



ACADEMIC CATALOG

2015-2016

Effective July 1, 2015 – June 30, 2016

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Dr. Gary E. Weedman, Johnson University President

The choice of a college or university, for most people, sets the course of their lives for years to come. So, as you consider Johnson University as your choice, remember:

- Our purpose is to prepare men and women for leadership in some avenue of Christian service. Elsewhere in the *Catalog* you can find those specific vocational choices. They include congregational ministry, counseling, intercultural studies, management of nonprofit organizations, media, music, teacher education, and several other vocations as well.
- A unique part of our ethos is that we live in community. We believe that developing character in community is an essential part of preparing to be leaders.
- We work at keeping the cost of our education low. We work to accommodate students with various financial resources.
- We are expanding our delivery systems for education to include online and hybrid (both online and face-to-face) courses, as well as the traditional classroom setting.
- We have a strong general education program common to all students that includes the arts, humanities, and sciences, just like your friends who attend public universities. We also put a strong emphasis on the study of the Bible, also common to all students. And then you can choose from over 60 areas of study that lead to strategic vocations that “extend the kingdom of God among all nations.”
- We have modern, up-to-date campuses that include residence halls, high-tech classrooms, computing, and media access.
- We value our heritage from the 19th and 20th centuries, but our vision is for the 21st century.
- We hope that what we are and what we have is what you want in your educational training.

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 as preachers, youth ministers, music and worship ministers, missionaries, college presidents, professors, school teachers, doctors, lawyers, statesmen, business executives, and in other capacities 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 to Present. 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. Johnson University's Board of Trustees unanimously selected him as President in 2007. President Emeritus, David Eubanks, extended his unqualified support, saying: "Gary is one of our own. He loves Johnson University and is committed to her heritage and mission. I believe that our trustees were led of the Lord in his selection."

Gary's wife, Janis Morgan Weedman, is also a Johnson University graduate. She is the daughter of Russell and Jean Morgan, who served at the University for over 25 years. Janis' love of Johnson University and commitment to its mission strengthen her service as first lady.

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.

In 2011 Dr. Weedman led the effort to rename the institution “Johnson University” and restate 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 has developed many new academic offerings, including the University’s first doctoral program.

Johnson University Florida. In 2013 Florida Christian College (FCC) joined forces with Johnson University, becoming the “Johnson University Florida” branch campus in Kissimmee. Operating under the motto “Strong in the Scriptures,” FCC made a significant kingdom impact in Florida and around the world for four decades. Highlights include:

- After many months of prayer and planning, 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. During those years Central Florida Bible College received its original license from the Florida State Board of Independent Colleges and Universities. In the fall of 1979, the Clifford Chapman family in Kissimmee donated a forty-acre tract of land for campus development. A unique feature of the program during those early years was a senior trip to the Holy Land. Twenty-four seniors received diplomas in the first commencement of June 1980.
- 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.
- Dr. A. Wayne Lowen was inaugurated in 1987 and served as the third President.
- On August 24, 2002, Harold Armstrong was inaugurated as the fourth chief executive officer of Florida Christian College, and served until May 2009.
- Mr. William K. Behrman was inaugurated as the fifth President of Florida Christian College on October 1, 2010, and served until May 2013.
- On July 1, 2013, Florida Christian College became part of the Johnson University system as a branch campus under the name “Johnson University Florida.”

Mission Statement

*Johnson 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 21st 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 ministry and the priority of preaching
- 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 validity of the Restoration Plea and the significance of the Johnson University heritage

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:

- There is one true God of the Old and New Testaments.
- All the scriptures of the Old and New Testaments are inspired, and if one believes and obeys Jesus Christ, such faith and obedience will bring the remission of sins and eternal redemption hereafter.
- Jesus is the Christ, the Son of God, born of the Virgin Mary, without the interposition of man, and He is in the all-inclusive sense, our Savior, Prophet, Priest and King.
- Jesus died on the cross for the whole human race and for all ages, and His blood cleanses from all sins, on the conditions laid down in the New Testament.
- Jesus was buried in the grave, and He came from the grave alive in the body in which He was buried, triumphant over death and the grave.
- Jesus gave the Great Commission to the Apostles (Matthew 28:18-20; Mark 16:14-16; Luke 23:45-47; John 20:22-23; Acts 1:8) to embrace all nations and all ages to the end of time.
- Jesus Christ sent the Holy Spirit down from Heaven to the Apostles through whom the Gospel was unfolded, and men and women are saved according to the conditions laid down and on record in the book of Acts.
- Faith, repentance, confession of faith in Jesus and baptism (immersion) and prayer are for the remission of past sins, and faith, repentance and confession of sins and prayer are for the remission of the erring Christian’s sins (Acts 8:22).
- The basis of the Restoration Plea handed down to us by the fathers and the basis of the union of Christendom are found in the New Testament.
- Jesus Christ will come at the end of the world and will judge all men and all ages according to that which is written in the Sacred Scriptures.

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 *red* 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 also Boggy Creek Road. Continue about 3 miles, passing Buenaventura Lakes Blvd and Lakeside Drive. As you approach the third traffic light, bear right onto (again) Boggy Creek Road. Continue about ½ mile on Boggy Creek 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 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 left onto Bill Beck Blvd. Continue about ½ mile and turn 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 left onto Bill Beck Blvd. Continue about ½ mile and turn 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 limited coursework for the M.A. in Educational Technology at three 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

Johnson University offers coursework related to the B.A./B.S. in Strategic Ministry and Master of Strategic Ministry in the Phoenix area on the campus of:

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

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.”
- 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 master's or doctoral 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.

2015-2016 Academic Calendars. The 2015-2016 academic calendars for the Tennessee Campus, Florida Campus, and Online and Non-Traditional 7-Week Programs appear below:

| JOHNSON UNIVERSITY TENNESSEE ACADEMIC CALENDAR Traditional On-Ground Programs | |
|--|---------------------|
| Fall Term 2015 (August 24 – December 20) | |
| Classes Begin | Aug. 24 |
| Last Day to Add/Drop Course without Notation | Aug. 28 |
| Labor Day (no classes) | Sept. 7 |
| SGA All Student Community Service Day (no classes) | Sept. 30 |
| Summer Internship Grades Due | Sept. 30 |
| Midterm Examinations Week | Oct. 12-16 |
| Deadline to Complete “Intent to Graduate April 2016” Form | Oct. 15 |
| Midterm Grades Due | Oct. 21, 12:00 p.m. |
| Fall Break (no classes) | Oct. 22-23 |
| Last Day to Withdraw from Course | Oct. 30 |
| Spring Term 2016 Registration | Nov. 9-13 |
| Thanksgiving Break (no classes) | Nov. 21-29 |
| Final Examinations | Dec. 14-17 |
| Fall Term Ends | Dec. 20 |
| Final Grades Due | Dec. 24, 12:00 p.m. |

| Spring Term 2016 (January 11 – May 6) | |
|---|---------------------|
| Classes Begin | Jan. 11 |
| Last Day to Add/Drop Course without Notation | Jan. 15 |
| Martin Luther King, Jr. Day (no classes) | Jan. 18 |
| Homecoming and Preaching Rally (no classes 6 pm Feb. 23-25) | Feb. 23-25 |
| Midterm Examinations | Mar. 8-11 |
| Midterm Grades Due | Mar. 16, 12:00 p.m. |
| Last Day to Withdraw from Course | Mar. 18 |
| Week of Evangelism and Christian Service (no classes) | Mar. 19-27 |
| Summer Term 2016 Registration | Mar. 21-25 |
| Fall Term 2016 Registration | Apr. 4-8 |
| Founders' Day Chapel (no classes) | Apr. 21, 9:00 a.m. |
| Senior Grades Due | Apr. 27, 12:00 p.m. |
| Spring Commencement | Apr. 29, 7:00 p.m. |
| Final Examinations (underclassmen) | May 2-5 |
| Spring Term Ends | May 6 |
| Final Grades Due | May 16, 5:00 p.m. |

| JOHNSON UNIVERSITY FLORIDA ACADEMIC CALENDAR Traditional On-Ground Programs | |
|--|---------------------|
| Fall Term 2015 (August 24 – December 20) | |
| Classes Begin | Aug. 24 |
| Last Day to Add/Drop Course without Notation | Aug. 28 |
| Labor Day (no classes) | Sept. 7 |
| Summer Internship Grades Due | Sept. 30 |
| Midterm Examinations | Oct. 12-16 |
| Deadline to Complete "Intent to Graduate May 2016" Form | Oct. 15 |
| Midterm Grades Due | Oct. 21, 12:00 p.m. |
| Fall Break (no classes) | Oct. 22-23 |
| Last Day to Withdraw from Course | Oct. 30 |

| | |
|--|---------------------|
| Spring Term 2016 Registration | Nov. 9-13 |
| Thanksgiving Break (no classes) | Nov. 21-29 |
| Final Examinations | Dec. 14-17 |
| Fall Term Ends | Dec. 20 |
| Final Grades Due | Dec. 24, 12:00 p.m. |
| Spring Term 2016 (January 11 – May 6) | |
| Classes Begin | Jan. 11 |
| Last Day to Add/Drop Course without Notation | Jan. 15 |
| Martin Luther King, Jr. Day (no classes) | Jan. 18 |
| Midterm Examinations | Mar. 8-11 |
| Midterm Grades Due | Mar. 16, 12:00 p.m. |
| Last Day to Withdraw from Course | Mar. 18 |
| Spring Break (no classes) | Mar. 19-27 |
| Summer Term 2016 Registration | Mar. 21-25 |
| Fall Term 2016 Registration | Apr. 4-8 |
| Final Examinations | May 2-5 |
| Senior Grades Due | May 3, 12:00 p.m. |
| Commencement | May 6, 7:00 p.m. |
| Spring Term Ends | May 6 |
| Final Grades Due | May 16, 5:00 p.m. |

| JOHNSON UNIVERSITY NON-TRADITIONAL ACADEMIC CALENDAR 7-Week Online, Adult Studies, and Graduate Programs | |
|---|--------------------|
| Summer Term 2015 (May 4 - August 23) | |
| <i>Summer Session 1 (May 4 – June 28)</i> | |
| Courses Begin | May 4 |
| Last Day to Add/Drop Course without Notation | May 6 |
| Last Day to Withdraw from Course | June 5 |
| Summer Session 1 Ends | June 28 |
| Final Grades Due | July 1, 12:00 p.m. |

| <i>Summer Session 2 (June 29 – August 23)</i> | |
|---|---------------------|
| Courses Begin | June 29 |
| Last Day to Add/Drop Course without Notation | July 1 |
| Last Day to Withdraw from Course | July 31 |
| Summer Session 2 Ends | Aug. 23 |
| Final Grades Due | Aug. 26, 12:00 p.m. |
| Fall Term 2015 (August 24 – December 20) | |
| <i>Fall Session 1 (August 24 – October 18)</i> | |
| Courses Begin | Aug. 24 |
| Last Day to Add/Drop Course without Notation | Aug. 26 |
| Last Day to Withdraw from Course | Sept. 25 |
| Fall Session 1 Ends | Oct. 18 |
| Final Grades Due | Oct. 21, 12:00 p.m. |
| Spring Term 2016 Registration | Nov. 2-6 |
| <i>Fall Session 2 (October 19 – December 20)</i> | |
| Courses Begin | Oct. 19 |
| Last Day to Add/Drop Course without Notation | Oct. 21 |
| Last Day to Withdraw from Course | Nov. 20 |
| Fall Session 2 Ends | Dec. 20 |
| Final Grades Due | Dec. 24, 12:00 p.m. |
| Spring Term 2016 (January 11 – May 6) | |
| <i>Spring Session 1 (January 11 – March 6)</i> | |
| Courses Begin | Jan. 11 |
| Last Day to Add/Drop Course without Notation | Jan. 13 |
| Last Day to Withdraw from Course | Feb. 12 |
| Spring Session 1 Ends | Mar. 6 |
| Final Grades Due | Mar. 9, 12:00 p.m. |
| <i>Spring Session 2 (March 7 – May 6)</i> | |
| Courses Begin | Mar. 7 |
| Last Day to Add/Drop Course without Notation | Mar. 9 |
| Summer Term 2016 Registration | Mar. 21-25 |

