scope and context of the sector, historical developments, management and leadership challenges, community-building roles, ethics, legal issues, social justice, and emerging issues such as information technology. In addition, Students examine board and volunteer management in terms

of legal responsibilities of boards, the role of boards in nonprofits, volunteer organization and management, and the dynamics of board and staff relations.

NPMG 6306 Social Entrepreneurship (3). This course innovatively establishes the fundamental concepts, principles, and tools necessary for social entrepreneurship. Combining development, business, and missiological theory in order to respond to the needs of a community, this course moves beyond business as mission and examines criteria for starting, building, and running a project that makes an impact for Christ and is a developmental asset to the local community. Cross-Listed Course: ICST 6306.

NPMG 6323 Nonprofit Resource Development (3). Students explore principles of philanthropy and fundraising applicable to private nonprofit and governmental agencies.

NPMG 6333 Project Design Management (3). Students gain practical knowledge and apply project management processes from project inception through closeout, including initiating, planning, executing, monitoring, controlling, and closing. A major focus is integration of process management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

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..

PBHL 2100 Introduction to Public Health (3). This course provides an introduction to the field of public health. It addresses the core concepts and areas of public health practice, as well as the role of various public/school health agencies/organizations that promote individual and community health at the local, state, national, and global levels. Students articulate a biblical and theological perspective on lifetime health as they examine the relationship among the determinants of health, needs assessment, public health initiatives, health literacy, consumer health, ethical practice, career opportunities, health education program development, and selected contemporary public health issues. Students seek active and ethical engagement as global citizens, intentionally preparing for vocational opportunities that value service to others in the community and around the world.

PBHL 2204 Anatomy & Human Body Systems with Lab (4). This course acknowledges the dual contributions of body structure and physiological processes to body system function and to the maintenance of life. Students will acquire an introductory knowledge of the human body, the "temple of God," and of body systems, including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The course will primarily address the normal function of body systems and will secondarily address the impact of body system homeostatic imbalance in disease causation. The course operates on an integrated lecture-lab model, and during each class students transition several times between a lecture-based environment and a hands-on, lab-based learning environment. Course activities include traditional lecture, online resources, anatomical models and figures, and physiological apparatus (EKG machine, sphygmomanometer, stethoscope, CO_2 measurement devices, and blood typing and urinalysis kits).

PBHL 3110 Introduction to the Study of Disease (3). This course addresses disease etiology and prevention practices for communicable and non-communicable diseases, including sexually transmitted infections. Students articulate a biblical and theological perspective on lifetime health

through the study of disease. They explore the identification and description of the causes, risk factors, symptoms, transmission mechanisms, treatment procedures, and disease prevention and control methods. Selected disease processes with emphasis on the relationship among lifestyle, risk factors, and prevention strategies are discussed.

PBHL 3130 Health Program Planning & Evaluation (3). Students develop skills needed to assess, plan, implement, and evaluate public and school health programs. They explore a variety of models, methods, and best practices for the integration of program evaluation as a component of the overall planning process. In the culminating health education program project, students design program goals, objectives, activities, and evaluations for public and school health programs for diverse populations. The course equips students with knowledge and skills needed for the Certified Health Education Specialist credential offered by the National Commission for Health Education Credentialing, Inc.

PBHL 3140 Health Instructional Methods for Schools & Communities (3). This course uses a variety of current methods and strategies for developing health instructional programs in schools and communities. Students learn valid and reliable strategies for assessing student learning and teacher effectiveness utilizing ethical assessment principles. The Coordinated School Health program model serves as a guide for establishing school and community-based programs and collaborative relationships. Students demonstrate technology competencies, as well as ethical and professional utilization of health information and resources. Students develop health instructional materials/lessons using technology, innovative methods, and strategies, and they present the material to a class or within a school or community setting.

PBHL 3200 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.

PBHL 3210 Epidemiology (3). Epidemiology is the study of patterns, causes and effects of health and disease conditions in defined populations. It is the cornerstone of public health and informs policy decisions and evidence-based medicine by identifying risk factors for disease and targets for preventive medicine. This course addresses disease etiology, outbreak investigation, disease surveillance, and the distribution and determinants of disease/conditions in populations. Students articulate a biblical and theological perspective related to epidemiologic principles and practices governing current health topics.

PBHL 3230 Global & Environmental Health Perspectives (3). Students explore health at the community and global levels by examining the interplay of many factors, including the social, economic, political and physical environments; economic forces; access to food, safe water, sanitation, and affordable preventive/medical care; nutrition; cultural beliefs and human behaviors; and worldviews which impact one's quality of life and health. It explores the interrelationship between behavior and health, and the resulting effect on the physical, social, mental, and cultural dimensions of the environment. Students also consider individual, societal, and ethical responsibilities essential to the achievement and maintenance of a safe and healthy environment. The identification of public and global goals and services vital to promote healthy

community environments is addressed, as well as professional opportunities in the fields of environmental and global health. Students learn to view the world from perspectives other than their own and gain an appreciation for many diverse and distinctive societies and cultures.

PBHL 4100 Health Policy, Faith, & Ethics (3). This course examines the development and current status of American health care policy with particular attention to access, delivery, cost, health outcomes, and quality. Selected state and national reform models, including Medicaid, receive special attention, along with challenges associated with global health care reforms. Students examine policy issues and consider the roles played by government, consumers, advocates, and other interest groups. They compare health care models and articulate a biblical and theological perspective on ethical, political, economic, and public health issues within health care and service systems. Skills necessary to critically assess issues in the health care field and produce written arguments are addressed and practiced.

PBHL 4110 Drugs & Society (3). This course provides an overview of the appropriate (therapeutic) and inappropriate (recreational) uses of substances, symptoms of abuse and dependency, and legal issues surrounding drug abuse. The basic concepts of drug use and abuse are addressed for a better understanding of the relationship between drugs, health, and the biblical view of the human body as a temple of the Holy Spirit and the command to honor God with our bodies. The course includes a focus on the pharmacology of both therapeutic and recreational drugs. Using a broad multi-disciplinary perspective, students examine legal and illegal drugs and their effects on personal, school, and community health. Effective prevention methods and strategies are examined for use by individuals, schools, and global communities.

PBHL 4120 Public Health Administration (3). This course introduces students to concepts, principles, and methods of management and administration within the field of public health. Using a systems perspective, students examine organizational roles and authority, leadership styles, resource management and budgeting tools. Organizational communication, decision-making, and grant writing skills are discussed, along with ethical principles and faith issues surrounding public health administration. Students develop a community or school health program proposal and a budget for class presentation and approval.

PBHL 4200 Seminar for Public Health Extended Internship I (1). The seminar introduces the parameters of the internship experience and provides an in-depth look at various internship sites and settings. The seminar includes a discussion of student requirements, responsibilities, and expectations prior to and during the public health internship. Topics include ethical principles, biblical views of health and wellness, professional etiquette and behaviors within the workplace, pre-internship blood screenings, and confidentiality and workplace policies and laws. Guidelines and consequences for student absences/tardiness, unprofessional behavior, or poor performance during the internship are discussed in detail. Seminar students establish internship goals and desired outcomes, complete self-assessments and pre-internship reflection writings and experiences, and research and establish placement with prospective health internship site supervisor. *Prerequisites: Students must pass ALL Public Health courses prior to completing the seminar with a cumulative grade point average (GPA) of 2.5 or better. For further information, see the section of the Public Health program description focusing on the "Internship."*

PBHL 4210 Public Health Internship (3). The supervised Internship is a cumulative, integrative, and applied experience in a public health setting. It provides an opportunity for students to transition from theory to practice, apply their academic preparation in professional work settings,

develop competencies required for entry-level public health practice, and prepare for future employment and/or advanced education. Students reinforce and integrate concepts, ethical principles, and skills gained that are essential to professional competency. Students are required to complete a minimum of 150 hours of on-site work under close supervision by a faculty member and on-site preceptor approved by Johnson University. Student learning is guided and enhanced through projects, written assignments, and faculty and preceptor mid-term and final evaluations of student performance. *Prerequisites: See the section of the Public Health program description focusing on the "Internship." Internship enrollment is by permission only and is granted by the Public Health Internship Supervisor.*

PBHL 4230 Public Health Extended Internship (6). The supervised term-length Extended Internship is a cumulative, integrative, and applied experience in a public health setting. It provides an opportunity for students to transition from theory to practice, apply their academic preparation in professional work settings, develop competencies required for entry-level public health practice, and prepare for future employment and/or advanced education. Students reinforce and integrate concepts, ethical principles, and skills gained that are essential to professional competency. Students are required to complete a minimum of 300 hours of on-site work under close supervision by a faculty member and on-site preceptor approved by Johnson University. Student learning is guided and enhanced through projects, written assignments, and faculty and preceptor mid-term and final evaluations of student performance. *Prerequisites: See the section of the Public Health program description focusing on the "Internship." Internship enrollment is by permission only and is granted by the Public Health Internship Supervisor.*

PHED 5400 Student Teaching: Physical Education (6). Students complete a term 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 Sports & Fitness Leadership (Physical Education Grades K-12) from Johnson University.*

PHIL 2100 Philosophical Inquiry & Critical Thinking (3). This course provides an introduction to the discipline of philosophy, introducing students to appropriate definitions and analytical models. It develops thinking skills necessary for forming, identifying, understanding, and evaluating arguments, how to identify unquestioned assumptions functioning as major premises, how to identify and analyze the many types of logical fallacies, and how to engage in transformational thinking. It concludes with a comparative study of world philosophical systems.

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.

PHIL 4210 Applied Ethics (3). This course focuses on application of ethical principles to social problems, such as abortion and euthanasia, capital punishment, genetic engineering, environmental policy, public education, war, immigration policy, the Christian's participation in public life, and marriage and family issues.

PHIL 5200 Confucius & Wisdom Literature (3). This course explores *The Analects of Confucius* and compares them with the Hebrew wisdom literature to be found in the *Book of Proverbs*.

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 (0.3). Academic credit is awarded for chapel attendance. All students are required to attend.

PRMN 1400 Chapel (0.4). Academic credit is awarded for chapel attendance. All students are required to attend.

PRMN 1500 Chapel (0.5). Academic credit is awarded for chapel attendance. All students are required to attend.

PSYC 2013 Statistics (3). This course examines the application, interpretation, and analysis of statistics. 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 neuro-anatomy, 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 2200 Social Psychology (3). This course introduces students to social psychology—the scientific study of how individuals think, feel, and behave in a social context. The course covers the history of social psychology, some of the research methods, and some major topics such as attribution, group processes, stereotypes, aggression, attraction, and pro-social behavior. It emphasizes application of the research, so that students can generalize the results to a variety of professions. *Prerequisite: PSYC 2100 Introduction to Psychology.*

PSYC 2300 Social Science Research & Writing (3). This course provides an overview of research in the social sciences. Attention is given to both purpose and design of research, including problem definition, literature review, sampling and data collection methods, interpretation, and communication of results. Students are expected to develop a rationale for social research, read and understand contemporary research, and write while effectively utilizing current American Psychological Association (APA) *Publication Manual* style guidelines.

PSYC 3003/BUSN 3003 Organizational Behavior (3). This course will explore human behavior in a variety of organizational contexts. Topics include: managing individuals, leadership, motivation and communication, group and team dynamics, organizational diversity and cross-cultural effects, power and politics, conflict management, organizational change, and the

history of organizational behavior as a discipline. *Prerequisite: MGMT 3013 Principles of Management*

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.*

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. *Prerequisites: FAMS 2203 Human Development and PSYC 2300 Social Science Research & Writing.*

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 opportunity to apply theoretical approaches in role-play and peer counseling, and to integrate the approaches into a personal counseling style. *Prerequisites: FAMS 2203 Human Development, PSYC 2300 Social Science Research & Writing and HSVC 2100 Interviewing & Counseling Skills.*

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: FAMS 2203 Human Development and PSYC 2300 Social Science Research & Writing.*

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 4101/FAMS 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 4303/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.

PSYC 4914/FAMS 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. *Prerequisites: Senior standing, successful completion of background check and acquisition of professional liability insurance.*

PSYC 4915/FAMS 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.*

PSYC 5013 Testing, Assessment, and Evaluation (3). This course provides students with an overview and methods of various psychometric techniques and strategies that measure cognitive ability, achievement, personality, intelligence, and other psychological phenomenon for individual and program evaluation. Development and evaluation of psychological measurement instruments are examined, particularly in the administration, scoring, and interpretation of testing situations. The reliability and validity of these instruments and methodologies are examined.