| | |
|---|---------------------|
| Fall Term 2016 Registration | Apr. 4-8 |
| Last Day to Withdraw from Course | Apr. 15 |
| Spring Session 2 Ends | May. 6 |
| Final Grades Due | May 11, 12:00 p.m. |
| Summer Term 2016 (May 9 – August 21) | |
| <i>Summer Session 1 (May 9 – June 26)</i> | |
| Courses Begin | May 9 |
| Last Day to Add/Drop Course without Notation | May 11 |
| Last Day to Withdraw from Course | June 10 |
| Summer Session 1 Ends | June 26 |
| Final Grades Due | June 29, 12:00 p.m. |
| <i>Summer Session 2 (June 27 – August 21)</i> | |
| Courses Begin | June 27 |
| Last Day to Add/Drop Course without Notation | June 29 |
| Last Day to Withdraw from Course | July 29 |
| Summer Session 2 Ends | Aug. 21 |
| Final Grades Due | Aug. 24, 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 a license granted by means of accreditation by the Commission for Independent Education with the Florida Department of Education (325 W. Gaines St., Suite 1414, Tallahassee, FL 32399-0400; Telephone: 850.245.3200).

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.

SACSCOC Regional Accreditation. Johnson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, www.sacscoc.org) to award associate's, bachelor's, 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.

ABHE Institutional Accreditation. Johnson University also holds institutional accreditation from the Commission on Accreditation of the Association for Biblical Higher Education (ABHE) to award associate's, bachelor's, master's, and doctor's degrees (5850 T.G. Lee Blvd., Ste. 130,

Orlando, Florida 32822; Telephone: 407.207.0808; www.abhe.org).

Both SACSCOC and ABHE are recognized by the United States Department of Education and the Council of Higher Education Accreditation (CHEA).

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 Professional (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 six-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 Student Life 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.

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 *Student Handbook* (<http://tn.johnsonu.edu/handbook> or <http://www.johnsonu.edu/JohnsonUniversity/media/Florida/Student%20Services/PDF/STUDENT-LIFE-HANDBOOK-FL.pdf>).

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. If currently enrolled students have complaints about policies, procedures, decisions, or conditions at Johnson University, they may submit a *Student Grievance Form* by contacting the Vice Provost for Research & Planning or using the following link on the university website:

Tennessee: <http://johnsonu.edu/Tennessee/Student-Life/Student-Grievance.aspx>

Florida: <http://johnsonu.edu/Florida/Student-Life/Student-Grievance.aspx>

Johnson University encourages students to communicate freely with the administration, faculty, and staff before filing a formal complaint. Problems can often be corrected to the satisfaction of all parties through informal communication. The administration encourages students to avoid frivolous complaints, so that staff will have more time to devote to serious matters. The Student Government Association (SGA) also exists to promote good relations between students, faculty, and staff. Many student grievances can be resolved effectively through the SGA, which interprets student opinion to the faculty and vice-versa.

The Office of Institutional Effectiveness reads all formal complaints and forwards them to the appropriate department for follow-up. The vice president of the administrative unit most closely connected to the complaint receives email notification within one week of the complaint. Files and follow-up documents are also reviewed at least once each term by a Grievance Committee composed of a representative from the Office of Student Services or an alternate administrator, two members of the faculty, and one representative from the Student Government Association (SGA). The Office of Institutional Effectiveness keeps all records on file.

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).

State of Tennessee Complaint Procedures. Should the institution not be 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 (<http://www.tn.gov/consumer/complaint.shtml>).

State of Florida Complaint Procedures. Should the institution 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.shtml>).

- 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 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. 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, handicap, veteran status, genetic information, or political affiliation 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.

Direct questions concerning these policies to Dr. Mark F. Pierce, Vice Provost for Research and Planning, Johnson University, 7900 Johnson Drive, Box 67, Knoxville, TN 37998. Telephone: 865.251.2405. Email: mpierce@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."

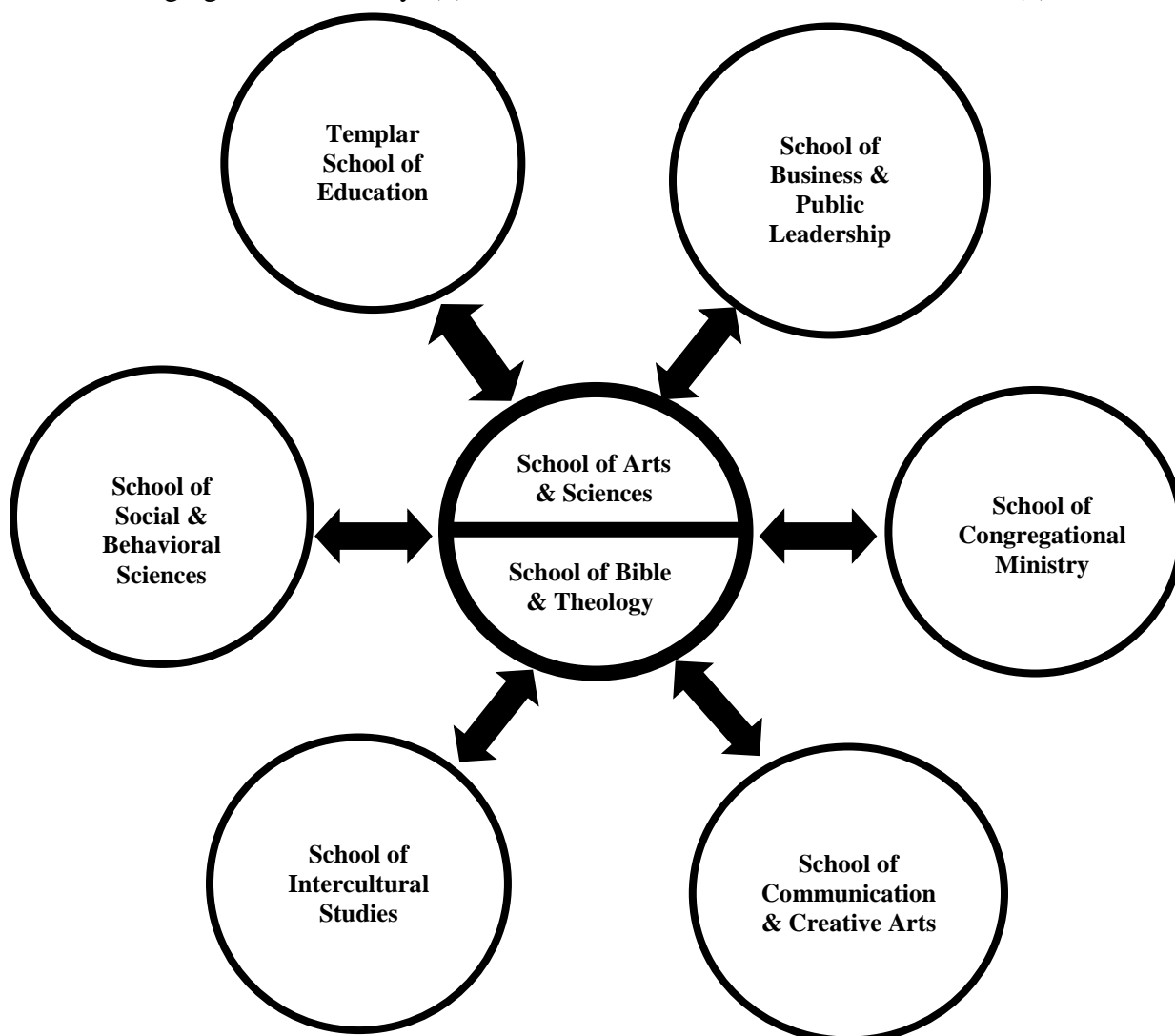
It is the responsibility of the student to read the Catalog and other information Johnson University provides; stay informed about program revisions; and know and comply with all current policies, procedures, and requirements.

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, on-ground 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, distance learning, 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 the provost (chair), assistant provosts, school deans, and key directors and administrators, and representatives of the faculty at large. Current members include:

Vice President for Academic Affairs/Provost—L. Thomas Smith, Jr., Ph.D.

Vice Provost for Institutional Effectiveness and Academic Services—Mark F. Pierce, Ph.D.

Associate Provost for Online Education—John C. Ketchen, Ph.D.

Associate Provost for Accreditation—Gregory L. Linton, Ph.D.

Assistant Provost for Academic Records and Advising—Cynthia S. Lewis, M.S.

Dean of the School of Arts & Sciences—Gary David Stratton, Ph.D.

Dean of the School of Bible & Theology—Jon Weatherly, Ph.D.

Dean of the School of Business & Public Leadership—Alicia D. Crumpton, Ph.D.

Dean of the School of Communication & Creative Arts—Matthew Broadus, Ph.D.

Dean of the School of Congregational Ministry—Daniel Overdorf, D.Min.

Dean of the School of Intercultural Studies—Linda F. Whitmer, Ph.D.

Dean of the School of Social & Behavioral Sciences—Sean M. Ridge, Ph.D.

Dean of the Templar School of Education—Roy V. Miller, Ed.D.

Director of Program Administration—Joy Wingfield, B.S.

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

Vice President for Enrollment Services—Timothy Wingfield, D.Min.

Associate Dean of Enrollment Services—Lawrence M. Rector, CPA

Faculty Representative—Jody L. Owens, D.Min.

Faculty Representative—Jason A. Mead, M.A.

Faculty Representative—Ruth T. Reyes, Ed.D.

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 Kingship 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 Kingship spreads a little farther. So the Kingship of God is already present to some extent, 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 ethnic groups,
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 19th 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 that sets it apart from education gained at a secular college or university. Other schools may address the *whats* and the *hows*, but Johnson University also 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 on Mars Hill—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.”

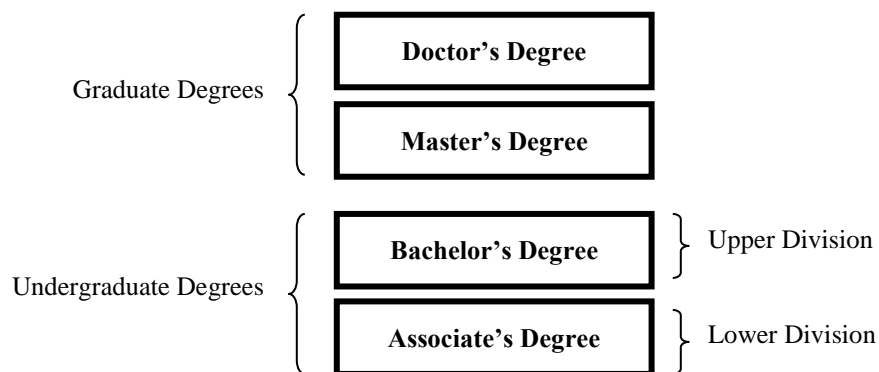
Types of Degree Programs

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 doctor’s 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

Doctor's Degrees. A doctor's degree or "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 "under-graduate 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 Floirda 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 and 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, Human Services, 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.

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.

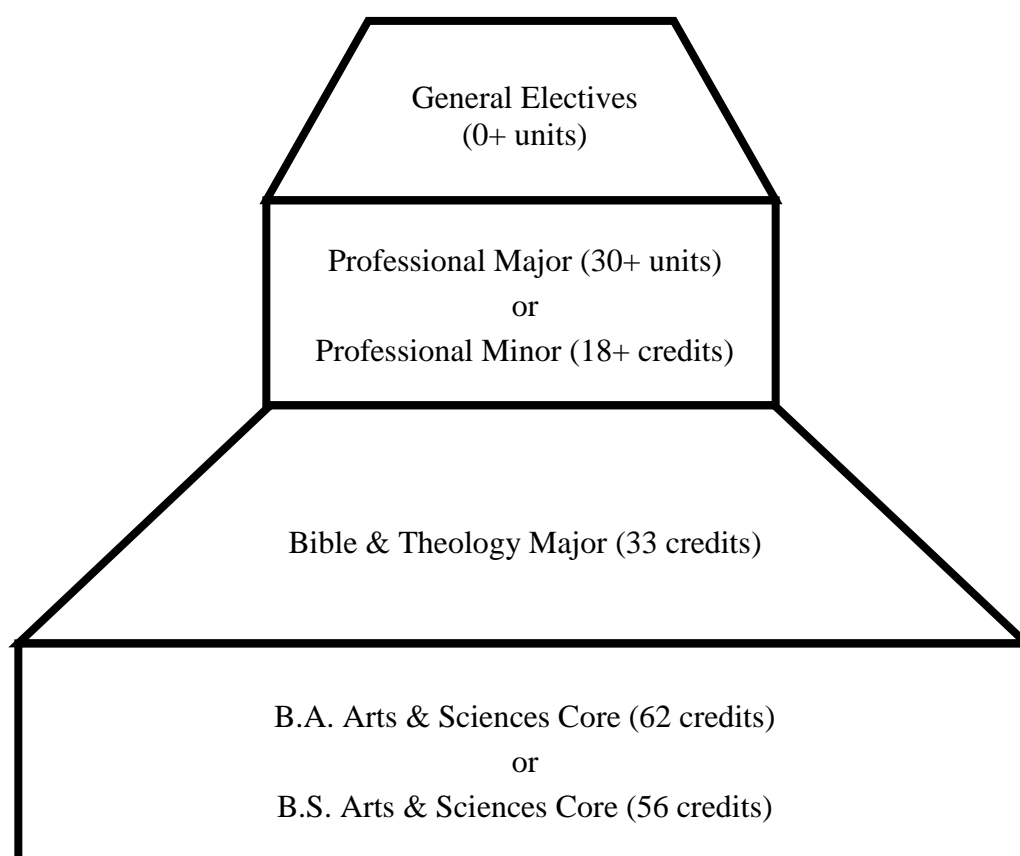
Credits. Studies required for a degree program are measured in “credit hours.” In accordance with traditional U.S. higher education standards (the “Carnegie Unit”) and regulations issued by the U.S. Department of Education, Johnson University defines an undergraduate “credit hour” as representing a minimum of 37.5 clock hours of active engagement in learning activities inside and/or outside the classroom. 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:



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 33-credit Bible & Theology Major grounds students in the Christian Scriptures as a foundation for developing a Christian worldview. For a detailed description of the 33-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.

General Electives and Selectives. 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.

In some programs, students are given a choice of “selectives”—that is, electives chosen from a limited group of courses that fulfill a program requirement.

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.

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 | Tennessee Campus | Florida Campus | Online Campus | Other |
|---|-----------------------------|---------------------------|--------------------------|---|
| School of Arts & Sciences | | | | |
| • Arts & Sciences Core (all baccalaureate programs) | ✓ | ✓ | ✓ | |
| • Honors Program (eligible students in any major) | ✓ | | | |
| • B.A./B.S. in English | ✓ | | | |
| —Literature Concentration | ✓ | | | |
| —Rhetoric & Composition Concentration | ✓ | | | |
| • B.A./B.S. in History | ✓ | | | |
| —American History Concentration | ✓ | | | |
| —Church History Concentration | ✓ | | | |
| —General History Concentration | ✓ | | | |
| —Public History Concentration | ✓ | | | |
| —World History Concentration | ✓ | | | |
| • B.A. in Humanities | | ✓ | | |
| • B.A./B.S. in Public Health | ✓* | | | *Launching Fall 2015 pending SACSCOC approval |
| • Public Health Minor | ✓* | | | *Launching Fall 2015 pending SACSCOC approval |
| • B.A./B.S. in Religious Studies | ✓ | | | |
| • B.A./B.S. in Sport & Fitness Leadership | ✓ | | | |
| • Sports Ministry Minor | ✓ | | | |
| School of Bible & Theology | | | | |
| • Bible & Theology Major (all baccalaureate programs) | ✓ | ✓ | ✓ | |
| • A.A./A.S. in Biblical Studies | ✓ | ✓ | ✓ | |
| • M.A. in New Testament (online) | | | ✓* | |

| | | | | |
|--|-------------|-------------|----|--|
| —Preaching Concentration | | | ✓ | *Typically includes campus visit for project |
| —Research Concentration | | | ✓ | |
| —Spiritual Formation & Leadership Conc. | | | ✓* | *Required campus visit for two courses |
| —Customized Concentration | | | ✓ | |
| • Graduate Certificate in Biblical Interpretation | | | ✓* | *Required campus visit for certain electives |
| • Graduate Certificate in Spiritual Formation & Leadership | | | ✓* | *Required campus visit for 1-2 courses |
| School of Business & Public Leadership | | | | |
| • B.A./B.S. in Business Administration | | ✓ | ✓ | |
| • B.A./B.S. in Business Administration | | ✓ ADULTS | ✓ | |
| • B.A./B.S. in Management of Nonprofit Organizations | ✓ | | | |
| • B.A./B.S. in Management of Nonprofit Organizations | ✓ ADULTS | | | |
| • Master of Business Administration | | | ✓ | |
| —Strategic Leadership & Planning Concentration | | | ✓ | |
| —Nonprofit Management & Leadership Concentration | | | ✓ | |
| • Ph.D. in Leadership Studies | | | ✓ | |
| —Educational Leadership Concentration | | | ✓ | |
| —Organizational Leadership Concentration | | | ✓ | |
| —Philosophy & Theology of Leadership Concentration | | | ✓ | |
| —Missional Leadership Concentration | | | ✓ | |
| School of Communication & Creative Arts | | | | |
| • A.A./A.S in Mass Communication | ✓ | | | |
| • B.A./B.S. in Communication | ✓ | | | |
| —Audio/Radio Production Concentration | ✓ | | | |
| —Media Ministry Concentration | ✓ | | | |

| | | | | |
|--|-------------|----|---|--|
| —Journalism & Digital Mass Media Conc. | ✓ | | | |
| —Public Relations Concentration | ✓ | | | |
| —Videography Concentration | ✓ | | | |
| • Communication Minor | ✓ | | | |
| • B.A. in Music & Worship | ✓ | | | |
| • B.A. in Music & Worship Ministry | | ✓ | | |
| • B.A. in Musical Arts | | ✓ | | |
| School of Congregational Ministry | | | | |
| • Certificate in Christian Ministries | | | ✓ | |
| • A.S. in Ministry Leadership | ✓ | | ✓ | |
| • B.A./B.S. in Children's Ministry | ✓ | ✓ | | |
| • B.A./B.S. in Children's Ministry with Preschool/Daycare Director Emphasis | ✓ | ✓ | | |
| • B.A./B.S. in Pastoral Care and Counseling | ✓ ADULTS | ✓* | ✓ | *Launching Fall 2015 pending approval by FL CIE |
| • B.A./B.S. in Ministry Leadership | ✓ ADULTS | | ✓ | |
| • B.A./B.S. in Preaching & Church Leadership | ✓ | ✓ | | |
| • B.A./B.S. in Preaching & Youth Ministry | ✓ | ✓ | | |
| • B.A./B.S. in Strategic Ministry | ✓* | ✓* | | ✓* Senior year Ministry Residency at CCV Phoenix |
| • B.A./B.S. in Youth Ministry | ✓ | ✓ | | |
| • Master of Strategic Ministry | | | | ✓* Ministry Apprenticeship at CCV Phoenix |
| • Graduate Certificate in Christian Ministries | | | | ✓* Ministry Apprenticeship |
| School of Intercultural Studies | | | | |
| • Intercultural Studies Certificate | ✓ | ✓ | ✓ | |
| • A.S. in Intercultural Studies | ✓ | ✓ | ✓ | |
| • B.A./B.S. in Cross-Cultural Media Communication | ✓ | | | |

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|---|-------------|----|----|--|
| • B.A./B.S. in Global Community Health | ✓* | | | *Launching Fall 2015 pending SACSCOC/ABHE approval |
| • B.A. in Intercultural Studies (on-ground) | ✓ | | | |
| —Chinese Studies Concentration | ✓ | | | |
| —Latin American & Latino Studies Concentration | ✓ | | | |
| —Linguistics Concentration | ✓ | ✓* | ✓* | *Linguistics Concentration courses offered online |
| • B.A./B.S. in Intercultural Studies (on-ground) | ✓ | ✓ | | |
| —English as a Second Language (ESL) / English as a Foreign Language (EFL) Education Concentration | ✓ | | | |
| —Islamic Studies Concentration | ✓ | | | |
| —Missions Concentration | ✓ | ✓ | | |
| —Urban Studies Concentration | ✓ | ✓* | | *Launching Fall 2015 pending approval by FL CIE |
| • B.A./B.S. in Intercultural Studies (online) | | | ✓ | |
| • Intercultural Studies Minor | ✓ | ✓ | ✓ | |
| • M.A. in Intercultural Studies | | | ✓ | |
| —Community Development Concentration | | | ✓ | |
| —Customized Concentration | | | ✓ | |
| —Missional Church Leadership Concentration | | | ✓ | |
| —Scripture Impact [church planting] Concentration | | | ✓ | |
| —Translation Concentration | | | ✓ | |
| School of Social & Behavioral Sciences | | | | |
| • A.S. in Human Services | ✓ | | | |
| • B.A./B.S. in Human Services | ✓ | ✓ | | |
| —Community & Family Concentration | ✓ | | | |
| —Counseling Concentration | ✓ | ✓ | | |
| • M.A. in Marriage & Family Therapy/Clinical Mental Health Counseling | ✓ HYBRID | | | |

| | | | | |
|---|-------------|---|--|---|
| • M.A. in School Counseling | ✓ HYBRID | | | |
| Templar School of Education | | | | |
| • A.S. in Early Childhood Education (Pre-Kindergarten & Kindergarten) | ✓ | | | |
| • B.A./B.S. in Child Development (Pre-Kindergarten & Kindergarten) | ✓ | | | |
| • B.A./B.S. in Interdisciplinary Studies (Early Childhood Education Grades PreK-3) | ✓ | | | |
| • B.A./B.S. in Interdisciplinary Studies (Elementary Education Grades K-5) | ✓ | | | |
| • B.A./B.S. in Interdisciplinary Studies (Elementary Education Grades K-5 & English as a Second Language Education Grades PreK-12) | ✓ | ✓ | | |
| • B.A./B.S. in Interdisciplinary Studies (English as a Second Language Education Grades PreK-12) | ✓ | | | |
| • B.A./B.S. in Sport & Fitness Leadership (Physical Education Grades K-12) | ✓ | | | |
| • M.A. in Educational Technology | ✓ | | | ✓ Some coursework available at China sites |
| • M.A. in Holistic Education | ✓ HYBRID | | | |
| —Early Childhood Education Concentration with Grades PreK-3 Licensure | ✓ HYBRID | | | |
| —Elementary Education Concentration with Grades K-5 Licensure | ✓ HYBRID | | | |
| —Elementary Education & English as a Second Language Education Concentration with Grades K-5 Licensure and Grades K-12 ESL Licensure | ✓ HYBRID | | | |
| —Middle School Education Concentration with Grades 4-8 Licensure | ✓ HYBRID | * Accepting no new students due to changes in Tennessee state regulations. | | |
| • M.A. in Post-Baccalaureate Elementary Education with Grades K-5 Licensure | ✓ HYBRID | | | |
| • M.A. in Post-Baccalaureate Middle School | ✓ | * Accepting no new students due to changes in Tennessee state regulations. | | |