PSYC 5123/BUSN 5123 Ethical and Legal Issues (3). Students explore the legal and ethical issues of business. Since the law is the foundation to societal ethics, students study and discuss basic business law concepts such as business organizations, real property, contracts, employment, sales & warranties, personal property, risk devises, governmental regulation and the court system. The course enables students to understand and articulate the development of ethical and moral frameworks by which operational decisions can be made and professional moral conduct enhanced. Students utilize a variety of ethical models and perspectives that shed light on ethical operational issues.

PSYC 5223 Recruitment, Placement and Selection (3). This course is designed to provide a thorough examination and application of all phases of recruitment, selection, placement, and retention of the most qualified applicant/employee, including attracting qualified employees, predicting future performance, selecting best fit individuals, matching recruits to positions, and developing effective policies and procedures to guide the process. Topics include job analysis,

internal and external recruitment, use of various selection methods such as interviews and tests, planning and staffing projections, and meeting legal requirements during the hiring process.

PSYC 6013 Advanced Applied Statistics (3). This course emphasizes the applications of statistics that require advanced statistical models that go beyond the basic inferential tools (e.g., confidence intervals and hypothesis tests.) Introduces the analyst to logistic regression, analysis of variance (ANOVA and MANOVA), advanced multivariate regression analysis and residual diagnostics, time series models, and analysis of categorical variables. Heavy focus will be placed on application of techniques using statistical software and interpretation of results.

PSYC 6023/LDRS 6023 Leadership & Team Building (3). This course focuses on developing the skills needed to successfully create and lead teams in organizations. Skills examined and practiced in this course include team building, conflict management, decision making, and strategic thinking.

PSYC 6033/LDRS 6033 Organizational Leadership (3). Students explore organizational theories related to structure and leadership, team dynamics and communication, and change management. Topics include pluralist contexts; conflict management; power, politics, and stakeholder management; resistance to change; and the importance of dialogue and listening.

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 3110 Apologetics I: Foundations for Defending Theism (3). Students develop a theology and practice of the defense of the Christian faith. Topics include the spiritual development of the apologist, worldview impacts on apologetics, the rationality of religious belief, the relationship of faith and science, historical approaches to apologetics, apologetic methodologies, arguments for the existence of God, the problem of evil, religious pluralism, and postmodernism.

RELS 3120 Apologetics II: Evidence for Christian Theism (3). Students develop an affirmative case for the rationality of a distinctly Christian theism. They examine the historical foundations of the Christian faith and the factuality of the biblical record, with particular emphasis on the historicity of Jesus and the resurrection. Attention is directed towards identifying and utilizing credible methods of historical investigation, textual criticism, and relevant manuscript and archaeological evidence.

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 4100 Studies in Christian Apologetics (3). Students consider the life and work of a selected writer who has contributed much to the field of Christian Apologetics (e.g., C.S. Lewis, Francis Schaefer). Class members examine the biography of the writer and consider the writer's background and the influence s/he has had on others. Students read, discuss, and write about a selection of the author's major works.

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 & Sciences and other key contacts. Each internship includes a field experience, along with preparatory reading and a follow-up writing assignment.

SCED 5012 Introduction to Secondary Education (3). This course is an introduction to education for students in grades 6-12. It includes an introduction to educational philosophy, student development, learning styles, and methodology. *Special Considerations: This course is limited to students in the Post Baccalaureate Middle Grades and Secondary Grades teacher education programs.*

SCED 5014 Reading in the Content Area (3). This course focuses on reading and critical thinking in secondary education content areas. Specific strategies are explored that enhance comprehension, concept development, and vocabulary knowledge. Effects of text organization and relationship between reading and writing are examined for all content areas.

SCED 5023 Topics & Trends in Secondary Education (3). This course focuses on the most recent topics in education for students going into a middle and/or high school classroom. These

topics include, but are not limited to, technology, school policy, and ethics. Emphasis will also be placed on child development for students in grades 6-12.

SCED 5120 Teaching English (3). Students examine methods of teaching secondary school language, composition, and literature.

SCED 5122 Teaching History (3). This course considers principles and techniques for teaching social studies to students in grades 6-12. It includes 12 hours of field observations. *Prerequisite: Undergraduate degree in Social Studies/History. Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

SCED 5124 Teaching Economics (3). This course considers principles and techniques for teaching economics to students in grades 6-12. It includes 12 hours of field observations. *Prerequisite: Undergraduate degree in Economics. Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

SCED 5125 Teaching Biology (3). Students examine teaching strategies for Biology in the secondary school. This course emphasizes information processing and classroom learning strategies. It includes 12 hours of field observations. *Prerequisite: Undergraduate degree in Biology. Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

SCED 5126 Teaching World Languages PreK-12 (3). Students examine theoretical and practice issues that relate to the teaching of world languages in grades PreK-12. It explores the role of comprehension, learning, listening, reading, writing, testing, curriculum and culture.

SCED 5130 Teaching Chemistry (3). Students examine teaching strategies for Chemistry in the secondary school. This course emphasizes information processing and classroom learning strategies. *Prerequisite: Undergraduate degree in Chemistry. Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

SCED 5134 Teaching Mathematics (3). This course considers principles and techniques of teaching Mathematics in the secondary school. It includes a study of curricula and materials available for instruction. The course includes 12 hours of field observations. *Prerequisite: Undergraduate degree in Mathematics. Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

SCED 5136 Teaching Psychology (3). This course considers the principles and techniques for teaching Psychology to students in grades 6-12. It includes 12 hours of field observations. *Prerequisite: Undergraduate degree in Psychology. Special Considerations: This course is limited to students in Post-Baccalaureate teacher education programs.*

SCED 5200 Student Teaching: Secondary Education (6). This course involves a term of student teaching in secondary grades in the prepared discipline area of preferred licensure. *Prerequisite: Students must have passing PRAXIS II scores. Special Considerations: This course is for students pursuing Secondary licensure on the Post Baccalaureate program.*

SCIN 3100 Biological Science with Lab (4). This course is a survey of our living world from single-celled organisms to plants, to humans. The course will highlight commonalities between all living things and will also cover concepts guiding interactions within the biosphere and between us and our world. Applicable current events will also be explored as the relate to the week's topic.

SCIN 3200 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 3201 Science Concepts & Methods Lab (1). This lab is co-requisite with SCIN 3203 Science Concepts & Methods, an integrated science course encompassing major concepts and principles of physics, chemistry, astronomy, and earth sciences. The emphasis is on these concepts and principles and their application to real-world views.

SCIN 3203 Science Concepts & Methods (3). This course is an integrated science course encompassing major concepts and principles of physics, chemistry, astronomy, and earth sciences. The emphasis is on these concepts and principles and their application to real-world views. The co-requisite Lab to this course is SCIN 3201 Science Concepts & Methods Lab.

SCIN 3220 Introduction to Meteorology (3). 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. They learn how to read a surface map and how to analyze available data to forecast weather.

SCIN 3300 Animal Biology with Lab (4). This course is an introduction to biological concepts, major themes and interactions taught primarily within the context of the animal kingdom, but also including bacterial, protest, and fungal interactions with animals. Some plant biology is included in a comparative context to round out a complete tour of the biosphere. The course applies basic concepts, so that students may better understand current biological research as well as issues in animal and human health. Students are expected to perform at least one animal dissection during the term. This course is designed to meet all of the Tennessee biology content requirements for Teacher Education students. Teacher Education students may select either Animal (SCIN 3300) or Plant Biology (SCIN 3400) to satisfy the biological science requirement.

SCIN 3301 Animal Biology Lab (1). This Lab is co-requisite with course SCIN-3303 Animal Biology, an introduction to biological concepts, major themes and interactions taught primarily within the context of the animal kingdom, but also including bacterial, protest, and fungal interactions with animals. Some plant biology is included in a comparative context to round out a complete tour of the biosphere. The course applies basic concepts, so that students may better understand current biological research as well as issues in animal and human health. Students are expected to perform at least one animal dissection during the term. This course is designed to meet all of the Tennessee biology content requirements for Teacher Education students. Teacher Education majors may select either Animal Biology (SCIN 3303) and Animal Biology Lab (SCIN 3301) or Plant Biology (SCIN 3403) and Plant Biology Lab (SCIN 3401) to satisfy the biological science requirement.

SCIN 3303 Animal Biology (3). This course is an introduction to biological concepts, major themes and interactions taught primarily within the context of the animal kingdom, but also including bacterial, protest, and fungal interactions with animals. Some plant biology is included in a comparative context to round out a complete tour of the biosphere. The course applies basic concepts, so that students may better understand current biological research as well as issues in animal and human health. Students are expected to perform at least one animal dissection during the term. This course is designed to meet all of the Tennessee biology content requirements for

Teacher Education students. Teacher Education majors may select either Animal Biology (SCIN 3303) and Animal Biology Lab (SCIN 3301) or Plant Biology (SCIN 3403) and Plant Biology Lab (SCIN 3401) to satisfy the biological science requirement. The co-requisite Lab to this course is SCIN 3301 Animal Biology Lab.

SCIN 3400 Plant Biology with Lab (4). An introduction to biological concepts, major themes and interactions taught primarily within the context of the plant kingdom, but also including fundamentals of bacterial, protest, and fungal interactions with plants. Essential concepts in animal biology will be included in a comparative context to round out a complete introductory tour of the biosphere. The course will seek to introduce and then apply basic concepts so that students may better understand current issues in human health and wellbeing as they relate to plant science. Students will be expected to complete one long term plant-based experiment during the term and should expect to spend time outdoors. This course is designed to meet all of the Tennessee biology content requirements for Teacher Education students. Teacher Education students may select either Animal (SCIN 3300) or Plant Biology (SCIN 3400) to satisfy the biological science requirement.

SCIN 3401 Plant Biology Lab (1). This Lab is co-requisite with course SCIN 3403 Plant Biology, an introduction to biological concepts, major themes and interactions taught primarily within the context of the plant kingdom, but also including fundamentals of bacterial, protist, and fungal interactions with plants. Essential concepts in animal biology will be included in a comparative context to round out a complete introductory tour of the biosphere. The course will seek to introduce and then apply basic concepts so that students may better understand current issues in human health and wellbeing as they relate to plant science. Students will be expected to complete one long-term plant-based experiment during the term and should expect to spend time outdoors. This course is designed to meet all of the Tennessee biology content requirements for Teacher Education students. Teacher Education majors may select either Animal Biology (SCIN 3303) and Animal Biology Lab (SCIN 3301) or Plant Biology (SCIN 3403) and Plant Biology Lab (SCIN 3401) to satisfy the biological science requirement.

SCIN 3403 Plant Biology (3). An introduction to biological concepts, major themes and interactions taught primarily within the context of the plant kingdom, but also including fundamentals of bacterial, protist, and fungal interactions with plants. Essential concepts in animal biology will be included in a comparative context to round out a complete introductory tour of the biosphere. The course will seek to introduce and then apply basic concepts so that students may better understand current issues in human health and wellbeing as they relate to plant science. Students will be expected to complete one long-term plant-based experiment during the term and should expect to spend time outdoors. This course is designed to meet all of the Tennessee biology content requirements for Teacher Education students. Teacher Education majors may select either Animal Biology (SCIN 3303) and Animal Biology Lab (SCIN 3301) or Plant Biology (SCIN 3403) and Plant Biology Lab (SCIN 3401) to satisfy the biological science requirement. The co-requisite Lab to this course is SCIN 3401 Plant Biology Lab.

SCIN 3501 Water Science & Human Thriving Lab (1). This laboratory course accompanies SCIN 3503. In this course, students will have the opportunity to visit water management facilities, conduct water testing, analyze soil samples, explore water chemical properties, and participate in other activities that support the accompanying lecture course. Students should expect to complete hands-on demonstrations and experiments and to write reports of their findings. When combined

with SCIN 3503, this course will meet the Arts and Sciences Core 4-hour Science with lab requirement.

SCIN 3503 Water Science & Human Thriving (3). This course focuses on the science behind the cycling and chemistry of water and the use of water to meet the needs of mankind over the history of civilization through today. In order to provide a big-picture understanding of water issues, students will learn about a variety of topics as they relate to water, including: water chemistry, water movement through plants and soil, related concepts in hydrology and geology, irrigation principles and the history of agriculture, and finally current issues of urbanization and international disputes over water resources. The course will meet the 3-hour science Elective requirement in the Arts and Sciences Core. In combination with the lab, this course will meet the Science with lab (4 credit hour) requirement for the Arts and Sciences Core. The course can also be applied as a 3-hour general elective.

SCIN 3601 Biodiversity Lab (1). This laboratory course accompanies SCIN 3603, an introduction to the core concepts of biodiversity with an emphasis on quantitative reasoning. Students will design and carry out a study pertaining to the measurement, estimation and comparison of biological diversity. Students will report and present their results. When combined with SCIN 3603, this course will meet the Arts and Sciences Core 4-hour Science with lab requirement.

SCIN 3603 Biodiversity: Concepts and Methods (3). 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.

SCIN 4013 Ecology (3). This course explores interactions between living organisms 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 considered, including human-managed forest and agricultural systems. *Pre-requisite: SCIN 3100, 3303, or 3403, or consent of instructor.*

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 Kinesiology.* [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 Kinesiology. Recommended Preparation: HLSC 2103 Health & Fitness Science and PBHL 2204 Anatomy & Human Body Systems 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. *Prerequisites: SFIT 2013 Kinesiology and SFFS 3023 Essentials of Strength Training & Conditioning. Recommended Preparation: HLSC 2103 Health & Fitness Science and PBHL 2204 Anatomy & Human Body Systems with Lab.* [ACSM-CPT, ACSM-GEI, ACSM-HFS, CSRM 2, NSCA-CPT, NSCA-CSCS]

SFIT 1011 Aerobics (1). This course develops skills in aerobics.

SFIT 1021 Basketball (1). This course develops skills in basketball with emphasis on its rules, tactics, and strategies.

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.

SFIT 1041 Golf (1). This course develops skills in golf with emphasis on its rules, tactics, and strategies.

SFIT 1051 Lifesaving (1). This course develops skills in lifesaving.

SFIT 1061 Racquetball (1). This course develops skills in racquetball with an emphasis on its rules, tactics, and strategies.

SFIT 1071 Running (1). This course develops skills in running with an emphasis on effective strategies.

SFIT 1081 Self Defense (1). This course develops skills in self defense with an emphasis on its tactics and strategies.

SFIT 1091 Soccer (1). This course develops skills in soccer with an emphasis on its rules, tactics, and strategies.

SFIT 1101 Softball (1). This course develops skills in softball with an emphasis on its rules, tactics, and strategies.

SFIT 1111 Swimming (1). This course develops skills in swimming with an emphasis on effective strategies.

SFIT 1121 Tennis & Badminton (1). This course develops skills in tennis & badminton with an emphasis on their rules, tactics, and strategies.

SFIT 1131 Volleyball (1). This course develops skills in volleyball with an emphasis on its rules, tactics, and strategies.

SFIT 1141 Weight Training (1). This course develops skills in weight training with an emphasis on effective strategies.

SFIT 1151 Women's Volleyball: Varsity (1). This course is designed for female students who make the varsity volleyball team and complete the intercollegiate competitive season. It develops knowledge of game rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1161 Women's Soccer: Varsity (1). This course is designed for female students who make the varsity soccer team and complete the intercollegiate competitive season. It develops knowledge of game rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1171 Men's Soccer: Varsity (1). This course is designed for male students who make the varsity soccer team and complete the intercollegiate competitive season. It develops knowledge of game rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1181 Cross-Country: Varsity (1). This course is designed for students who make the varsity cross-country team and complete the intercollegiate competitive season. It develops knowledge of rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1191 Women's Basketball: Varsity (1). This course is designed for female students who make the varsity basketball team and complete the intercollegiate competitive season. It develops knowledge of games rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1201 Men's Basketball: Varsity (1). This course is designed for male students who make the varsity basketball team and complete the intercollegiate competitive season. It develops knowledge of the game rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1211 Men's Baseball: Varsity (1). This course is designed for male students who make the varsity baseball team and complete the intercollegiate competitive season. It develops knowledge of game rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1221 Tennis: Varsity (1). This course is designed for students who make the varsity tennis team and complete the intercollegiate competitive season. It develops knowledge of game rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1231 Golf: Varsity (1). This course is designed for students who make the varsity golf team and complete the intercollegiate competitive season. It develops knowledge of game rules, strategy, coaching, and nutrition, along with an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

SFIT 1241 Cheerleading: Varsity (1). This course is designed for female athletes who make the varsity cheerleading team and complete the intercollegiate season. It develops knowledge of cheerleading and an improved fitness level. Attendance and participation levels are important factors in the evaluation process. 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.

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.

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.

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.

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.

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.

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.

SFIT 2013 Kinesiology (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 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 Kinesiology*

SFIT 3013 Sports Ministry Models (3). This course begins with an 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 (e.g. 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 (e.g. 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 (e.g. 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 Kinesiology*

SFIT 4013 Legal, Ethical & Professional Standards for Sports Professionals (3). This culminating course for the Sports & 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 Kinesiology. [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. The internship experience may be between 3-12 credit hours (3 hours minimum are required). *Prerequisites: SFIT 2013 Kinesiology and SFIT 3031 Internship Orientation.[ACSM-CPT, ACSM-GEI, TDOE]*

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 Kinesiology. [ACSM-CPT, NSCA-CPT]*

SFPE 3023 Physical Education Methods (3). Students develop professional competencies for planning and implementing physical education programs with an emphasis on reaching all age and ability groups. They learn a wide variety of exercise techniques, recreational games, and group and individual sports that promote health and personal fitness. The course gives attention to programs appropriate for church, school, and community settings. *Prerequisite: SFIT 2013 Kinesiology*

SFPE 4013 Physical Education Programming for Special Populations (3). This course focuses on training adaptations, exercise prescriptions, and recreational needs of special populations from primary ages through senior citizens, including those with common physical and mental disorders. The course gives attention to programs appropriate for church, school, and community settings. *Prerequisite: SFIT 2013 Kinesiology. [ACSM-CPT, ACSM-GEI, ACSM-HFS, NSCA-CPT, NSCA-CSCS]*

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 Kinesiology. [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 Kinesiology.*

SPAN 2100 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. *Special Consideration: 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.*

SPAN 2200 Spanish II (3). This course furthers the goals and objectives set forth for SPAN 2100. 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 2100 Spanish I or equivalent.*

SPAN 3200 Spanish III (3). This course builds upon the foundation of communicative skills developed in SPAN 2100 and SPAN 2200 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. Except by 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. *Prerequisites: SPAN 2100 Spanish I, SPAN 2200 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.

SPAN 3210 Spanish IV (3). This course continues the emphases of SPAN 3200, 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 3200 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. *Special Consideration: This course is limited to students accepted into the teacher education program who have taken the Reading Methods class.*

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.

SPSY/FAMS 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.

THEO 2100 Fundamentals of Christian Faith (3). This course is an overview of the primary categories of Christian thought, including God, Christ, the Holy Spirit, the Church and the Christian life. Special attention is given to perspectives of the Stone-Campbell (Restoration) Movement. *Prerequisites: BIBL 1101 Orientation to the Old Testament I, BIBL 1201 Orientation to the Old Testament II.*

THEO 3101 Eschatology in the New Testament (3). An advanced study of the teaching of the New Testament regarding the kingdom of God and events related to the culmination of salvation history. Special attention is given to the background of these concepts in Old Testament and Jewish teachings and their development in later Christian thought.*

THEO 3102/FAMS 3102 Theology & Human 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 relationship, 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.*

THEO 3103 Biblical Faith & Modern Science (3). Critical study of controversy in the interaction of biblical faith with modern science. Particular attention is given to questions of cosmology, paleoanthropology, epistemology, theodicy, and miracles in the conversation between science and Christianity. The course examines the use of scientific data in formulating ethics and public policy.*

THEO 3104 New Testament Christology (3). A study of the Church's understanding of Christ as reflected in the New Testament. Particular attention is given to the relationship between New Testament text, the cultures of the Hellenistic-Roman world, Israel's Scriptures, and the Church's later development of christological creeds and confessions.*

THEO 3105 Biblical Perspectives on the Holy Spirit (3). An exploration of the biblical witness of promise and fulfillment concerning the Holy Spirit, with special attention to the origins of New Testament teaching and the Church's experience of the Spirit in the present.*

THEO 3106 Topics in Theology (3). An in-depth study of a particular selected topic in theology, including areas such as doctrinal controversies, major theological figures, and theological movements.*

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.*

THEO 3108 Theology and Philosophy of the Skeptic (3). A study of authors whose writings and philosophies are set in direct opposition to the fundamental beliefs of the Christian faith. Readings progress chronologically from the Enlightenment to the current day with specific attention towards an apologetic approach to worldviews encountered in the literature.*

THEO 3109 Christianity & Contemporary Life (3). An examination of dominant values in contemporary American society, from an historical and a Christian perspective. The course includes discussions of economics, education, politics, technology, and trends in popular culture and the arts, with emphasis on their effects on Christian ministry and family life.*

THEO 3110 Religious Cultism (3). An introduction to the development and teachings of various cults in America, including discussions of such contemporary religious movements as Christian Science, the Watchtower Society, the Church of Jesus Christ of Latter-day Saints, Seventh-day Adventism, Scientology, the Unification Church, the New Age Movement, Freemasonry, Neo-paganism, and the Occult.*

THEO 3111 Spiritual Formation (3). Engagement in reading, discussion, practice, and evaluation of disciplines that have historically been associated with Christian spiritual formation and the experience of God.*

THEO 3112 Biblical Interpretation Across Cultures (3). A study of selected Scripture passages and topics on which different cultures draw different conclusions. Topics may include family structure, dealing with the supernatural, kinds of authority within the church, and others. Students engage the writings of non-Western and Western interpreters.*

THEO 3113/HUMN 3113 Theology in Film (3). Instruction in discerning theological elements inherent in modern film. Films selected for study feature examples of either Christian theology or other theologies in dialogue with Christian theology. Students receive tools for "reading" the story structure of films, making moral decisions about movie-going, and evaluating an individual film's contribution to the story of the their life. (Cross-listed with *HUMN 3113 Theology in Film*. Meets both Fine Arts Elective and Theology Elective requirements.)*

THEO 3114 Current Hermeneutical Issues in New Testament Studies (3). A critical review of major interpretation issues in New Testament studies in the light of new hermeneutical theories, with particular emphasis on the impact of modern literary criticism on contemporary theological debates and New Testament 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.*

THEO 3116 Issues in Christian Apologetics (3). A study of the coherence and explanatory power of the Christian worldview, especially as confronted by the challenges of modern and postmodern thought.*

THEO 3120 Theological & Biblical Foundations of Christian Worship (3). An exploration of the biblical and theological foundations of Christian worship. The class will study pertinent

biblical passages and reflect upon their theological implications. The student will develop a theology of worship based on the concepts and practices of worship modeled in the Old and New Testaments and learn to apply these principles to their worshiping contexts.*

THEO 3121 History of Christian Worship (3). A study of the development of Christian worship from the close of the New Testament era to the present day. Special attention will be given to eras of significant relevance to the worship practices of the Stone-Campbell Movement. The course aims to aid the student in developing his or her own practical approach to worship leadership in the twenty-first century.* *Prerequisite: THEO 3120 Theological & Biblical Foundations of Christian Worship.*

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.*

THEO 3201/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.*

THEO 3211/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.*

THEO 3231/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.*

THEO 3410/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. *Additional prerequisites: English Composition with a grade of C or higher; 2000 level writing emphasis course.**

THEO 3420/ENGL 3420 20th Century British Writers: The Inklings (3). This course examines the lives and creative writing careers of three 20th 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. *Additional prerequisites: English Composition with a grade of C or higher; 2000 level writing emphasis course.**

THEO 4101 Advanced Theological Seminar (3). An in-depth research seminar designed to synthesize a student's biblical, theological, and literary education. Students demonstrate advanced theological research skills by producing an advanced theological paper on a topic of interest and presenting their papers in a seminar format similar to a scholarly conference. Integral to the learning process is the constructive criticism offered by the professor and other students.*

THEO 4102 Christian Literature after the New Testament (3). A study of the Greek texts of the Apostolic Fathers collection. The course includes translation, exegesis of selected texts, and an attempt to locate the Apostolic Fathers in their early-church context. Students evaluate ways in which these texts demonstrate the development of first- and second-century Christianity, including how they extend and/or challenge ideas in the texts of the New Testament. *Additional prerequisites: GREK 2100 Elementary Greek I and GREK 2200 Elementary Greek II, enrollment in or completion of GREK 3200 Intermediate Greek I and/or GREK 3210 Intermediate Greek II.**

THEO 5000 Fundamental Theology: Father, Son and Spirit (3) Offered for participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities, this course has three objectives: (1) To introduce the students to the task of Christian Theology, especially as it relates to the study of Scripture, (2) To familiarize the students with some basic theological concepts and vocabulary, (3) To teach the students how to construct a theological argument using the resources and skills gained through objectives #1 and #2. In order to meet these objectives, we will examine the foundational doctrines of Christian theology, particularly the Christian confession: (1) That God the Father is the creator of heaven and earth, (2) That by being fully human and fully divine, the Son was able to reconcile all creation to the Father, (3) That the church continues to live in the power of the life – giving Spirit. Because these doctrines were initially formulated in the period immediately following the New Testament, we will concentrate on these first theologians as they struggled to make sense of the revelation of God in the person of Jesus Christ.