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|---|-------------|--|--|--|
| Education with Grades 4-8 Licensure | HYBRID | | | |
| • M.A. in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure in Biology, Chemistry, Economics, English, Geography, Government, History, Mathematics, or Physics | ✓ HYBRID | | | |
| • M.A. in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology | ✓ HYBRID | | | |
| • M.A. in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure | ✓ HYBRID | | | |
| • Endorsement in English as a Second Language Education (Continuing Education) | ✓ ADULTS | | | |
| • Endorsement in Gifted Education (Continuing Education) | ✓ ADULTS | | | |
| • Endorsement in Gifted Education (Undergraduate) | ✓ | | | |
| <p>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 on-ground at certain sites</p> <p>HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground sessions at the site indicated</p> <p>ONLINE = Fully-online programs available anywhere in the world with an internet connection</p> | | | | |

SCHOOL OF ARTS & SCIENCES

Personnel

Dean of the School of Arts & Sciences

Gary David Stratton, Ph.D. in Education—University Professor of Worldview and Spiritual Formation (TN)

Full-Time Faculty, School of Arts & Sciences

Sarah E. Cathey, Ph.D. in Agronomy—Assistant Professor of Natural Science (TN)

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

Kelly Handy Estes, M.S. in Education—Instructor in Education, Director of Academic Support and Director of Career Services (TN)

James L. Gorman, M.Div. in the History of Christianity and Greek, Ph.D. candidate in Religion—Assistant Professor of History (TN)

Gregory P. Hartley, Ph.D. in English Literature—Professor of English (FL)

Douglas Karnes, M.Ed. in Secondary Education in Health and Physical Education—Associate Professor of Physical Education (TN)

April Conley Kilinski, Ph.D. in English—Professor of English and Literature (TN)

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

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

David C. Peters, J.D. in Law, M.A. in Contemporary Christian Theology and Philosophy—Professor of Philosophy (FL)

Robert H. Ritchie, Ph.D. in Theological Studies—Professor of History (FL)

Twila Sias, M.Ed. in 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)

Richard Beam, Ed.D. in Higher Education—Professor of English (TN)

Norman Dungan, M.A. in English—Associate Professor of English and Spanish (TN)

Rachel M. Foster, M.S. in Exercise and Sport Science—Lecturer in Exercise and Sport Science (OL)

Marie Garrett, M.A. in English, M.L.S. in Library Science—Lecturer in English Composition (TN)

Shawn Grant, Ph.D. in Humanities—Lecturer in English (FL)

Kevin E. Hall, M.S.S. in Sport Science—Lecturer in Sports and Fitness Leadership (TN)

Todd Howell, M.S. in Geosciences: Broadcast Meteorology—Lecturer in Meteorology (OL)

Aaron Jerviss, Ph.D. in History—Lecturer in History (TN)
Joseph Letitia, M.F.A. in Fine Arts—Lecturer in Art Appreciation (OL)
Paulette Prinston, M.S. in Teacher Education—Lecturer in French (TN)
Caitlin Quinn, Doctorate of Physical Therapy—Lecturer in Applied Exercise Anatomy & Physiology (TN)
Jeffrey J. Slattery, D.B.A. in Business Administration—Lecturer in Economics (OL)
Jason M. Yeatts, M.A.R. in Church History—Lecturer in History (OL)

Interdisciplinary Faculty

Brent L. Brewer, M.A. in Missiology, M.A. in Secondary Science Education—Associate Professor of Intercultural Studies (TN)
Matthew Broadbush, Ph.D. in Communication and Information—Associate Professor of Communication (TN)
Lyle Bundy, M.Div. in Divinity—Professor of Human Services (FL)
T. Matthew Hixson, M.A. in New Testament Exposition and Research, M.S. in Foreign Language/English as a Second Language—Associate Professor of English (TN)
Lila Holt, Ph.D. in Instructional Technology—Professor of Education (TN)
Gerald L. Mattingly, Ph.D. in Christian Missions—Professor of Intercultural Studies (TN)
Cynthia M. Reece, M.A. in Marriage and Family Therapy—Assistant Professor of Human Services (TN)
Ruth Reyes, Ed.D. in Higher Education—Professor of Music, Assistant Dean of the School of Communication & Creative Arts (FL)
Sean M. Ridge, Ph.D. in Family Therapy—Professor of Social and Behavioral Sciences, Dean of the School of Social & Behavioral Sciences (TN)
Garry M. Rollins, Ph.D. in Business Administration—Professor of Management of Nonprofit Organizations, Nonprofit Management Program Director (TN)
Donald R. Trentham, M.M. in Music—Professor of Music, Director of Music Program (TN)
Jon Weatherly, Ph.D. in New Testament Exegesis—Professor of New Testament (TN)
David A. Wheeler, M.A. in Christian Leadership, M.Min. in Ministry—Associate Professor of Youth Ministry (TN)

Administrative Faculty

Diane Adams, B.A. in Bible—Associate Registrar (FL)
Jon A. Hale, M.Div. in Divinity, M.S.L.S. in Library Science—Professor of Bible (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—Associate Professor of Ministry, Vice President for Student Services and Dean of Students (TN)
Carolyn E. Lowe, M.S.L.S. in Library Science—Associate Professor of Library Science, Library Director (TN)
Mark F. Pierce, Ph.D. in Psychology—Professor of Psychology, Vice Provost for Research and Planning (TN)
L. Thomas Smith, Jr., Ph.D. in History—Professor of History and Theology, Vice President for Academic Affairs/Provost (TN)
Linda Stark, M.L.S. in Library Science—Associate Librarian (FL)
Garrett Thompson, M.A. in New Testament—Lecturer in Bible, Assistant Director of Academic Support and Assistant Director of Career Services (FL)
Gary E. Weedman, Ph.D. in Classical Rhetoric and New Testament—Professor of Religious

Studies, President (TN)

Staff

Kealy Mead, B.S.—Administrative Assistant

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 “CCV” for Christ’s Church of the Valley in Phoenix), but they may also operate at other sites or in other modalities.

Academic Programs

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

| JOHNSON UNIVERSITY SCHOOL/PROGRAM | Tennessee Campus | Florida Campus | Online Campus | Other |
|---|-----------------------------|---------------------------|--------------------------|---|
| School of Arts & Sciences | | | | |
| • Arts & Sciences Core (all baccalaureate programs) | ✓ | ✓ | ✓ | |
| • Honors Program (eligible students in any major) | ✓ | | | |
| • B.A./B.S. in English | ✓ | | | |
| —Literature Concentration | ✓ | | | |
| —Rhetoric & Composition Concentration | ✓ | | | |
| • B.A./B.S. in History | ✓ | | | |
| —American History Concentration | ✓ | | | |
| —Church History Concentration | ✓ | | | |
| —General History Concentration | ✓ | | | |
| —Public History Concentration | ✓ | | | |
| —World History Concentration | ✓ | | | |
| • B.A. in Humanities | | ✓ | | |
| • B.A./B.S. in Public Health | ✓* | | | *Launching Fall 2015 pending SACSCOC approval |
| • Public Health Minor | ✓* | | | *Launching Fall 2015 pending SACSCOC approval |
| • B.A./B.S. in Religious Studies | ✓ | | | |
| • B.A./B.S. in Sport & Fitness Leadership | ✓ | | | |

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|--|---|--|--|--|
| • Sports Ministry Minor | ✓ | | | |
| 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 on-ground at certain sites HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground sessions at the site indicated ONLINE = Fully-online programs available anywhere in the world with an internet connection | | | | |

Arts & Sciences Core

Overview. The Arts & Sciences Core forms an essential component of every baccalaureate degree program offered by Johnson University. The Core offers students a broad-based foundation in many areas of learning, with an emphasis on worldview issues. 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, which includes additional courses in the natural and social sciences.

Modality. Johnson University offers the Arts & Sciences Core on-ground 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, Goals, and Objectives

Purpose: The Arts & Sciences Core provides gateway instruction in the humanities, social and natural sciences, fine arts, and religious studies in order to equip students with the developing skills, broad knowledge, and depth of perspective necessary to understand and engage the world in which they serve.

The Arts & Sciences Core embodies nine broad goals for student learning. Goals 7-9 are distinctive to the Core. Goals 1-6 represent “university competencies” promoted and assessed across the entire undergraduate curriculum—not only in the Arts & Sciences Core, but also in the Bible & Theology Major and the professional majors and minors.

Goal 1: REASONING—Graduates demonstrate critical thinking skills in their beliefs and actions.

Objective 1.1: They organize and synthesize information creatively.

Objective 1.2: They draw valid inferences by considering information, ideas, and arguments from multiple points of view.

Objective 1.3: They reason to thoughtful conclusions.

Goal 2: COMMUNICATION—Graduates communicate effectively in oral and written forms.

Objective 2.1: They demonstrate clarity and validity in all forms of communication.

Objective 2.2: They demonstrate cultural and audience awareness in oral and written communication.

Objective 2.3: They consider rhetorical structures and literary devices in the analysis and interpretation of texts.

Objective 2.4: They demonstrate proficiency in the preparation and delivery of oral communication.

Objective 2.5: They demonstrate compositional organization, rhetorical conventions, conventional grammar, and formal documentation in writing informatively and persuasively.

Objective 2.6: They demonstrate proficiency in a biblical or modern foreign language (B.A. students only).

Goal 3: INFORMATION AND TECHNOLOGY—Graduates develop skills to identify, evaluate, and acquire information necessary to engage in lifelong learning.

Objective 3.1: They demonstrate effective information research strategies.

Objective 3.2: They access and use information legally and ethically.

Objective 3.3: They evaluate information and its sources critically.

Objective 3.4: They understand how technology relates to personal and professional goals.

Objective 3.5: They demonstrate proficiency in the use and application of computer functions, internet skills, and productivity tools.

Goal 4: CULTURE—Graduates appreciate the historical development of the knowledge, traditions, literature, values, and beliefs of human cultures around the world.

Objective 4.1: They develop an integrative and communal approach to history and learning.

Objective 4.2: They understand the major religious and philosophical ideas that have shaped worldviews and guided human actions and beliefs, in both ancient and modern cultures.