THEO 5100 Beyond Christ and Culture: Rethinking the Church and Contemporary Society (3) Offered for graduate-level credit for participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities,this course examines the relationship between the Christian Church and contemporary culture, specifically the challenges that this culture makes to the Church's life and mission and the Church's response to these challenges. We will give special attention to the effects of Enlightenment "atheism" on Western culture, as well as the fall of modern foundationalism and its effects on post-modern culture. Since every culture uses facets of that culture, such as media, art, political structures, and educational systems to represent that culture's fundamental picture of itself, we will first look at how contemporary American culture represents itself. We will then turn to Christianity and ask what kind of representation Christians *should* strive for and what ways are Christians trying to attain this kind of representation. The ultimate

goal will be to think theologically about what it means for followers of Christ to inhabit the world in all its fullness.

WORS 1000 Worship Ministry Orientation (1). This course introduces first semester students to the Worship Ministry 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 Ministry. 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 Ministry program courses. (Open only to upperclassmen Worship Ministry majors and by invitation of instructor.)

WORS 3013 The Art & Theology of Songwriting (3). This course introduces the basic concepts and principles in developing the songwriting craft with an emphasis on the theology and philosophy of creativity as it relates to the relationship of lyrics, music, community, and the Christian faith. Song writing techniques and critiquing tools will be illustrated and practiced as a means of understanding the art of song composition.

WORS 3023 Songwriting & Composition (3). This course will introduce the elements and procedures of song composition that will be most useful in a church setting. The writing of lyrics will be addressed from a background of sound biblical theology, and the writing of music, from basic compositional principles that incorporate both traditional/hymnic and contemporary/praise song expressions of style.

WORS 3110 Worship Leadership and Ministry (3). This course introduces basic worship leadership skills as well as core biblical, theological, historical, philosophical, and pastoral considerations for worship leadership and ministry. Attention is given to 1) the role, function, and responsibilities of the worship minister, 2) cultivating pastoral relations with worship teams, staff, pastor, and church, 3) biblically, theologically, and historically informed patterns of worship, 4) worship design and planning, 5) conducting special services, 6) the Christian year, 7) executing the actions of worship, and 8) practical skills for leading worship services. During the course each student will lead a part of a worship service in a campus setting or local ministry setting where they will demonstrate the application of course principles to the planning, designing, organizing, and leading of that service. *Prerequisite or co-requisite*: *THEO 3120 Theological & Biblical Foundations of Christian Worship.*

WORS 3120 Worship Ensemble Leadership (3). This course covers the practical aspects of and methods for conducting rehearsals of instrumental teams, vocal teams, and worship choirs in preparation for worship services. Students gain experience rehearsing and leading instrumental teams, vocal teams, and worship choirs throughout the course. This course provides students with a biblical and theological framework for understanding the responsibilities, function, and service roles worship ensembles assume in Sunday worship. Worship service planning with ensemble participation, and the pastoral role the worship minister assumes in developing and leading worship ensembles will also be covered.

WORS 3130 Introduction to Worship Technology and Production (3). This course provides students with the basic skills needed to operate live audio and visual technology in today's church, including knowledge of the standard equipment, styles, and techniques. This course also reflects upon the appropriate use of audio and visual technology in worship and the pastoral sensibilities necessary for its effective use. The student will not only demonstrate the ability to operate the equipment but the ability to do so in ways that enhance the content and expression of Sunday worship.

WORS 3230 Worship Technology and Production Practicum (3). Students in this practicum 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. *Prerequisite: WORS 3130 Introduction to Worship Technology and Production*

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 4400 Worship Ministry Internship (3). This 10-week internship is designed to provide practical experience for Worship Ministry 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 4400 instructor/supervisor, and in some instances may require approval from the entire Communication & Creative Arts faculty. *Prerequisite:* Must earn a "C" or higher in WORS 3110, WORS 3120 and THEO 3120.

WORS 4999 Integrative Project (1). In this course each student organizes, develops, and then implements a final project under the supervision of the course instructor or an instructor-approved supervisor. Normally through the integrative project each student will display proficiency in planning, organizing, and leading worship informed by or demonstrated by 1) a biblical, theological, and historical understanding of worship, 2) a sensitivity to cultural context, 3) artistic expression, 4) the proper role and use of technology in worship, and 5) competent proficiency in applied music skills and knowledge. All projects must receive approval from the course instructor, and in some instances may require approval from the entire Communication & Creative Arts faculty. *Prerequisite*: Must earn a "C" or higher in WORS 4400. *Post-requisite*: Must earn a "C" or higher in WORS 4999 to apply the course credit to the Worship Ministry degree.

MASTER COURSE LIST

The following master list includes every course used in academic programs *currently* offered by Johnson University. The faculty continues to teach a few other courses related to older programs that are being discontinued. However, the master list only reflects *current* program requirements.

ACCT 2013 Principles of Financial Accounting (3)

ANTH 1100 Encountering Cultures (3)
ANTH 2023 Introduction to Archaeology: History, Methods, & Great Discoveries (3)
ANTH 3023 Peoples & Cultures of the Middle East (3)
ANTH 3103 Race & Ethnicity in the American Experience (3)
ANTH 3203 Practical Anthropology (3)
ANTH 3300 Cultural Anthropology (3)

ARTS 3100 Art Appreciation (3)
ARTS 3110 Asian Paper Making & Art Book Construction (3)

BIBL 1101 Orientation to the Old Testament I (3)
BIBL 1201 Orientation to the Old Testament II (3)
BIBL 2130 Exegetical Methods (3)
BIBL 2201 Orientation to the New Testament (3)
BIBL 3101 Job & Theodicy (3)
BIBL 3102 Message of the Psalms (3)
BIBL 3107 Israel's Wisdom Literature (3)
BIBL 3201 Isaiah (3)
BIBL 3203 Ezekiel & Daniel (3)
BIBL 3205 The Book of the Twelve (3)
BIBL 3207 Preaching from the Minor Prophets (3)
BIBL 3208 Jeremiah (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 3312 Petrine Letters & the Letter of Jude (3)
BIBL 3314 Book of Revelation (3)
BIBL 4201 Gospel of Matthew (3)
BIBL 4203 Luke-Acts (3)
BIBL 4204 The Fourth Gospel & Johannine Letters (3)

BIBL 4205 The Gospels & the Historical Jesus (3)
BIBL 4206 The Sermon on the Mount (3)
BIBL 4207 Parables of Jesus (3)
BIBL 4208 The Spirituality of Jesus (3)
BIBL 4209 Gospel of Mark (3)
BIBL 4301 Greek Exegesis of the Pastoral Epistles (3)
BIBL 4323 Bible Lands (3)
BIBL 4401 Seminar in Genesis (3)
BIBL 4402 Current Hermeneutical Issues in New Testament Studies (3)
BIBL 4403 The New Testament's Uses of the Old Testament (3)
BIBL 4404 Jewish World of the New Testament (3)
BIBL 4405 Philosophical Backgrounds of the New Testament (3)
BIBL 4408 Archaeology in the Old Testament World (3)
BIBL 4409 Archaeology in the New Testament World (3)
BIBL 4410 Advanced Biblical Studies Seminar (3)
BIBL 5100 Introduction to Graduate Studies: Orientation (0)
BIBL 5101 Old Testament Survey (3)
BIBL 5102 New Testament Survey (3)
BIBL 5103 New Testament Introduction (3)
BIBL 5104 World of the New Testament (3)
BIBL 5105 New Testament Research Methods (3)
BIBL 5106 New Testament Theology (3)
BIBL 5107 Ministry of the Master (3)
BIBL 5111 Story of Scripture (3)
BIBL 5160 Integrating Biblical Values & Education (3)
BIBL 5207 Old Testament Book Study Book of Amos (3)
BIBL 5335 New Testament Book Study (3)
BIBL 6101 Gospel of Matthew (3)
BIBL 6105 Acts (3)
BIBL 6106 Romans (3)
BIBL 6107 Ministry of the Master (3)
BIBL 6201 Honors Thesis (3)
BIBL 6202 Thesis Continuation (0)
BIBL 6203 Thesis Continuation (0)
BIBL 6207 1 Corinthians: Greek Text (3)
BIBL 6209 Research Project (3)
BIBL 6210 Prison Epistles: Greek Text (3)
BIBL 6227 Apocalypse: Greek Text (3)
BIBL 6303 Translation & Exegesis of New Testament Texts (3)
BIBL 6505 Translation & Exegesis of Old Testament Texts (3)

BUSN 2010 Globalization, Business & Leadership (3)
BUSN 2013 Economics (3)
BUSN 2023 Organizational Development & Change (3)
BUSN 2033 Foundations of Business (3)
BUSN 2043 Business Essentials (3)

BUSN 3003 Organizational Behavior (3)
BUSN 3033 Financial Management & Accounting (3)
BUSN 3043 Business Communication (3)
BUSN 3053 Business Finance (3)
BUSN 3063 Business Analytics & Decision Making (3)
BUSN 4013 Ethics & Business Law (3)
BUSN 4023 Organizational Strategy & Policy (3)
BUSN 4033 Strategic Human Resource Management (3)
BUSN 4043 Business Law (3)
BUSN 4113 Leadership Development (3)
BUSN 4120 Creativity & Innovation (3)
BUSN 4333 Internship (3)
BUSN 5000 MBA Orientation (0)
BUSN 5013 Advanced Operations Management (3)
BUSN 5023 Advanced Business Analytics (3)
BUSN 5033 Marketing Management (3)
BUSN 5113 Accounting for Strategic Decision Making (3)
BUSN 5123 Business Law (3)
BUSN 5213 Advanced Corporate Finance (3)
BUSN 5223 Managerial Economics (3)
BUSN 6013 Strategic Human Resource Management (3)
BUSN 6023 Operations and Supply Chain Management (3)
BUSN 6033 International Business (3)
BUSN 6113 Project Design Management (3)
BUSN 6123 Capstone Project (3)

CCCU 3000 Best Semester (12)

CDC 4000 Credit by Demonstrated Competency (variable)
CDC 5000 Credit by Demonstrated Competency (variable)

CEDF 2033 Introduction to Educational Technology (3) *(Florida only)*

CFGS 7111 Ph.D. Orientation (0)
CFGS 7112 Introduction to Global Studies (3)
CFGS 7114 Leadership Studies & Theory (3)
CFGS 7116 Ways of Knowing & Leadership Development (3)
CFGS 7124 Leadership & Personal Ethics (3)
CFGS 7126 Applied Ethics (3)
CFGS 7130 Principles of Research (3)
CFGS 7140 Elective 1: Scholarship & Research Framework (3)
CFGS 7142 Elective 2 (3)
CFGS 7144 Elective 3 (3)
CFGS 7218 Organizational Studies & Theory (3)
CFGS 7220 Intercultural Behavior, Worldview & Communication (3)
CFGS 7222 Global Leadership, Systems & Policy (3)

CFGS 7232 Quantitative Analysis (3)
CFGS 7234 Qualitative Research (3)
CFGS 7240 Elective 4 (3)
CFGS 7242 Elective 5 (3)
CFGS 7244 Elective 6 (3)
CFGS 8000 Candidacy (0)
CFGS 8010 Candidacy Continuation (0)
CFGS 8112 Proposal Seminar (3)
CFGS 8113 Proposal Seminar Continuation (0)
CFGS 8114 Proposal Defense (1)
CFGS 8215 Dissertation (4)
CFGS 8500 Dissertation Continuation (0)
CFGS 8600 Dissertation Defense (1)

CHIN 2100 Chinese I (3)
CHIN 2200 Chinese II (3)
CHIN 3200 Chinese III (3)
CHIN 3210 Chinese IV (3)

CMCH 3220 Ministry to Children (3)
CMCH 3231 Children's Ministry Internship (1)
CMCH 3400 Administration of Early Childhood Education Programs (3)
CMCH 3600 Early Childhood Program Development (3)
CMCH 3621 Children's Ministry 7-Month Internship (1)
CMCH 3729 Children's Ministry 7-Month Internship II (10.5)