Objective 4.3: They understand the different cultural contexts in which human institutions, particularly the Church, have operated through the centuries.

Objective 4.4: They understand historical and theological developments of the American Restoration Movement.

Goal 5: FAITH—Graduates demonstrate Christian beliefs, values, conduct, and servant-leadership in the Christian community and engagement with the world.

Objective 5.1: They use a biblical framework to assess beliefs, values, and conduct.

Objective 5.2: They provide a Christian response to contemporary social and ethical issues using an interdisciplinary approach.

Objective 5.3: They articulate a Christian philosophy of life and vocational ministry.

Objective 5.4: They develop the understanding, ability, and desire to communicate the gospel in a variety of cultural contexts.

Objective 5.5: They demonstrate servant-leadership in local and global contexts.

Goal 6: RELATIONSHIPS—Graduates interact one-to-one and in groups by listening, conversing, collaborating, building consensus and resolving conflict.

Objective 6.1: They demonstrate understanding of human behavior and lifespan development.

Objective 6.2: They describe dynamics of interpersonal relationships from biblical and sociological perspectives.

Objective 6.3: They develop effective strategies to collaborate with others in culturally and professionally responsible ways.

Objective 6.4: They model Christ-likeness in personal and professional relationships.

Goal 7: HEALTH—Graduates practice good habits for nutrition and physical fitness, and develop specific strategies to implement these habits.

Objective 7.1: They articulate a biblical and theological perspective on lifetime health and wellness.

Objective 7.2: They understand the scientific basis for healthy habits in nutrition and physical fitness.

Objective 7.3: They apply the principles of good nutrition and physical fitness.

Goal 8: ARTS—Graduates develop an awareness and appreciation of various art forms as well as a critical reflection on art and culture in general.

Objective 8.1: They describe the artistic fundamentals of a specific form of the fine arts.

Objective 8.2: They recognize artistic forms from various historical periods.

Objective 8.3: They describe elements of creative arts.

Goal 9: SCIENCE AND MATHEMATICS—Graduates use scientific reasoning and quantitative literacy skills to explain and solve personal and work-related problems.

Objective 9.1: They understand the basic principles and concepts of the life and physical sciences, and their practical applications.

Objective 9.2: They describe the scientific method.

Objective 9.3: They understand how science helps identify, explain and solve contemporary problems.

Objective 9.4: They apply quantitative literacy skills and strategies to problem solving.

On-Ground Arts & Sciences Core: Bachelor of Arts Version. Students pursuing a B.A. degree must complete the following version of the Arts & Sciences Core:

Written Communication (3 credits)—choose one:

ENGL 2200 English Composition (3)

ENGL 1000 English Composition I for English Majors (3)

[*NOTE:* Students who intend to major in English must complete ENGL 1000. Any student who earns a score of 25+ on the English section of the ACT or 650+ on the English section of the SAT may take

ENGL 1000 English Composition I for English Majors or ENGL 3200 Advanced Composition in place of ENGL 2200 English Composition.]

Oral Communication (3 credits)

COMM 2000 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 (12 credits)

HIST 4200 History of the Restoration Movement (3)

HUMN 1100 Freshman Cornerstone Experience (3)

HUMN 4200 Senior Capstone Seminar (3)

PHIL 2100 Philosophical Inquiry & Critical Thinking (3)

Fine Arts Selective (3 credits)—choose one:

ARTS 3100 Art Appreciation (3)

COMM 2901 Communication & Christian Faith (3)

ENGL 3110 Performing Shakespeare (3)

ENGL 3440 Shakespearean Tragedies (3)

ENGL 3470 Film & Literature (3)

ICCS 3200 Culture, Art & Science in China (3)

MUSC 3100 Music Appreciation (3)

THEO 3113 Theology in Film (3)

Other course approved by Dean of Arts & Sciences (3)

World Languages Selectives (12 credits)—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)

Social and Behavioral Sciences (6 credits)

ANTH 1100 Encountering Cultures (3)

SPSY 1100 Interpersonal & Family Relationships (3)

Natural Sciences (4 credits)

HLSC 2100 Health & Fitness Science with Lab (4)

Mathematics (3 credits)

MATH 2100 Quantitative Literacy (3)

Other course approved by Dean of Arts & Sciences (3)

Spiritual Formation (4 credits)

Traditional on-ground students typically complete:

PRMN 1000 Service Learning (0)

PRMN 1000 Service Learning (0)

PRMN 1000 Service Learning (0)

PRMN 1000 Service Learning (0)

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)

PRMN 1500 Chapel (0.5)

PRMN 1500 Chapel (0.5)

PRMN 1500 Chapel (0.5)

PRMN 1500 Chapel (0.5)

Non-traditional online students are exempt from the Spiritual Formation requirements in the Arts & Sciences Core because such courses are included in online majors. Examples include:

ICST 2232 Foundations of Ministering Cross-Culturally (3)

CMPR 3120 Spiritual Formation for Ministry (3)

Teacher Education majors are exempt from PRMN 1000 in the Arts & Sciences Core because they fulfill such requirements through their Field Experiences.

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

ANTH 3300 Cultural Anthropology (3)

COMM 2900 Society & Media (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)

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| ENGL 2120 | Survey of World Literature II: Modern (3) |
| ENGL 3200 | Advanced Composition (3) |
| ENGL 3410 | 19 th Century Russian Writers (3) |
| ENGL 3420 | 20 th 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) |
| HIST 2020 | Survey of Western Philosophy (3) |
| HIST 2100 | American History I (3) |
| HIST 2200 | American History II (3) |
| HIST 3200 | Patristics: The Early Church A.D. 100-500 (3) |
| HIST 3210 | The Christian Church in the Middle Ages (3) |
| HIST 3220 | The Reformation of the 16 th Century (3) |
| HIST 3230 | Global Christianity in the Modern Era (3) |
| HIST 3240 | Religion in America (3) |
| HIST 3300 | American History to 1815 (3) |
| HIST 3310 | 19 th Century American History to 1877 (3) |
| HIST 3320 | History of Ancient Graeco-Roman Society (3) |
| HIST 3330 | History of Europe in the Middle Ages (3) |
| HIST 4210 | Readings in the History of the Restoration Movement (3) |
| HIST 4220 | History of Christian Spiritual Formation (3) |
| HIST 4300 | American History 1877-1945 (3) |
| HIST 4310 | American History Since World War II (3) |
| HIST 4320 | History of Early Modern Europe (3) |
| HIST 4330 | History of Modern Europe (3) |
| HIST 4340 | History & Cultures of Africa (3) |
| HSVC 1200 | Human Development (3) |
| HUMN 2110 | Great Books I (1) |
| HUMN 3100 | Humanities I: Classical Antiquity (3) |
| HUMN 3110 | Great Books II (1) |
| HUMN 3400 | Humanities II: Early Christianity & Medieval World (3) |
| HUMN 4100 | Humanities III: Renaissance to the Enlightenment (3) |
| HUMN 4110 | Great Books III (1) |
| HUMN 4410 | Great Books IV (1) |
| HUMN 4400 | Humanities IV: 19 th to 21 st Centuries (3) |
| ICCS 4710 | History of Modern China (3) |
| ICCS 3200 | Culture, Art & Science in China (3) |
| ICCS 3360 | Religion & Philosophy in China (3) |

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| 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) |
| 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 3100 | Biological Science with Lab (4) |
| SCIN 3200 | Science Concepts & Methods with Lab (4) |
| SCIN 3220 | Introduction to Meteorology (3) |
| Other course approved by Dean of Arts & Sciences (3) | |

*TOTAL CREDITS IN B.A. VERSION OF ARTS & SCIENCES CORE: 62**

***NOTE:** Some courses in the B.A. version of Arts & Sciences Core are also required in the Majors and Minors. When this happens, the number of credits required in the B.A. version of the Arts & Sciences Core will be fewer than 62, 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 Arts & Sciences Core *and* the Major/Minor.

On-Ground Arts & Sciences Core: Bachelor of Science Version. Students pursuing a B.S. degree must complete the following version of the Arts & Sciences Core:

Written Communication (3 credits)—choose one:

ENGL 2200 English Composition (3)

ENGL 1000 English Composition I for English Majors (3)

[NOTE: Students who intend to major in English must complete ENGL 1000. Any student who earns a score of 25+ on the English section of the ACT or 650+ on the English section of the SAT may take ENGL 1000 English Composition I for English Majors or ENGL 3200 Advanced Composition in place of ENGL 2200 English Composition.]

Oral Communication (3 credits)

COMM 2000 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 (12 credits)

HIST 4200 History of the Restoration Movement (3)

HUMN 1100 Freshman Cornerstone Experience (3)

HUMN 4200 Senior Capstone Seminar (3)

PHIL 2100 Philosophical Inquiry & Critical Thinking (3)

Fine Arts Selective (3 credits)—choose one:

ARTS 3100 Art Appreciation (3)

COMM 2901 Communication & Christian Faith (3)
 ENGL 3110 Performing Shakespeare (3)
 ENGL 3440 Shakespearean Tragedies (3)
 ENGL 3470 Film & Literature (3)
 ICCS 3200 Culture, Art & Science in China (3)
 MUSC 3100 Music Appreciation (3)
 THEO 3113 Theology in Film (3)
 Other course approved by Dean of Arts & Sciences (3)

Social and Behavioral Sciences (9 credits)

ANTH 1100 Encountering Cultures (3)
 SPSY 1100 Interpersonal & Family Relationships (3)

Social & Behavioral Sciences Selective (3)—choose course with prefix ANTH, ECON, PSYC, or SPSY (3)

Natural Sciences (7 credits)

HLSC 2100 Health & Fitness Science with Lab (4)

Natural Sciences Selective (3)—choose one:

SCIN 3100 Biological Science with Lab (4)
 SCIN 3200 Science Concepts & Methods with Lab (4)
 SCIN 3220 Introduction to Meteorology (3)
 SCIN 3300 Animal Biology with Lab (4)
 Other course approved by Dean of Arts & Sciences

Mathematics (3 credits)

MATH 2100 Quantitative Literacy (3)
 Other course approved by Dean of Arts & Sciences (3)

Spiritual Formation (4 credits)

Traditional on-ground students typically complete:

PRMN 1000 Service Learning (0)
 PRMN 1000 Service Learning (0)
 PRMN 1000 Service Learning (0)
 PRMN 1000 Service Learning (0)
 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)
 PRMN 1500 Chapel (0.5)
 PRMN 1500 Chapel (0.5)
 PRMN 1500 Chapel (0.5)
 PRMN 1500 Chapel (0.5)

Non-traditional online students are exempt from the Spiritual Formation requirements in

the Arts & Sciences Core because such courses are included in online majors. Examples include:

- CMPR 3120 Spiritual Formation for Ministry (3)
- ICST 2232 Foundations of Ministering Cross-Culturally (3)

Teacher Education majors are exempt from PRMN 1000 Service Learning in the Arts & Sciences Core because they fulfill such requirements through their Field Experiences.