CMCM 3100 Introduction to Counseling Ministry (3)
CMCM 4110 Counseling Ministry Practicum (3)

CMMN 5110 Foundations for Understanding and Applying the Bible (1.5)
CMMN 5120 Foundations for Biblical Preaching & Teaching (1.5)
CMMN 5130 Foundations for Implementing Restoration Movement Principles (1.5)
CMMN 5140 Foundations for Spiritual Formation (1.5)
CMMN 5150 Foundations for Effective Leadership Ministry (1.5)
CMMN 5160 Foundations for Understanding the Entire Story of Scripture (1.5)

CMOL 3210 Ministry Leadership Internship (3)

CMPD 3211 Children's Ministry Preschool/Daycare Early Childhood Learning Center Internship (1)

CMPR 2110 Biblical Teaching and Preaching (3)
CMPR 3110 Pastoral Ministry (3)
CMPR 3120 Spiritual Formation for Ministry (3)
CMPR 3203 Spiritual Formation (3)
CMPR 3231 Preaching Internship (1)

CMPR 3301 Congregational Ministry Internship Preparation (1)
CMPR 3311 Congregational Ministry Internship Assessment (1)
CMPR 3410 Advanced Biblical Teaching & Preaching (3)
CMPR 3420 Group Internship (1)
CMPR 3430 Hospice Internship (1)
CMPR 3440 Mentored Ministry Experience (1)
CMPR 3450 Clinical Setting Internship (1)
CMPR 3460 Weekend Ministry Internship (1)
CMPR 3600 Spiritual Formation: Honors Program (3)
CMPR 3621 Preaching 7-Month Internship I (1)
CMPR 3729 Preaching 7-Month Internship II (10.5)
CMPR 4210 Preaching in Ministry (3)
CMPR 4303 Conflict and Communication (3)
CMPR 4310 Effectiveness in Leadership & Life (3)
CMPR 4320 Pastoral Counseling (3)
CMPR 4333 Leading Effective Churches (3)
CMPR 5100 Expository Preaching (3)
CMPR 5110 Spiritual Formation I (3)
CMPR 5120 Spiritual Formation II (3)
CMPR 6200 Advanced Expository Preaching (3)
CMPR 6210 Preaching & Teaching for Spiritual Formation (3) (online)
CMPR 6220 Preaching Contexts (3)
CMPR 6300 Preaching Project: Fall Term (1)
CMPR 6400 Preaching Project: Spring Term (2)

CMSF 5100 Introduction to Spiritual Formation (3)
CMSF 6200 History of Christian Spiritual Formation (3)
CMSF 6302 Spiritual Formation & Leadership Project: Fall Term (2)
CMSF 6501 Spiritual Formation & Leadership Project: Spring Term (1)

CMSM 4113 Fundamentals of Strategic Leadership (3)
CMSM 411A Fundamentals of Strategic Leadership (1.5)
CMSM 411B Fundamentals of Strategic Leadership (1.5)
CMSM 4213 Congregational Leadership (3)
CMSM 421A Congregational Leadership (1.5)
CMSM 421B Congregational Leadership (1.5)
CMSM 4223 Ministry Mobilization (3)
CMSM 422A Ministry Mobilization (1.5)
CMSM 422B Ministry Mobilization (1.5)
CMSM 4233 People and Resource Management (3)
CMSM 423A People and Resource Management (1.5)
CMSM 423B People and Resource Management (1.5)
CMSM 4243 Program Management (3)
CMSM 424A Program Management (1.5)
CMSM 424B Program Management (1.5)
CMSM 4313 Advanced Strategic Leadership (3)

CMSM 431A Advanced Strategic Leadership (1.5)
CMSM 431B Advanced Strategic Leadership (1.5)
CMSM 4323 Bible Lands (3)
CMSM 4614 Children and Family Ministry (4.5)
CMSM 4615 Children and Family Ministry (4.5)
CMSM 4624 Church Administration (4.5)
CMSM 4625 Church Administration (4.5)
CMSM 4634 Church Planting (4.5)
CMSM 4635 Church Planting (4.5)
CMSM 4644 Intercultural Studies (4.5)
CMSM 4645 Intercultural Studies (4.5)
CMSM 4654 Pastoral Ministry (4.5)
CMSM 4655 Pastoral Ministry (4.5)
CMSM 4664 Special Needs Ministry (4.5)
CMSM 4665 Special Needs Ministry (4.5)
CMSM 4674 Youth Ministry (4.5)
CMSM 4675 Youth Ministry (4.5)
CMSM 4684 Sports Ministry (4.5)
CMSM 4685 Sports Ministry (4.5)
CMSM 4694 Worship Ministry (4.5)
CMSM 4695 Worship Ministry (4.5)
CMSM 4814 Pastoral Ministry Field Experience (4.5)
CMSM 4815 Pastoral Ministry Field Experience (4.5)
CMSM 4824 Student Ministry Field Experience (4.5)
CMSM 4825 Student Ministry Field Experience (4.5)
CMSM 4834 Children's Ministry Field Experience (4.5)
CMSM 4835 Children's Ministry Field Experience (4.5)
CMSM 4844 Worship Ministry Field Experience (4.5)
CMSM 4845 Worship Ministry Field Experience (4.5)
CMSM 4854 Urban Ministry Field Experience (4.5)
CMSM 4855 Urban Ministry Field Experience (4.5)
CMSM 4864 Missions Ministry Field Experience (4.5)
CMSM 4865 Missions Ministry Field Experience (4.5)
CMSM 4874 Discipleship Ministry Field Experience (4.5)
CMSM 4875 Discipleship Ministry Field Experience (4.5)
CMSM 4884 Executive Ministry Field Experience (4.5)
CMSM 4885 Executive Ministry Field Experience (4.5)
CMSM 4894 Sports Ministry Field Experience (4.5)
CMSM 4895 Sports Ministry Field Experience (4.5)
CMSM 5103 Theology and Dynamics of Strategic Leadership (3; online)
CMSM 5113 Fundamentals of Strategic Leadership (3)
CMSM 511A Fundamentals of Strategic Leadership (1.5)
CMSM 511B Fundamentals of Strategic Leadership (1.5)
CMSM 5213 Congregational Leadership (3)
CMSM 521A Congregational Leadership (1.5)
CMSM 521B Congregational Leadership (1.5)

CMSM 5223 Ministry Mobilization (3)
CMSM 522A Ministry Mobilization (1.5)
CMSM 522B Ministry Mobilization (1.5)
CMSM 5233 People and Resource Management (3)
CMSM 523A People and Resource Management (1.5)
CMSM 523B People and Resource Management (1.5)
CMSM 5243 Program Management (3)
CMSM 524A Program Management (1.5)
CMSM 524B Program Management (1.5)
CMSM 5313 Advanced Strategic Leadership (3)
CMSM 531A Advanced Strategic Leadership (1.5)
CMSM 531B Advanced Strategic Leadership (1.5)
CMSM 5323 Bible Lands (3)
CMSM 5331 Contextual Implementation of Strategic Leadership (1; online)
CMSM 5614 Children and Family Ministry (4.5)
CMSM 5615 Children and Family Ministry (4.5)
CMSM 5624 Church Administration (4.5)
CMSM 5625 Church Administration (4.5)
CMSM 5634 Church Planting (4.5)
CMSM 5635 Church Planting (4.5)
CMSM 5644 Intercultural Studies (4.5)
CMSM 5645 Intercultural Studies (4.5)
CMSM 5654 Pastoral Ministry (4.5)
CMSM 5655 Pastoral Ministry (4.5)
CMSM 5664 Special Needs Ministry (4.5)
CMSM 5665 Special Needs Ministry (4.5)
CMSM 5674 Youth Ministry (4.5)
CMSM 5675 Youth Ministry (4.5)
CMSM 5684 Sports Ministry (4.5)
CMSM 5685 Sports Ministry (4.5)
CMSM 5694 Worship Ministry (4.5)
CMSM 5695 Worship Ministry (4.5)
CMSM 5814 Pastoral Ministry Field Experience (4.5)
CMSM 5815 Pastoral Ministry Field Experience (4.5)
CMSM 5824 Student Ministry Field Experience (4.5)
CMSM 5825 Student Ministry Field Experience (4.5)
CMSM 5834 Children's Ministry Field Experience (4.5)
CMSM 5835 Children's Ministry Field Experience (4.5)
CMSM 5844 Worship Ministry Field Experience (4.5)
CMSM 5845 Worship Ministry Field Experience (4.5)
CMSM 5854 Urban Ministry Field Experience (4.5)
CMSM 5855 Urban Ministry Field Experience (4.5)
CMSM 5864 Missions Ministry Field Experience (4.5)
CMSM 5865 Missions Ministry Field Experience (4.5)
CMSM 5874 Discipleship Ministry Field Experience (4.5)
CMSM 5875 Discipleship Ministry Field Experience (4.5)

CMSM 5884 Executive Ministry Field Experience (4.5)
CMSM 5885 Executive Ministry Field Experience (4.5)
CMSM 5894 Sports Ministry Field Experience (4.5)
CMSM 5895 Sports Ministry Field Experience (4.5)
CMSM 5914 Family Ministry Field Experience (4.5)
CMSM 5915 Family Ministry Field Experience (4.5)
CMSM 5924 Multi-Site Ministry Field Experience (4.5)
CMSM 5925 Multi-Site Ministry Field Experience (4.5)
CMSM 5934 Pastoral Counseling Field Experience (4.5)
CMSM 5935 Pastoral Counseling Field Experience (4.5)
CMSM 5944 Church Communications Field Experience (4.5)
CMSM 5945 Church Communications Field Experience (4.5)

CMYM 2100 Youth & Children's Ministry Fundamentals (3)
CMYM 3200 Ministry to Youth (3)
CMYM 3231 Youth Ministry Internship (1)
CMYM 3621 Youth Ministry 7-Month Internship I (1)
CMYM 3729 Youth Ministry 7-Month Internship II (10.5)

COMM 1013 Introduction to Speech (3)
COMM 2100 Reporting for Mass Media (3)
COMM 2110 Introduction to Public Relations (3)
COMM 2199 Royal Scribe Staff (1)
COMM 2202 Video Production for News and Information (3)
COMM 2900 Society & Media (3)
COMM 3100 Advanced Reporting & Writing (3)
COMM 3101 Digital Reporting (3)
COMM 3105 Fundamentals of Web Design (3)
COMM 3106 Advanced Website Design (3)
COMM 3107 HTML5 Multimedia (3)
COMM 3205 Photography (3)
COMM 3213 Video Editing & Enhancement (3)
COMM 3300 Live Production I (3)
COMM 3301 Live Production II (3)
COMM 3302 Sound Design (3)
COMM 3304 MIDI Production for Audio (3)
COMM 3306 Advanced Sound Design (3)
COMM 3307 Audio for Video (3)
COMM 3323 Broadcast Journalism (3)
COMM 3900 History & Philosophy of American Media (3)
COMM 3903 Communication Special Topics (3)
COMM 4603 Communication Internship (3)
COMM 4606 Media Ministry Internship (3)
COMM 4613 Mass Media Management & Entrepreneurship (3)
COMM 4900 Mass Media Law & Ethics (3)
COMM 4991 Communication Integrated Project (1)

COMM 4998 Spiritual Formation & Creativity (3)