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

- ANTH 3300 Cultural Anthropology (3)
- COMM 2900 Society & Media (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 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 & Theory (3)
- ENGL 4430 British Modernism (3)
- ENGL 4440 Literature of the Caribbean (3)
- HIST 2020 Survey of Western Philosophy (3)
- HIST 2100 American History I (3)
- HIST 2200 American History II (3)
- HIST 3200 Patristics: The Early Church A.D. 100-500 (3)
- HIST 3210 The Christian Church in the Middle Ages (3)
- HIST 3220 The Reformation of the 16th Century (3)
- HIST 3230 Global Christianity in the Modern Era (3)
- HIST 3240 Religion in America (3)
- HIST 3300 American History to 1815 (3)
- HIST 3310 19th Century American History to 1877 (3)
- HIST 3320 History of Ancient Graeco-Roman Society (3)
- HIST 3330 History of Europe in the Middle Ages (3)
- HIST 4210 Readings in the History of the Restoration Movement (3)
- HIST 4220 History of Christian Spiritual Formation (3)
- HIST 4300 American History 1877-1945 (3)
- HIST 4310 American History Since World War II (3)
- HIST 4320 History of Early Modern Europe (3)

| | |
|--|---|
| HIST 4330 | History of Modern Europe (3) |
| HIST 4340 | History & Cultures of Africa (3) |
| HSVC 1200 | Human Development (3) |
| ICCS 3200 | Culture, Art & Science in China (3) |
| ICCS 3360 | Religion & Philosophy in China (3) |
| ICCS 4710 | History of Modern 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) |
| 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 and Rome (3) |
| SCIN 3100 | Biological Science with Lab (4) |
| SCIN 3200 | Science Concepts & Methods with Lab (4) |
| SCIN 3220 | Introduction to Meteorology (3) |
| Other course approved by Dean of Arts & Sciences | |

TOTAL CREDITS IN B.S. VERSION OF ARTS & SCIENCES CORE: 56*

***NOTE:** Some courses in the B.S. version of Arts & Sciences Core are also required in the Majors and Minors. When this happens, the number of credits required in the B.S. version of the Arts & Sciences Core will be fewer than 56, 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 Arts & Sciences Core *and* the Major/Minor.

Online Arts & Sciences Core. Like all baccalaureate students, those enrolled in fully-online and adult studies programs must complete the Arts & Sciences Core. Such students may fulfill Core requirements through fully-online courses offered by Johnson University Online, traditional on-ground 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 Arts & Sciences Core 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 non-traditional Online Arts & Sciences Core that aligns with the University's mission and educational goals while providing more flexibility for transfer students. Bachelor of Arts students complete a 58-credit Core that includes 12 credits in world languages, while Bachelor of Science students complete a 49-credit Core that lacks world languages and includes an additional Social & Behavioral Sciences elective.

Johnson University currently offers only a very limited number of world languages courses in online format, although more are under development. Students desiring a B.A. must therefore complete part or all of their language courses on-ground at Johnson University or transfer them to

Johnson University from another institution. Most online and adult students pursue the Bachelor of Science (non-language) version of the Arts & Sciences Core.

Requirements for the Online Arts & Sciences Core include:

Written Communication Elective (3 credits)

Oral Communication Elective (3 credits) (must develop public speaking skills)

History, Literature, and World Civilizations Electives (9 credits)

Religion, Philosophy, and Ethics (12 credits)

HIST 4200 History of the Restoration Movement (3)

HUMN 1102 Online Cornerstone Experience (3)

HUMN 4200 Senior Capstone Seminar (3)

Religion, Philosophy, and Ethics Elective (3)

Fine Arts Elective (3 credits)

World Languages Electives (12 credits) [applies to B.A. only]

Social & Behavioral Sciences (6-9 credits)

ANTH 1100 Encountering Cultures (3)

SPSY 1100 Interpersonal & Family Relationships (3)

Social and Behavioral Sciences Elective (3) [applies to B.S. only]

ECON 2100 Principles of Economics (3)

ICST 2133 Intercultural Communication (3)

ICST 3235 Missiological Anthropology (3)

PSYC 2100 Introduction to Psychology (3)

PSYC 2200 Social Psychology (3)

Natural Sciences Electives (4-7 credits) [4 credits for B.A., 7 credits for B.S.]

HLSC 2100 Health & Fitness Science with Lab (4)

SCIN 3100 Biological Science with Lab (4)

SCIN 3200 Science Concepts & Methods with Lab (4)

SCIN 3220 Introduction to Meteorology (3)

Mathematics Electives (3 credits)

MATH 2200 College Algebra (3) (*or equivalent*)

Arts & Sciences Elective (3 credits)—choose additional Arts & Sciences course not taken above:

ARTS 3100 Art Appreciation (3)

ECON 2100 Principles of Economics (3)

ENGL 3430 Contemporary Ethnic American Literature (3)

HLSC 2100 Health & Fitness Science with Lab (4)

ICST 3235 Missiological Anthropology (3)

MUSC 3100 Music Appreciation (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)

SCIN 3220 Introduction to Meteorology (3)

Spiritual Formation (0 credits)

NOTE: Non-traditional online students are exempt from the Spiritual Formation requirements in the Arts & Sciences Core because such courses are included in online majors. Examples include (1) ICST 2232 Foundations of Ministering Cross-Culturally and (2) CMPR 3120 Spiritual Formation for Ministry.

TOTAL CREDITS IN ONLINE ARTS & SCIENCES CORE: 58* for B.A. or 52* for B.S.

****NOTE:*** Some courses in the Online Arts & Sciences Core are also required in the Online Majors and Minors. When this happens, the number of credits required in the B.A. version of the Online Arts & Sciences Core will be fewer than 58; the number of credits required in the B.S. version of the Online Arts & Sciences Core will be fewer than 52. Those credits will be counted in the Major/Minor. See the NOTE below each Online Major/Minor to see which courses fulfill requirements for the Online Arts & Sciences Core *and* the Major/Minor.

Students may complete the entire Arts & Sciences Core online through Johnson University (with the exception of certain world languages requirements) by completing the online courses listed below:

Written Communication (3 credits)

ENGL 2200 English Composition (3)

Oral Communication (3 credits)

COMM 2000 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 (12 credits)

HIST 4200 History of the Restoration Movement (3)

HUMN 1102 Online Cornerstone Experience (3)

HUMN 4200 Senior Capstone Seminar (3)

Religion, Philosophy, and Ethics Elective (3)

HIST 2020 Survey of Western Philosophy (3)

Fine Arts Elective (3 credits)—choose one:

ARTS 3100 Art Appreciation (3)

MUSC 3100 Music Appreciation (3)

World Languages Electives (12 credits) [applies to B.A. only—not fully available online]

GREK 5540 New Testament Greek for Translators A (3)

GREK 5543 New Testament Greek for Translators B (3)

Social and Behavioral Sciences (6-9 credits)

ANTH 1100 Encountering Cultures (3)

SPSY 1100 Interpersonal & Family Relationships (3)

Social & Behavioral Sciences Electives (3 credits)—choose one: [applies to B.S. only]

ECON 2100 Principles of Economics (3)

ICST 2133 Intercultural Communication (3)

ICST 3235 Missiological Anthropology (3)

PSYC 2100 Introduction to Psychology (3)

PSYC 2200 Social Psychology (3)

Natural Sciences Electives (4-7 credits) [4 credits for B.A., 7 credits for B.S.]

HLSC 2100 Health & Fitness Science with Lab (4)

SCIN 3100 Biological Science with Lab (4)

SCIN 3200 Science Concepts & Methods with Lab (4)

SCIN 3220 Introduction to Meteorology (3)

Mathematics (3 credits)

MATH 2100 Quantitative Literacy (3)

Arts & Sciences Elective (3 credits)—choose additional course not taken above:

ARTS 3100 Art Appreciation (3)

ECON 2100 Principles of Economics (3)

ENGL 3430 Contemporary Ethnic American Literature (3)

HLSC 2100 Health & Fitness Science with Lab (4)

ICST 3235 Missiological Anthropology (3)

MUSC 3100 Music Appreciation (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)

SCIN 3220 Introduction to Meteorology (3)

PSYC 2200 Social Psychology (3)

TOTAL CREDITS IN ONLINE ARTS & SCIENCES CORE: 58 for B.A. or 52 for B.S.

Freshman Cornerstone Experience. The Freshman Cornerstone Experience lays a foundation for undergraduate studies at Johnson University. It includes (1) an overview of the biblical metanarrative showing how God is moving history from Creation, through the Fall, to Redemption and the Consummation of His Kingship; (2) 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 (3) 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 26+ on the math section of the ACT or 650 on the math section of the SAT are exempt from Mathematics requirement in the Arts & Sciences Core (typically fulfilled through MATH 2100 Quantitative Literacy). This exemption does not apply to students whose programs require MATH 2110 Mathematics Concepts.

Writing Intensive Courses. In the Lower Division, undergraduate students gain college-level writing skills through ENGL 2200 English Composition. Johnson University further develops those skills through three "writing intensive courses"—one in the area of Arts and Sciences, a second in the field of Bible and Theology, and a third embedded in each professional major or

minor. Each “writing intensive course” includes a significant research and writing assignment evaluated according to a rubric established in ENGL 2200. In some professional programs, the “writing intensive course” takes the form of a discipline-specific writing course (e.g. COMM 2100 Reporting for Mass Media).

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.

Students enroll in PRMN 1000 Service Learning each term as part of the Arts & Sciences Core. Johnson University requires undergraduate students in on-ground, baccalaureate programs to complete 120 hours of Service Learning in order to graduate. Associate’s degrees require 60 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 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.
- Students should complete 60 hours by the end of the sophomore year.
- **Chapel** services expose 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 3120 Spiritual Formation for Ministry.
- **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 3120 Spiritual Formation for Ministry).

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 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 selectives in the Fine Arts, Natural Sciences, and/or Social and 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 Selective 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 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.”

Honors Program

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 on-ground 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
- Extra library privileges, such as higher limits on loan materials
- 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

- 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 2200 English Composition. 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, Human Services). 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 1810 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 (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.

- 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.

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

Applicants complete this interview on the Tennessee campus during 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

Johnson Admissions Office
7900 Johnson Drive
Knoxville, TN 37998
Telephone: 1.800.827.2122
Email: JohnsonU@JohnsonU.edu

Pamela K. Mattingly
Honors Program Administrator
Telephone: 1.865.251.2349
Email: PMattingly@JohnsonU.edu

English Major

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 on-ground 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, Goals, and Objectives

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.

Goal 1: Develop critical thinking and analytical skills.

Objective 1.1: Students better understand the human experience across time, place, and cultures by identifying the historical, religious, political, and social contexts for literary works and by making connections with current contexts.

Objective 1.2: Students analyze texts using a variety of critical approaches; they also

articulate arguments about texts by integrating supporting evidence and analytical commentary.

Literature Concentration

Objective 1.3: Students conduct appropriate research about literature by formulating valid research questions, identifying and evaluating source materials, organizing and synthesizing data, and demonstrating proper citation practices.

Rhetoric & Writing Concentration

Objective 1.4: Students 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.

Goal 2: Write persuasively and communicate effectively.

Objective 2.1: Students know the fundamentals of English usage and syntax as well as effective and persuasive writing.

Objective 2.2: Students express cogent and logical arguments.

Objective 2.3: Students produce arguments based on research by formulating and supporting a thesis and by creating papers and oral presentations that effectively communicate their arguments.

Objective 2.4: Students demonstrate advanced communication skills in written and oral communication.

Goal 3: Understand and employ scholarly, academic research skills appropriate for the study of literature.

Objective 3.1: Students understand the foundations of discipline-specific research, including the use of library and online resources.

Objective 3.2: Students employ proper citation methods.

Literature Concentration

Objective 3.3: Students understand the range and practice of Literary Studies.

Objective 3.4: Students read, interpret, and apply literary and textual criticism.

Rhetoric & Writing Concentration

Objective 3.5: Students understand the range and practice of Rhetoric & Writing.

Objective 3.6: Students read, interpret, and apply rhetorical theory and textual criticism.

Goal 4: Appreciate the distinctiveness and richness of diverse societies and cultures, and learn to cultivate an inclusive and empathetic worldview.

Objective 4.1: Students encounter and engage with global cultures through a study of writings from around the world.

Objective 4.2: 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.

Objective 4.3: Students cultivate a biblically informed worldview that seeks to understand and to respectfully engage differing worldviews.

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

English Core (21 credits)

Prerequisites

| | |
|--|---|
| *ENGL 1000 English Composition I for English Majors | 3 |
| *ENGL 1010 English Composition II for English Majors | 3 |

Foundational Courses

| | |
|--|---|
| ENGL 2010 Survey of British Literature | 3 |
| *ENGL 2110 Survey of World Literature I: Ancient | 3 |
| ENGL 2120 Survey of World Literature II: Modern | 3 |
| ENGL 3310 English Language: History & Grammar | 3 |
| ENGL 3450 African Literature & Cultures | 3 |

Concentration (choose one):

18-21

Literature Concentration (18 credits)

- ENGL 2020 Survey of American Literature (3)
- ENGL 3320 English Literature: Theory & Research (3)

Western Literature Selectives (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 4410 Western Epics (3)
- ENGL 4430 British Modernism (3)

Non-Western Literature Selectives (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)

Rhetoric & Writing Concentration (18-21 credits)

- ENGL 2340 Intermediate Composition (3) *[required for B.S. only]*
- ENGL 3330 Writing: Rhetorical Theory & Investigative Research (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)

*TOTAL CREDITS IN MAJOR:**39-42*

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 | <u>39 credits</u> |
| <i>TOTAL:</i> | <i>125 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1000 English Composition I for English Majors in place of ENGL 2200 English Composition; (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 Selective.

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.S. | 47 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 1 credit |
| English Major | <u>39 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1000 English Composition I for English Majors in place of ENGL 2200 English Composition; (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 Selective.

Requirements for the B.S. in English with a Rhetoric & Writing Concentration. To earn the Bachelor of Science degree with a double major in Bible & Theology and English with a Rhetoric & Writing Concentration, 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 | <u>42 credits</u> |
| <i>TOTAL:</i> | <i>122 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 1000 English Composition I for English Majors in place of ENGL 2200 English Composition; (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 Selective.

Academic Standards. Students must achieve a score of 25 or higher on the *English* portion of the ACT in order to enroll in ENGL 1000 English Composition I for English Majors. Students must complete the prerequisite courses with a grade of C or better, and must complete the foundational courses 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.

History Major

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.

In the B.A. degree track (which includes two years of world language studies), students may choose a concentration in one of five areas—namely, American History, Church History, General History, Public History, or World Civilizations. In the B.S. degree track, students may choose a concentration in General History or Public History. The faculty recommends the B.A. track for students who intend to do graduate work in the field.

The American History Concentration focuses on the history of the United States of America from initial settlement to the present. Students choose coursework in specific eras or topics in American history, including contemporary global issues. A biblical or foreign language is required; French or Spanish is suggested.

The Church History Concentration focuses on the history of the Christian Church from the first century to the present, with an emphasis on the history of the Stone-Campbell Movement. A biblical or foreign language is required; Greek is suggested.

The General History Concentration provides a balance between American, Church, and World history courses for the student who desires a broad base of expertise.

The Public History Concentration focuses on the work of public historians in archives, museums, public policy organizations, historical societies, and in media. Public historians are devoted to practicing history outside of the classroom to address a wide variety of historical issues and to present those issues to non-academic audiences.

The World History Concentration focuses on the history of world civilizations, such as Africa, China, Europe, Latin America, and the Middle East, including America's role in global issues.

A biblical or foreign language is required.

Modality. Johnson University offers the History Major on-ground 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, Goals, and Objectives

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.

Goal 1: Develop critical thinking and analytical skills.

Objective 1.1: Students understand the origins and progress of cultures and civilizations from the ancient to the modern eras by identifying key figures, events, movements, achievements, and eras and connecting these with larger historical themes.

Objective 1.2: Students develop their ability to think historically, that is to situate events and developments in their historical context for the purpose of critical analysis; and they expand their ability to engage with complex causal analysis, and to articulate arguments that integrate supporting evidence and analytical commentary.

Objective 1.3: Students conduct historical research by formulating valid research questions, identifying and evaluating source materials, organizing and synthesizing data, and demonstrating proper citation practices.

Goal 2: Write persuasively and communicate effectively.

Objective 2.1: Students develop skills that equip them to express their views cogently and logically.

Objective 2.2: Students develop arguments based on historical research by formulating and supporting a thesis and creating papers and oral presentations that effectively communicate their arguments.

Objective 2.3: Students demonstrate advanced communication skills in writing and public speaking and the effective use of technology.

Goal 3: Understand and employ the skills of historical research.

Objective 3.1: Students appreciate the nature and practice of history as a discipline.

Objective 3.2: Students demonstrate a working knowledge of the rudiments of historical research, including the use of library and on-line resources, basic notions of historiography, and the purpose and practice of proper citation methods.

Objective 3.3: Students identify, evaluate, and compare historians' different interpretations of the past and engage in basic historiographical discussions.

Goal 4: Appreciate the distinctiveness and richness of diverse societies and cultures, and view the world from perspectives other than one's own.

Objective 4.1: Students gain an introduction to global experience and moral awareness of global themes and issues.

Objective 4.2: Students seek to be active and ethical global citizens, intentionally preparing for vocational opportunities that will value service to others in the community and around the world.

Objective 4.3: Students cultivate a biblically-informed worldview and seek to understand and respectfully engage differing worldviews.

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 2100 | American History I | 3 |
| HIST 2200 | American History II | 3 |
| HIST 2210 | The Historian's Craft: Introduction to Historiography | 3 |
| *HIST 4200 | History of the Restoration Movement | 3 |

Integration (3 credits)

| | | |
|-----------|-----------------------------------|---|
| HIST 4400 | History Senior Project/Internship | 3 |
|-----------|-----------------------------------|---|

Concentration (choose one): 15

American History Concentration (15 credits)

HIST 3240 Religion in America (3)

American History Selectives (9)—choose three:

- ENGL 3430 Contemporary Ethnic American Literature (3)
- HIST 3300 American History to 1815 (3)
- HIST 3310 19th Century American History to 1877 (3)
- HIST 4210 Readings in the History of the Restoration Movement (3)
- HIST 4300 American History 1877-1945 (3)
- HIST 4310 American History Since World War II (3)

Modern World History Selective (3)—choose one:

- ENGL 2120 Survey of World Literature II: Modern (3)
- HIST 3230 Global Christianity in the Modern Era (3)
- HIST 4320 History of Early Modern Europe
- HIST 4330 History of Modern Europe
- ICCS 4710 History of Modern China (3)
- ICIS 3115 Modern Middle East (3)
- ICLA 2200 History & Cultures of Latin America (3)

Church History Concentration (15 credits)

HIST 4210 Readings in the History of the Restoration Movement (3)

Church History Selectives (12)—choose four:

- HIST 3200 Patristics: The Early Church A.D. 100-500 (3)
- HIST 3210 The Christian Church in the Middle Ages (3)
- HIST 3220 The Reformation of the 16th Century (3)
- HIST 3230 Global Christianity in the Modern Era (3)

- HIST 3240 Religion in America (3)
- HIST 4220 History of Christian Spiritual Formation (3)

General History Concentration (15 credits)

World History Selectives (6)—choose two:

- ENGL 2110 Survey of World Literature I: Ancient (3)
- ENGL 2120 Survey of World Literature II: Modern (3)
- HIST 3230 Global Christianity in the Modern Era (3)
- HIST 3320 History of Ancient Graeco-Roman Society (3)
- HIST 3330 History of Europe in the Middle Ages (3)
- HIST 4320 History of Early Modern Europe (3)
- HIST 4330 History of Modern Europe (3)
- HIST 4340 History & Cultures of Africa (3)
- ICCS 3360 Religion & Philosophy in China (3)
- ICCS 4710 History of Modern China (3)
- ICIS 2310 Islam: History, Beliefs, and Practices (3)
- ICIS 3115 Modern Middle East (3)
- ICLA 2200 History & Cultures of Latin America (3)

American History Selectives (6)—choose two:

- ENGL 3430 Contemporary Ethnic American Literature (3)
- HIST 3240 Religion in America (3)
- HIST 3300 American History to 1815 (3)
- HIST 3310 19th Century American History to 1877 (3)
- HIST 4300 American History 1877-1945 (3)
- HIST 4310 American History Since World War II (3)

Church History Selectives (3)—choose one:

- HIST 3200 Patristics: The Early Church A.D. 100-500 (3)
- HIST 3210 The Christian Church in the Middle Ages (3)
- HIST 3220 The Reformation of the 16th Century (3)
- HIST 3230 Global Christianity in the Modern Era (3)
- HIST 3240 Religion in America (3)
- HIST 4200 History of the Restoration Movement (3)
- HIST 4210 Readings in the History of the Restoration Movement (3)
- HIST 4220 History of Christian Spiritual Formation (3)

World History Concentration (15 credits)

World History Selectives (12)—choose four:

- ENGL 2110 Survey of World Literature I: Ancient (3)
- ENGL 2120 Survey of World Literature II: Modern (3)
- HIST 3230 Global Christianity in the Modern Era (3)
- HIST 3320 History of Ancient Graeco-Roman Society (3)
- HIST 3330 History of Europe in the Middle Ages (3)
- HIST 4320 History of Early Modern Europe (3)
- HIST 4330 History of Modern Europe (3)
- HIST 4340 History & Cultures of Africa (3)
- ICCS 3360 Religion & Philosophy in China (3)

- ICCS 4710 History of Modern China (3)
- ICIS 2310 Islam: History, Beliefs, and Practices (3)
- ICIS 3115 Modern Middle East (3)
- ICLA 2200 History & Cultures of Latin America (3)

American History Selective (3)—choose one:

- HIST 3300 American History to 1815 (3)
- HIST 3310 19th Century American History to 1877 (3)
- HIST 4300 American History 1877-1945 (3)
- HIST 4310 American History Since World War II (3)

Public History Concentration (15 credits)

- HIST 3100 Introduction to Public History (3)
- HIST 3110 Archiving, Preservation & Technology (3)
- NPMG 2010 Introduction to the Nonprofit Sector (3)

American History Selectives (6)—choose two:

- ENGL 3430 Contemporary Ethnic American Literature (3)
- HIST 3240 Religion in America (3)
- HIST 3300 American History to 1815 (3)
- HIST 3310 19th Century American History to 1877 (3)
- HIST 4210 Readings in the History of the Restoration Movement (3)
- HIST 4300 American History 1877-1945 (3)
- HIST 4310 American History Since World War II (3)

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 | <u>36 credits</u> |
| 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 Selective.

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 Selective.

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 be 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 Church History, World History, or American History concentrations must complete the B.A. degree with at least 12 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 in Public History will complete an internship; students who intend to enroll in graduate school will complete a major research paper; students in teacher education will complete a project that integrates historical research with teaching methods that is appropriate for use in the classroom.