COUN 5000 Graduate Counseling Orientation (0)
COUN 5100 Research & Statistics (3)
COUN 5200 Integrating Theology & Therapy (3)
COUN 5210 Ethics & Professional Issues in Counseling (3)
COUN 5220 Social & Cultural Diversity in Counseling (3)
COUN 5310 Human Development Over the Lifespan (3)
COUN 5330 Human Sexuality (3)
COUN 5410 Theories of Counseling and Marriage & Family Therapy I (3)
COUN 5420 Theories of Counseling and Marriage & Family Therapy II (3)
COUN 5430 Contemporary Trends in Marriage & Family Therapy/Clinical Mental Health Counseling (3)
COUN 5520 Child & Adolescent Assessment, Diagnosis & Treatment (3)
COUN 5530 Couples & Marital Therapy (3)
COUN 5540 Group Dynamics, Theories & Techniques (3)
COUN 5550 Addiction Etiology & Counseling (3)
COUN 5560 Career Assessment & Development (3)
COUN 5570 Adult Assessment, Diagnosis & Treatment (3)
COUN 5582 Testing & Appraisal I (1)
COUN 5583 Testing & Appraisal II (1)
COUN 5584 Psychopharmacology for Counselors (1)
COUN 5585 Crisis Intervention & Psychological First Aid (1)
COUN 5586 Counseling Skills & Techniques (2)
COUN 5610 Foundations in School Counseling (3)
COUN 5650 Contemporary Trends in School Counseling (3)
COUN 5821 School Counseling Internship (2)
COUN 5822 School Counseling Internship (2)
COUN 5823 School Counseling Internship (2)
COUN 5830 School Counseling Practicum (3)
COUN 5831 School Counseling Internship I (3)
COUN 5832 School Counseling Internship II (3)
COUN 5833 School Counseling Internship (6)
COUN 5911 Marriage & Family Therapy/Clinical Mental Health Counseling Post-graduate Internship (1)
COUN 5941 Marriage & Family Therapy/Clinical Mental Health Counseling Post-graduate Internship (4)
COUN 6100 Clinical Practicum (2)
COUN 6111 Clinical Internship (1)
COUN 6112 Clinical Internship (1)
COUN 6113 Clinical Internship (1)
COUN 6114 Clinical Internship (1)
COUN 6115 Clinical Internship (1)
COUN 6121 Clinical Internship (2)
COUN 6122 Clinical Internship (2)
COUN 6123 Clinical Internship (2)

COUN 6124 Clinical Internship (2)
COUN 6125 Clinical Internship (2)
COUN 6131 Clinical Internship (3)
COUN 6132 Clinical Internship (3)
COUN 6133 Clinical Internship (3)
COUN 6141 Clinical Internship (4)
COUN 6142 Clinical Internship (4)
COUN 6151 Clinical Internship (5)
COUN 6152 Clinical Internship (5)
COUN 6161 Clinical Internship (6)
COUN 6181 Clinical Internship (8)

CPED 2023 Introduction to Educational Technology (3)
CPED 2033 Introduction to Instructional Technology (3)
CPED 5005 Introduction to Educational Technology (3)
CPED 5103 Computer Architecture (3)
CPED 5233 Mobile Computing (3)
CPED 5213 Putting Your Class on the Web (3)
CPED 5223 Ethics & Education Technology (3) *[China = BIBL 5160]*
CPED 5323 Special Issues: Multimedia (3)
CPED 5313 The Internet of Things (3)
CPED 5402 Special Issues: Digital Video (3)
CPED 5404 Computer Tools for the Teacher & Student (3)
CPED 5413 Special Issues: Game-Based Learning (3)
CPED 5503 Introduction to Technology Worldwide (3)
CPED 6103 Biblical Principles of Leadership (3)
CPED 6203 Educational Technology Leadership (3)
CPED 6303 Instructional Design & Learning Environments (3)
CPED 6403 Technology in Integrated Learning Environments (3)
CPED 6503 Coding for Elementary & Secondary Students (3)
CPED 7103 Special Issues I: Critical Thinking & the Makerspace (3)
CPED 7123 Emerging Technologies (3)
CPED 7203 Special Issues II: Robotics (3)
CPED 7303 Special Issues III: Unmanned Aerial Systems (3)
CPED 7403 Capstone Project I (3)
CPED 7413 Capstone Project II (3)

ECED 3225 Early Childhood Methods (3)
ECED 5115 Early Childhood Education Internship I (6)
ECED 5225 Early Childhood Education Internship II (6)
ECED 5400 Student Teaching: Pre-Kindergarten—3rd Grade (6)

ECON 2103 Economics (3)
ECON 3100 Personal & Family Economic Decision-Making (3)

EDLS 6000 Orientation (1)

EDLS 6100 Foundational Principles of Biblical Leadership (3)
EDLS 6200 Instructional Leadership (3)
EDLS 6250 Curricular Leadership (3)
EDLS 6300 Organizational Theory (3)
EDLS 6400 Clinical Supervision of School Personnel (3)
EDLS 6500 Intermediate Educational Research (3)
EDLS 6600 Leadership of Diverse Groups (3)
EDLS 6700 School Economics (3)
EDLS 6750 Education Law (3)
EDLS 6810 Field Experience I (2)
EDLS 6820 Field Experience II (2)
EDLS 6830 Field Experience III (2)
EDLS 6910 Capstone Project I (2)
EDLS 6920 Capstone Project II (2)
EDLS 6930 Capstone Project III (2)

EDUC 1013 Instructional Media (1)
EDUC 1100 Introduction to Diversity in Education (3)
EDUC 2013 Introduction to Teaching: Elementary Education (3)
EDUC 2200 Instructional Strategies in Content Area (3)
EDUC 2210 Integrating the Fine Arts (2)
EDUC 3010 Introduction to ESL (3)
EDUC 3013 Introduction to Teaching II (3)
EDUC 3110 Classroom Management (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 4064 Nature & Needs of the Gifted Child (3)
EDUC 4074 Methods of Teaching the Gifted Child (3)
EDUC 4111 Reading Methods (3)
EDUC 4112 Research, Integration & Learning (3)
EDUC 4113 History & Philosophy of Christian Education (3)
EDUC 4115 Mathematics Methods (3)
EDUC 4123 Research, Integration & Learning (3)
EDUC 5022 Teaching in the Christian School (3)
EDUC 5031 Mathematics & Science Methods (4)
EDUC 5064 Nature & Needs of the Gifted Child (3)
EDUC 5074 Methods of Teaching the Gifted Child (3)
EDUC 5116 Test, Measurement, & Assessment (3)
EDUC 5203 Classroom Management with Regular & Special Populations (3)
EDUC 5225 Diversity & Special Education (3)

EDUF 1100 Introduction to Diversity in Education (3) *(Florida only)*
EDUF 1203 Teaching in the Christian School (3) *(Florida only)*

EDUF 2023 Introduction to Teaching: Elementary Education (3) *(Florida only)*
EDUF 2210 Integrating Fine Arts (2) *(Florida only)*
EDUF 3013 Teaching English Language Learners (3) *(Florida only)*
EDUF 3123 Strategies & Assessments for English Language Learners (3) *(Florida only)*
EDUF 3212 Survey of Persons with Disabilities (3) *(Florida only)*
EDUF 3311 Language Arts Methods (3) *(Florida only)*
EDUF 3323 Social Studies Methods (3) *(Florida only)*
EDUF 3324 Science, Health and PE Methods (3) *(Florida only)*
EDUF 4014 Classroom Management (3) *(Florida only)*
EDUF 4111 Reading Methods (3) *(Florida only)*
EDUF 4115 Math Methods (3) *(Florida only)*
EDUF 4123 Research, Integration and Learning (3) *(Florida only)*

ELED 5114 Introduction to Elementary Education (3)
ELED 5115 Elementary Education Internship I (6)
ELED 5214 Integrated Methods I: Language Arts & Social Studies (4)
ELED 5216 Integrated Methods II: Reading (4)
ELED 5225 Elementary Education Internship II (6)
ELED 5400 Student Teaching: Elementary Education (6)

ELSL 5115 Elementary Education & English as a Second Language Education Internship I (6)
ELSL 5225 Elementary Education & English as a Second Language Education Internship II (6)
ELSL 5400 Student Teaching: Elementary Education K-5 & English as a Second Language PreK-12 (6)

ENGL 0101 Introduction to College Writing (1)
ENGL 1010 English Composition II for English Majors (3)
ENGL 1012 Introduction to Composition (3)
ENGL 1013 English Composition I (3)
ENGL 1014 English Composition II (3)
ENGL 1100 Introduction to Literature (3)
ENGL 1110 Ancient Near Eastern Literature (3) *[China—Pentateuch]*
ENGL 1150 Greco-Roman Literature I (3) *[China—Gospel Narratives]*
ENGL 1500 English Language Group I (0.5)
ENGL 1600 English Language Group II (0.5)
ENGL 2010 Survey of British Literature (3)
ENGL 2020 Survey of American Literature (3)
ENGL 2100 Literature for Children & Adolescents (3)
ENGL 2110 Survey of World Literature I: Ancient (3)
ENGL 2120 Survey of World Literature II: Modern (3)
ENGL 2250 Greco-Roman Literature II (3) *[China—Acts of the Apostles]*
ENGL 2340 Intermediate Composition (3)
ENGL 2352 Literature for Children & Adolescents (3) *(Florida only)*
ENGL 3110 Performing Shakespeare (3)
ENGL 3130 Classics of Christian Literature (3)
ENGL 3200 Advanced Composition (3)

ENGL 3310 English Language: History & Grammar (3)
ENGL 3313 Literary & Rhetorical Theory (3)
ENGL 3320 English Literature: Theory & Research (3)
ENGL 3330 Writing: Rhetorical Theory & Investigative Research (3)
ENGL 3340 Advanced Writing Workshop (3)
ENGL 3353 Rhetoric of Prophetic Black Preachers (3)
ENGL 3410 19th Century Russian Writers (3)
ENGL 3420 20th Century British Writers: The Inklings (3)
ENGL 3430 Contemporary Ethnic American Literature (3)
ENGL 3440 Shakespearean Tragedies (3)
ENGL 3450 African Literature & Cultures (3)
ENGL 3460 Women Writers in World Literature (3)
ENGL 3470 Film & Literature (3)
ENGL 3480 African American Literature (3)
ENGL 3490 Literature of India (3)
ENGL 4310 Technical & Professional Writing (3)
ENGL 4320 Creative Writing (3)
ENGL 4330 Journalism (3)
ENGL 4340 Special Topics in Writing (3)
ENGL 4350 Writer's Workshop (3)
ENGL 4400 Immigrant Literature (3)
ENGL 4410 Western Epics (3)
ENGL 4420 Postcolonial Literature & Theory (3)
ENGL 4430 British Modernism (3)
ENGL 4440 Literature of the Caribbean (3)
ENGL 4450 Special Topics in Literature (3)
ENGL 4998 Spiritual Formation & Creativity
ENGL 5023 Eastern Mediterranean Literature (3) *[China = BIBL 5107]*

EPSF 2112 Educational Psychology (3) *(Florida only)*

EPSY 2112 Educational Psychology (3)
EPSY 5440 Statistics (3)
EPSY 5450 Research Design (3)

ESED 2100 Foundations in Linguistics (3)
ESED 3133 English as a Second Language Methods & Materials for Teacher Education (3)
ESED 4133 Special Topics in K-12 ESL Education (3)
ESED 5527 Student Teaching: English as a Second Language (6)

EXSC 3210 Applied Exercise Anatomy & Physiology (3)

FAMS 1100 Interpersonal & Family Relationships (3)
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 4101 Ethics & Professional Practice (3)
FAMS 4210 Family Life Education Methodology (3)
FAMS 4914 Internship (3)
FAMS 4915 Advanced Internship (3)

FEDF 1031 Field Experience: Observations (0.5) *(Florida only)*
FEDF 2022 Field Experience: Tutoring (0.5) *(Florida only)*
FEDF 3312 Field Experience: General (0.5) *(Florida only)*
FEDF 3516 Reading Lab (0.5) *(Florida only)*
FEDF 4004 Practicum: ESOL (0.5) *(Florida only)*
FEDF 4061 Practicum: ESE (0.5) *(Florida only)*
FEDF 4601 Internship I: Elementary Education (0.5) *(Florida only)*
FEDF 4612 Internship II: Elementary Education (12) *(Florida only)*

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 2222 Field Experience: Early Childhood Learning Center (0.5)
FLED 2452 Field Experience: Middle School Physical Education & Sports (0.5)
FLED 2522 Field Experience: English as a Second Language Grades 6-12 (0.5)
FLED 3310 Field Experience: Team Teaching (0.5)
FLED 3311 Field Experience: Team Teaching (0.5)
FLED 3312 Field Experience: General (0.5)
FLED 3314 Practicum: Day in School (0.5)
FLED 3401 Practicum: School Music Program Elementary (0.5)
FLED 3513 Practicum: Christian School (0.5)
FLED 4001 Practicum: School Music Program Secondary (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 4061 Practicum: Exceptional Students (0.5)
FLED 4101: Practicum: Inclusion (0.5)
FLED 4124 Senior Practicum (0.5)
FLED 4208 Practicum: Public Preschool (0.5)
FLED 4410 Practicum: Physical Education (0.5)
FLED 4440 Practicum: Coaching (0.5)

FREN 2100 French I (3)
FREN 2200 French II (3)
FREN 3200 French III (3)
FREN 3210 French IV (3)

GREK 2100 Elementary Greek I (3)
GREK 2200 Elementary Greek II (3)

GREK 3200 Intermediate Greek I (3)
GREK 3210 Intermediate Greek II (3)
GREK5553 Greek A (3)
GREK5563 Greek B (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)
HEBR 5543 Hebrew A (3)
HEBR 5553 Hebrew B (3)

HIST 1100 World Civilizations I (3)
HIST 1200 World Civilizations II (3)
HIST 1210 Early Hebrew History (3) *[China—History of Israel]*
HIST 2100 American History I (3)
HIST 2123 History of Christianity (3)
HIST 2200 American History II (3)
HIST 2210 The Historian's Craft: Introduction to Historiography (3)
HIST 3081 History & Archaeology of Ancient Egypt (3)
HIST 3100 Introduction to Public History (3)
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 & Religion in American History (3)
HIST 3320 History of Ancient Graeco-Roman Society (3)
HIST 4110 Topics in American History to 1815 (3)
HIST 4120 Topics in 19th Century American History to 1877 (3)
HIST 4130 Topics in American History 1877-1945 (3)
HIST 4140 Topics in American History since World War II (3)
HIST 4200 History of the Restoration Movement (3)
HIST 4220 History of Christian Spiritual Formation (3)
HIST 4340 History & Cultures of Africa (3)
HIST 4400 History Senior Project/Internship (3)
HIST 5033 Early Hebrew History (3) [*China*]

HLED 5116 Test, Measurement & Assessment (3)
HLED 5215 Brain-Based Learning (3)
HLED 5225 Curriculum & Diversity (3)
HLED 5605 STEM Beyond the Classroom (3)

HLSC 2103 Health & Fitness Science (3)

HONR 2002 Honors Chapel (0.5)
HONR 4200 Senior Project Honors (3)

HSVC 2100 Interviewing & Counseling Skills (3)
HSVC 2103 Substance Abuse & Addictions (3)

HUMN 1100 Freshman Cornerstone Experience (3)
HUMN 1101 Introduction to Service (3) *[China = HUMN 1100]*
HUMN 1102 Online Cornerstone Experience (3)
HUMN 1201 Freshman Cornerstone Seminar (1)
HUMN 1501 Service-Learning & Discipleship (1)
HUMN 1601 Multicultural Experience (1)
HUMN 2100 Introduction to the Humanities (3)
HUMN 2110 Great Books I (1)
HUMN 2202 Multicultural Experience (2)
HUMN 2203 Multicultural Experience (3)
HUMN 3100 Humanities I: Classical Antiquity (3)
HUMN 3110 Great Books II (1)
HUMN 3113 Theology in Film (3)
HUMN 3201 Transfer Cornerstone Seminar (1)
HUMN 3203 Spiritual Formation (3)
HUMN 3303 Introduction to Unity and Reconciliation Studies (3)
HUMN 3400 Humanities II: Early Christianity & Medieval World (3)
HUMN 3500 Literature and Theology of Race (3)
HUMN 4100 Humanities III: Renaissance to the Enlightenment (3)
HUMN 4103 Advanced Film in Theological Context (3)
HUMN 4110 Great Books III (1)
HUMN 4200 Senior Capstone Seminar (3)
HUMN 4400 Humanities IV: 19th to 21st Centuries (3)
HUMN 4410 Great Books IV (1)

ICAL 4302 Principles of Articulatory & Acoustic Phonetics (3) *[Dallas International University]*
ICAL 4333 Principles of Phonological Analysis (3) *[Dallas International University]*
ICAL 4410 Principles of Grammatical Analysis I (2) *[Dallas International University]*
ICAL 4422 Principles of Grammatical Analysis II (2) *[Dallas International University]*

ICCC 5131 Foundations of Intercultural Studies (3)
ICCC 5232 Applied Anthropology (3)
ICCC 5234 Global Philosophy and Religion (3)
ICCC 6031 Dynamics of Cross-Cultural Growth (3)
ICCC 6301 Micro-Finance for Development (3)
ICCC 6337 Innovation of Transformation (3)

ICCH 3521 Global Community Health Internship Preparation (1)
ICCH 3522 Global Community Health Internship (1)
ICCH 3523 Global Community Health Internship Assessment (1)

ICCM 3521 Cross-Cultural Media Communication Internship Preparation (1)

ICCM 3522 Cross-Cultural Media Communication Internship (1)
ICCM 3523 Cross-Cultural Media Communication Internship Assessment (1)

ICCS 3200 Culture, Art & Science in China (3)
ICCS 3360 Religion & Philosophy in China (3)
ICCS 3521 Chinese Studies Internship Preparation (1)
ICCS 3522 Chinese Studies Internship (1)
ICCS 3523 Chinese Studies Internship Assessment (1)
ICCS 4710 History of Modern China (3)
ICCS 4720 Special Topics in Chinese Studies (3)

ICEL 2015 Teaching Cross-Culturally (3)
ICEL 2100 Foundations in Linguistics (3)
ICEL 2203 Structure of the English Language (3)
ICEL 3360 English as a Second Language/English as a Foreign Language Methods & Materials (3)
ICEL 3521 English as a Second Language/English as a Foreign Language Internship Preparation (1)
ICEL 3522 English as a Second Language/English as a Foreign Language Internship (1)
ICEL 3523 English as a Second Language/English as a Foreign Language Internship Assessment (1)
ICEL 4700 Topics in English as a Second Language/English as a Foreign Language Instruction (3)

ICIS 2310 Islam: History, Beliefs, and Practices (3)
ICIS 3115 Modern Middle East (3)

ICLA 2200 History & Cultures of Latin America (3)
ICLA 3300 Religions of Latin America (3)
ICLA 3521 Latin American & Latino Studies Internship Preparation (1)
ICLA 3522 Latin American & Latino Studies Internship (1)
ICLA 3523 Latin American & Latino Studies Internship Assessment (1)
ICLA 4710 Mission Strategies in Latin America (3)

ICLD 4350 Language & Society (3) *[Dallas International University]*
ICLD 4505 Second Language & Culture Acquisition (5) *[Dallas International University]*

ICLI 2610 Phonetics & Phonology (3)
ICLI 3410 Grammatical Analysis (3)
ICLI 3521 Linguistics Internship Preparation (1)
ICLI 3522 Linguistics Internship (1)
ICLI 3523 Linguistics Internship Assessment (1)
ICLI 4410 Sociolinguistics (3)
ICLI 5810 Translation Linguistics (3)
ICLI 5813 Language Analysis (3)
ICLI 5823 Use & Distribution of Cross-Cultural Literature (3)
ICLI 6210 Semantics, Pragmatics & Discourse (3)
ICLI 6410 Translation Models & Methods (3)

ICLI 6610 Translation Process (3)
ICLI 6703 Translation Consulting (3)
ICLI 6723 Mentored Consulting (3)

ICME 3360 Introduction to Arabic Language & Middle Eastern Cultures (3)
ICME 3521 Middle Eastern Studies Internship Preparation (1)
ICME 3522 Middle Eastern Studies Internship (1)
ICME 3523 Middle Eastern Studies Internship Assessment (1)
ICME 4710 Faith Communities in Middle Eastern Contexts (3)

ICMI 3521 Cross-Cultural Internship Preparation (1)
ICMI 3522 Cross-Cultural Internship (1)
ICMI 3523 Cross-Cultural Internship Assessment (1)
ICMI 4600 Living & Working Cross-Culturally (3)
ICMI 4720 Church Planting & Discipleship (3)

ICRU 2232 Foundations of Ministering Cross-Culturally (in Russian) (3)
ICRU 3136 Introduction to Linguistics (in Russian) (3)
ICRU 3237 Second Language & Culture Acquisition (in Russian) (3)
ICRU 3235 Missiological Anthropology (in Russian) (3)
ICRU 4109 Missional Theology (in Russian) (3)
ICRU 4412 Area Studies (in Russian) (3)

ICST 2131 Missiology (3)
ICST 2133 Intercultural Communication (3)
ICST 2233 Foundations of Working Cross-Culturally (3)
ICST 3001 Urban Plunge & Lab: Fall (0.5)
ICST 3002 Urban Plunge & Lab: Spring (0.5)
ICST 3013 History of the Expansion of Christianity (3)
ICST 3100 Survey of World Religions (3)
ICST 3134 Cross-Cultural Church Planting & Growth (3)
ICST 3136 Introduction to Linguistics (3)
ICST 3237 Second Language & Culture Acquisition (3)
ICST 3338 International Community Development (3)
ICST 4109 Mission Theology (3)
ICST 4311 The Gospel & Culture (3)
ICST 4413 Intercultural Studies Practicum (3)
ICST 4415 Understanding the Muslim World (3)
ICST 4416 Animism (3)
ICST 5011 Intercultural Studies Orientation (0)
ICST 5131 Missiology (3)
ICST 5133 Cross-Cultural Leadership, Leadership Empowerment & Team Dynamics (3)
ICST 5135 Second Language & Culture Acquisition (3)
ICST 5232 Missiological Anthropology (3)
ICST 5234 Mission Theology (3)
ICST 5310 Seek the Peace of the City (3)

ICST 5331 International Community Development (3)
ICST 5332 Developing Countries in Light of Macro-Economics (3)
ICST 5333 Initiating Transformational Communities (3)
ICST 5339 Cross-Cultural Church Planting & Growth (3)
ICST 5431 Critical Introduction to the Old Testament Translation (3)
ICST 5433 Critical Introduction to the New Testament Translation (3)
ICST 6031 Missionary Formation (3)
ICST 6033 Living and Working in the Muslim World (3)
ICST 6103 Animism and Folk Religions (3)
ICST 6210 Poverty in Biblical Perspective (3)
ICST 6301 Micro-Finance for Mission (3)
ICST 6302 Sustainable Development (3)
ICST 6304 Social Justice & Culture (3)
ICST 6305 Disaster Relief & Recovery (3)
ICST 6306 Social Entrepreneurship (3)
ICST 6337 The Gospel & Change Theory (3)
ICST 6433 Intercultural Studies Integrative Project (3)

ICUR 2100 Dynamics of the City (3)
ICUR 2200 Faith & the City (3)
ICUR 3360 Urban Anthropology (3)
ICUR 3513 Engage Orlando I (3)
ICUR 3514 Engage Orlando II (3)
ICUR 3521 Urban Internship Preparation (1)
ICUR 3522 Urban Internship (1)
ICUR 3523 Urban Internship Assessment (1)
ICUR 4600 Urban Strategies (3)

JASC 0101 Skills for Academic Success (0)

LDRS 5013 Leadership (3)
LDRS 6013 Leadership Communication (3)
LDRS 6023 Leadership & Team Building (3)
LDRS 6033 Organizational Leadership (3)
LDRS 6113 Project Design Management (3)
LDRS 6123 Capstone Project: Leadership (3)

MART 1013 Introduction to Visual Art & Design (3)
MART 2013 History of Media Arts I (3)
MART 2023 History of Media Arts II (3)
MART 2033 Introduction to Animation (3)
MART 2043 3D Animation (3)
MART 2053 Foundational Graphic Arts and Design I (3)
MART 2063 Foundational Graphic Arts and Design II (3)
MART 3013 Advanced Animation (3)
MART 3023 Typography (3)

MART 3033 Graphic Arts & Design Processes (3)
MART 3043 Advanced Graphic Arts (3)
MART 4603 Media Arts Internship (3)
MART 4999 Media Arts Integrated Project (3)

MATH 0101 Academic Support Algebra (1)
MATH 1100 Introduction to Mathematics (2)
MATH 2100 Quantitative Literacy (3)
MATH 2110 Mathematics Concepts (3)
MATH 2200 College Algebra (3)

MGMT 3013 Principles of Management (3)
MGMT 3023 Current Topics in Management (3)
MGMT 3033 Entrepreneurship & Small Business Management (3)
MGMT 4013 Operations Management (3)
MGMT 4023 Management Science (3)
MGMT 4033 Human Resource Management (3)
MGMT 4043 Negotiation and Conflict Resolution (3)
MGMT 4103 New Venture Creation (3)
MGMT 4203 Entrepreneurial Finance (3)
MGMT 4303 Entrepreneurship Growth Strategies (3)
MGMT 6013 Strategic Human Resource Management (3)
MGMT 6113 Project Design Management (3)
MGMT 6123 Capstone Project: Management (3)
MGMT 6213 Advanced Corporate Finance (3)

MKTG 3013 Marketing (3)
MKTG 3023 Professional Selling (3)
MKTG 3033 Promotion Strategy (3)
MKTG 3043 Sales Management (3)
MKTG 4013 Consumer Behavior (3)
MKTG 4023 Marketing Research (3)

MUAP 1010 Campus Choir (1)
MUAP 1310 Voice I (1)
MUAP 1320 Voice II (1)
MUAP 1330 Advanced Voice I (2)
MUAP 1340 Advanced Voice II (2)
MUAP 1410 Piano I (1)
MUAP 1420 Piano II (1)
MUAP 1430 Advanced Piano I (2)
MUAP 1440 Advanced Piano II (2)
MUAP 1510 Guitar I (1)
MUAP 1520 Guitar II (1)
MUAP 1530 Advanced Guitar I (2)
MUAP 1540 Advanced Guitar II (2)

MUAP 1720 Band: Concert & Big Band Ensemble (1)
MUAP 1925 New Creation Ensemble (1)
MUAP 2000 University Choir (1)
MUAP 2310 Voice III (1)
MUAP 2320 Voice IV (1)
MUAP 2330 Advanced Voice III (2)
MUAP 2340 Advanced Voice IV (2)
MUAP 2410 Piano III (1)
MUAP 2420 Piano IV (1)
MUAP 2430 Advanced Piano III (2)
MUAP 2440 Advanced Piano IV (2)
MUAP 2510 Guitar III (1)
MUAP 2520 Guitar IV (1)
MUAP 2530 Advanced Guitar III (2)
MUAP 2540 Advanced Guitar IV (2)
MUAP 2600 Vox Royale (1)
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 3410 Piano V (1)
MUAP 3420 Piano VI (1)
MUAP 3430 Advanced Piano V (2)
MUAP 3440 Advanced Piano VI (2)
MUAP 3510 Guitar V (1)
MUAP 3520 Guitar VI (1)
MUAP 3530 Advanced Guitar V (2)
MUAP 3540 Advanced Guitar VI (2)
MUAP 4000 Senior Recital (1)
MUAP 4100 Senior Recital (0)
MUAP 4310 Voice VII (1)
MUAP 4320 Voice VIII (1)
MUAP 4330 Advanced Voice VII (2)
MUAP 4340 Advanced Voice VIII (2)
MUAP 4410 Piano VII (1)
MUAP 4420 Piano VIII (1)
MUAP 4430 Advanced Piano VII (2)
MUAP 4440 Advanced Piano VIII (2)
MUAP 4510 Guitar VII (1)
MUAP 4520 Guitar VIII (1)
MUAP 4530 Advanced Guitar VII (2)
MUAP 4540 Advanced Guitar VIII (2)

MUED 2100 Introduction to Music Technology (1)
MUED 3320 Vocal Pedagogy I (3)
MUED 3323 Vocal Choral Pedagogy (3)

MUED 3520 Instrumental Methods (3)
MUED 4110 Methods for Teaching Music in Elementary School (3)
MUED 4220 Methods for Teaching Music in Secondary School (3)
MUED 4450 Piano Pedagogy (3)

MUSC 1100 Musicianship Skills (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 2013 History of Rock (3)
MUSC 2100 Music Appreciation (3)
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 3110 Music History & Literature I (3)
MUSC 3210 Music History & Literature II (3)
MUSC 3233 Choral Conducting (2)
MUSC 3243 Advanced Conducting (2)
MUSC 3300 Entrepreneurship in Music (3)
MUSC 3313 Conducting I (3)
MUSC 3420 Conducting II (3)
MUSC 4220 Arranging & Orchestration (3)
MUSC 4501 Music Internship Fall (1.5)
MUSC 4502 Music Internship Spring (1.5)
MUSC 4503 Music Internship (3)

NPMG 2010 Introduction to the Nonprofit Sector (3)
NPMG 3020 Nonprofit Fundraising & Development (3)
NPMG 4113 Nonprofit Governance and Leadership (3)
NPMG 4333 Nonprofit Internship (3)
NPMG 6123 Capstone Project: Nonprofit Management (3)
NPMG 6303 The Nonprofit Sector (3)
NPGM 6306 Social Entrepreneurship (3)
NPMG 6323 Nonprofit Resource Development (3)
NPMG 6333 Project Design Management (3)

ORCC 1000 Online Readiness Certification Course (0)

PBHL 2100 Introduction to Public Health (3)
PBHL 2204 Anatomy & Human Body Systems with Lab (4)
PBHL 3110 Introduction to the Study of Disease (3)
PBHL 3130 Health Program Planning & Evaluation (3)

PBHL 3140 Health Instructional Methods for Schools & Communities (3)
PBHL 3200 Nutrition (3)
PBHL 3210 Epidemiology (3)
PBHL 3230 Global & Environmental Health Perspectives (3)
PBHL 4100 Health Policy, Faith & Ethics (3)
PBHL 4110 Drugs & Society (3)
PBHL 4120 Public Health Administration (3)
PBHL 4200 Seminar for Public Health Extended Internship (1)
PBHL 4210 Public Health Internship (3)
PBHL 4230 Public Health Extended Internship (6)

PHED 5400 Student Teaching: Physical Education (6)

PHIL 2100 Philosophical Inquiry & Critical Thinking (3)
PHIL 2110 Philosophy of Religion (3)
PHIL 4210 Applied Ethics (3)
PHIL 5200 Confucius & Wisdom Literature (3)

PRMN 1000 Service Learning (0)
PRMN 1300 Chapel (0.3)
PRMN 1400 Chapel (0.4)
PRMN 1500 Chapel (0.5)

PSYC 2013 Statistics (3)
PSYC 2100 Introduction to Psychology (3)
PSYC 2200 Social Psychology (3)
PSYC 2300 Social Science Research & Writing (3)
PSYC 3003 Organizational Behavior (3)
PSYC 3013 Research Methods & Design (3)
PSYC 3100 Abnormal Psychology (3)
PSYC 3210 Theories of Counseling & Psychotherapy (3)
PSYC 3510 Understanding Diversity in Human Services (3)
PSYC 3803 Special Topics (3)
PSYC 4101 Ethics & Professional Practice (3)
PSYC 4303 Conflict and Communication (3)
PSYC 4914 Internship (3)
PSYC 4915 Advanced Internship (3)
PSYC 4951 Counseling Lab (3)
PSYC 5013 Testing, Assessment & Evaluation (3)
PSYC 5123 Ethical and Legal Issues (3)
PSYC 5223 Recruitment, Placement and Selection (3)
PSYC 6013 Advanced Applied Statistics (3)
PSYC 6023 Leadership & Team Building
PSYC 6033 Organizational Leadership

RELS 2200 Cults, Sects & New Religions (3)

RELS 3100 Christian Apologetics (3)
RELS 3110 Apologetics I: Foundations for Defending Theism (3)
RELS 3120 Apologetics II: Evidence for Christian Theism (3)
RELS 3260 History & Theology of Judaism (3)
RELS 3300 History of the Bible (Text, Canon and Versions) (3)
RELS 3310 C.S. Lewis: Life and Non-fiction Apologetics (3)
RELS 4100 Studies in Christian Apologetics (3)
RELS 4110 Ancient Near Eastern Religions (3)
RELS 4120 Religions of Ancient Greece & Rome (3)
RELS 4200 Religious Studies Internship (3)

SCED 5012 Introduction to Secondary Education (3)
SCED 5014 Reading in the Content Area (3)
SCED 5023 Topics & Trends in Secondary Education (3)
SCED 5120 Teaching English (3)
SCED 5122 Teaching History (3)
SCED 5124 Teaching Economics (3)
SCED 5125 Teaching Biology (3)
SCED 5126 Teaching World Languages PreK-12 (3)
SCED 5130 Teaching Chemistry (3)
SCED 5134 Teaching Mathematics (3)
SCED 5136 Teaching Psychology (3)
SCED 5200 Student Teaching: Secondary Education (6)

SCIN 3100 Biological Science with Lab (4)
SCIN 3200 Science Concepts & Methods with Lab (4)
SCIN 3201 Science Concepts & Methods Lab (1)
SCIN 3203 Science Concepts & Methods (3)
SCIN 3220 Introduction to Meteorology (3)
SCIN 3300 Animal Biology with Lab (4)
SCIN 3301 Animal Biology Lab (1)
SCIN 3303 Animal Biology (3)
SCIN 3400 Plant Biology with Lab (4)
SCIN 3401 Plant Biology Lab (1)
SCIN 3403 Plant Biology (3)
SCIN 3501 Water Science & Human Thriving Lab (1)
SCIN 3503 Water Science & Human Thriving (3)
SCIN 3601 Biodiversity Lab (1)
SCIN 3603 Biodiversity: Concepts and Methods (3)
SCIN 4013 Ecology (3)

SFFS 3013 Motor Learning (3)
SFFS 3023 Essentials of Strength Training & Conditioning (3)
SFFS 3033 Health & Fitness Testing, Evaluation & Prescription (3)

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 1151 Women's Volleyball: Varsity (1)
SFIT 1161 Women's Soccer: Varsity (1)
SFIT 1171 Men's Soccer: Varsity (1)
SFIT 1181 Cross-Country: Varsity (1)
SFIT 1191 Women's Basketball: Varsity (1)
SFIT 1201 Men's Basketball: Varsity (1)
SFIT 1211 Men's Baseball: Varsity (1)
SFIT 1221 Tennis: Varsity (1)
SFIT 1231 Golf: Varsity (1)
SFIT 1241 Cheerleading: Varsity (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)
SFIT 2013 Kinesiology (3)
SFIT 2023 Sport & Exercise Psychology (3)
SFIT 3031 Internship Orientation (1)
SFIT 3013 Sports Ministry Models (3)
SFIT 4013 Legal, Ethical & Professional Standards for Sports Professionals (3)
SFIT 4033 Sport & Fitness Internship (3)

SFPE 3013 Introduction to Coaching (3)
SFPE 3023 Physical Education Methods (3)
SFPE 4013 Physical Education Programming for Special Populations (3)

SFSA 3013 Organization & Administration of Athletic Programs (3)
SFSA 4013 Principles of Sport Marketing (3)

SPAN 2100 Spanish I (3)
SPAN 2200 Spanish II (3)
SPAN 3200 Spanish III (3)

SPAN 3210 Spanish IV (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 3333 Assessment & Diagnosis of Persons with Disabilities (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)

SPSY 1100 Interpersonal & Family Relationships (3)

THEO 2100 Fundamentals of Christian Faith (3)
THEO 3101 Eschatology of the New Testament (3)
THEO 3102 Theology & Human Sexuality (3)
THEO 3103 Biblical Faith & Modern Science (3)
THEO 3104 New Testament Christology (3)
THEO 3105 Biblical Perspectives on the Holy Spirit (3)
THEO 3106 Topics in Theology (3)
THEO 3107 Contemporary Theology (3)
THEO 3108 Theology & Philosophy of the Skeptic (3)
THEO 3109 Christianity & Contemporary Life (3)
THEO 3110 Religious Cultism (3)
THEO 3111 Spiritual Formation (3)
THEO 3112 Biblical Interpretation Across Cultures (3)
THEO 3113 Theology in Film (3)
THEO 3114 Current Hermeneutical Issues in New Testament Studies (3)
THEO 3115 Theology of the Trinity (3)
THEO 3116 Issues in Christian Apologetics (3)
THEO 3120 Theological & Biblical Foundations of Christian Worship (3)
THEO 3121 History of Christian Worship (3)
THEO 3123 Women in the Bible (3)
THEO 3201 World Christian History 1 (100-600) (3)
THEO 3211 World Christian History 2 (600-1600) (3)
THEO 3231 World Christian History 3 (1600-Present) (3)
THEO 3410 19th Century Russian Writers (3)
THEO 3420 20th Century British Writers: The Inklings (3)
THEO 4101 Advanced Theological Seminar (3)
THEO 4102 Christian Literature after the New Testament (3)
THEO 5000 Fundamental Theology: Father, Son and Spirit (3)
THEO 5100 Beyond Christ and Culture: Rethinking the Church and Contemporary Society (3)

WORS 1000 Worship Ministry Orientation (1)
WORS 2000 Chapel Worship Leadership Team (1)
WORS 3013 The Art & Theology of Songwriting (3)

WORS 3023 Songwriting & Composition (3)
WORS 3110 Worship Leadership and Ministry (3)
WORS 3120 Worship Ensemble Leadership (3)
WORS 3130 Introduction to Worship Technology and Production (3)
WORS 3230 Worship Technology and Production Practicum (3)
WORS 4110 The Arts in Christian Worship (3)
WORS 4400 Worship Ministry Internship (3)
WORS 4999 Integrative Project (1)