Humanities Major

Overview. Johnson University’s mission and educational approach (the “intercultural mission model”) call for students to seek God, develop a Christian worldview grounded in the Scriptures, familiarize themselves with competing worldviews, and fulfill the Great Commission by bringing the gospel to others in meaningful ways within their religious, philosophical, cultural, and social contexts. Toward this end, the Humanities Major introduces students to the breadth and depth of the human experience through a comparative study of the art, history, literature, and philosophy of past and contemporary societies and cultures. It equips them to conduct research, analyze and assess evidence, and articulate sound conclusions both orally and in writing. The study of the Humanities also enables students to better comprehend the biblical text, perceive the work of God throughout history, and thereby engage the world as informed, engaged, and thoughtful global citizens and heralds of the kingdom of God. The Humanities degree constructs a solid platform of lifelong learning skills and wisdom from which students may launch into many different career paths and/or pursue graduate studies.

Modality. Johnson University offers the Humanities Major on-ground 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, Goals, and Objectives

Purpose: The Humanities Major cultivates a critical understanding and appreciation of the breadth and depth of human experience through a comparative study of the art, history, literature, and philosophy of past and contemporary societies and cultures, and equips students to conduct research, analyze and assess evidence, and articulate sound conclusions both orally and in writing.

Goal 1: Students acquire a knowledge base concerning the Humanities.

Objective 1.1: Students demonstrate understanding of the development of cultures and civilizations from ancient to contemporary eras by identifying key artistic, historical, literary, and philosophical figures, events, movements, achievements, and eras.

Goal 2: Students develop critical thinking and analytical skills.

Objective 2.1: Students develop their ability to think holistically, gaining a panorama of artistic, historical, literary, and philosophical fundamentals, and analyzing their connectedness across global human societies by articulating arguments that demonstrate their independence and interdependence.

Objective 2.2: Students conduct research in the Humanities by formulating valid research questions, identifying and evaluating source materials, organizing and synthesizing data, and demonstrating proper citation practices

Goal 3: Students write persuasively and communicate effectively.

Objective 3.1: Students develop skills that equip them to express their views cogently and logically.

Objective 3.2: Students develop arguments based on research in the Humanities by formulating and supporting a thesis and creating papers and oral presentations that effectively communicate their arguments.

Objective 3.3: Students demonstrate advanced communication skills in writing, public speaking, and the effective use of technology.

Goal 4: Students understand and employ foundational skills of artistic, historical, literary, and philosophical research.

Objective 4.1: Students identify and prioritize appropriate resources relating to the full spectrum and best practices of Humanities-based knowledge.

Objective 4.2: Students employ the essentials of Humanities research, including the use of library and online resources, as well as the purpose and practice of proper citation methods.

Objective 4.3: Students develop a capacity to engage a breadth of primary resources with competence and confidence.

Goal 5: Students appreciate and evaluate the richness and poverty of diverse cultures in the context of an explicitly Christian worldview.

Objective 5.1: Students demonstrate an introductory grasp of global experience, as well as a moral awareness of global themes and issues.

Objective 5.2: Students draw on their Humanities awareness to become active and ethical Christians, locally and internationally.

Objective 5.3: Students cultivate a biblically-based Christian worldview, and they understand and respectfully engage differing worldviews.

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

| | |
|--|-----------|
| <i>World Civilizations (6 credits)</i> | |
| *HIST 1100 World Civilizations I | 3 |
| *HIST 1200 World Civilizations II | 3 |
| <i>Humanities Core (19 credits)</i> | |
| HUMN 2100 Introduction to the Humanities | 3 |
| HUMN 2110 Great Books I | 1 |
| HUMN 3100 Humanities I: Classical Antiquity | 3 |
| HUMN 3110 Great Books II | 1 |
| HUMN 3400 Humanities II: Early Christianity & Medieval World | 3 |
| HUMN 4100 Humanities III: Renaissance to the Enlightenment | 3 |
| HUMN 4110 Great Books III | 1 |
| HUMN 4410 Great Books IV | 1 |
| HUMN 4400 Humanities IV: 19 th to 21 st Centuries | 3 |
| <i>History Selective (3 credits)</i> —choose any Upper Division course with prefix HIST | |
| | 3 |
| <i>Literature Selective (3 credits)</i> —choose any Upper Division course with prefix ENGL | |
| | 3 |
| <i>Philosophy Selective (3 credits)</i> —choose any Upper Division course with prefix PHIL | |
| | 3 |
| <i>*Advanced Writing Selective (3 credits)</i> —choose any Upper Division course with prefix ENGL | |
| | <u>3</u> |
| TOTAL CREDITS IN MAJOR: | 37 |

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.A. | 53 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Humanities Major | <u>37 credits</u> |
| TOTAL: | 123 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) Advanced Writing Selective as the Arts & Sciences Selective.

Public Health Major
(launching Fall 2015 pending approval by SACSCOC*)

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.”]

***Accreditation.** The new Public Health Major has been approved by the Johnson University faculty and administration. This program is pending approval by SACSCOC. For the latest information, contact the Dean of the School of Arts & Sciences.

Modality. Johnson University offers the Public Health Major on-ground 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, Goals, and Objectives

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.

Goal 1: Acquaint students with the principles of lifetime health and fitness.

Objective 1.1: Students articulate a biblical and theological perspective on lifetime health and fitness and its impact on individual and community wellness.

Objective 1.2: Students demonstrate a working knowledge of the human body as it relates to disease causation, disease prevention and health promotion.

- Objective 1.3:* Students acquire and apply the principles of nutrition, fitness and weight management, substance abuse, environmental health, and other health topics in pursuit of achieving optimal health and wellness.
- Objective 1.4:* Students identify the principal factors contributing to diseases and health-related conditions affecting one's lifetime health and wellness, and develop strategies for practicing healthy lifestyle behaviors.
- Objective 1.5:* Students articulate strategies for the implementation of health education and health promotion programs within the community.
- Goal 2:* Students develop skills to identify, evaluate and acquire valid sources of health information to achieve health literacy.
- Objective 2.1:* Students critically evaluate the validity of health information, consumer products and services.
- Objective 2.2:* Students research, access and use sources of health information legally and ethically.
- Objective 2.3:* Students examine different sources of health information and determine appropriate materials to be used when working with diverse groups of individuals.
- Objective 2.4:* Students conduct and demonstrate ongoing research for current health information and appropriate methods of delivery.
- Goal 3:* Equip students with the practical knowledge and skills for the planning, implementation and the evaluation of disease prevention and health promotion programs within diverse communities.
- Objective 3.1:* Students incorporate principles of community organization in the planning and implementation of effective health promotion programs utilizing evidence based strategies.
- Objective 3.2:* Students develop a logical scope and sequence plan for health education programs based on philosophical concepts and theories of program planning.
- Objective 3.3:* Students employ a broad range of instructional methods and strategies in the design of health promotion programs within diverse communities.
- Objective 3.4:* Students use a wide variety of methods to evaluate the effectiveness of health education programs within schools and community.
- Goal 4:* Produce graduates who serve as health education resource persons and engage in health advocacy.
- Objective 4.1:* Students research and utilize community resources to provide individuals and communities with education and needed resources to improve, protect and promote overall health and wellness.
- Objective 4.2:* Students identify a variety of strategies, methods, and modes of communication to promote health education programs, health resources, and advocacy for health education.

Objective 4.3: Students identify educational institutions, health agencies and organizations to promote and advocate for health education programs.

Objective 4.4: Students identify and evaluate health-related policies, regulations and laws which promote the betterment of health for the individual, community, nation and globe.

Goal 5: Produce graduates whose knowledge, skills and high standards qualify them for professional certification.

Objective 5.1: Students earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED).

Objective 5.2: Students are prepared for certification as a Certified Health Education Specialist (CHES) through the National Commission for Health Education Credentialing, Inc.

Goal 6: Equip and inspire students to use public health effectively as a vehicle for evangelism, Christian discipleship and service.

Objective 6.1: Students articulate biblical, theological and philosophical foundations for health ministry and Christian service.

Objective 6.2: Students explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits.

Objective 6.3: Students critically examine issues related to the intersection of public health, faith, and ethics in professional practice.

Objective 6.4: Students demonstrate an effective witness for Christ within the public health field.

Objective 6.5: Students network with organizations promoting public health, such as the Association of Public Health, Society for Public Health Education, the American Alliance for Health, Physical Education, Recreation and Dance, the National Commission for Health Education Credentialing, Centers for Disease Control, National Institutes of Health, World Health Organization, Peace Corps, AmeriCorps, Global Health Corps, The Missions Network, Compassion International, The Boys and Girls Clubs of America, Community Action Committee, and The Office on Aging.

Goal 7: Equip students to appreciate the distinctiveness and richness of diverse societies and cultures, and learn to view the world from perspectives other than their own.

Objective 7.1: Students encounter and engage with global cultures through a study of health practices from around the world.

Objective 7.2: 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.

Objective 7.3: Students cultivate a biblically informed worldview that seeks to understand and to respectfully engage differing worldviews.

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

| | | |
|--------------------------------|--|-----------|
| *ANTH 1100 | Encountering Cultures | 3 |
| *HLSC 2100 | Health & Fitness Science with Lab | 4 |
| *MATH 2200 | College Algebra | 3 |
| PBHL 2100 | Introduction to Public Health | 3 |
| *PBHL 2200 | Anatomy & Human Body Systems for Health Professionals | 3 |
| 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 3220 | Biostatistics in Public Health | 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 3300 | Animal Biology with Lab | <u>4</u> |
| <i>TOTAL CREDITS IN MAJOR:</i> | | <i>57</i> |

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. | 49 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Public Health Major | <u>57 credits</u> |
| <i>TOTAL:</i> | <i>139 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) HLSC 2100 Health & Fitness Science with Lab; (3) MATH 2200 College Algebra as the Mathematics Selective; (4) PBHL 2200 Anatomy & Human Body Systems for Health Professionals as the Arts & Sciences Selective.

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. | 36 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Public Health Major | <u>57 credits</u> |

*TOTAL:**126 credits*

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) HLSC 2100 Health & Fitness Science with Lab; (3) SCIN 3300 Animal Biology with Lab as the Natural Sciences Selective; (4) MATH 2200 College Algebra as the Mathematics Selective; (5) PBHL 3230 Global & Environmental Health Perspectives as the Social & Behavioral Sciences Selective; and (6) PBHL 2200 Anatomy & Human Body Systems for Health Professionals as the Arts & Sciences Selective.

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).
- Submit an application for internship to the Public Health Internship Supervisor at least *one* term prior to enrollment in the internship.
- Submit a letter of recommendation for internship enrollment by the end of PBHL 4200 Seminar for Public Health Extended Internship. The recommendation letter is to be authored by a Public Health professor or another major professor attesting to their readiness for the internship experience. The Seminar professor will distribute a *Recommendation Form*.

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

Certification. Students are provided opportunities to prepare to seek certification as a Certified Health Education Specialist (CHES) from the National Commission for Health Education Credentialing, Inc. Successful completion of the Public Health Major does not, in and of itself, lead to licensure or certification in any state. Johnson University does not guarantee that any professional organization will accept a graduate’s application to sit for any exam for the purpose of professional certification. Students seeking licensure or certification in a particular profession are strongly encouraged to research the requirements prior to enrollment. Requirements may vary by state. A criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Public Health Minor

(launching Fall 2015 pending approval by SACSCOC)*

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.

***Accreditation.** The new Public Health Minor has been approved by the Johnson University faculty and administration. This program is pending approval by SACSCOC. For the latest information, contact the Dean of the School of Arts & Sciences.

Modality. Johnson University offers the Public Health Minor on-ground 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, Goals, and Objectives

Purpose. The Public Health Minor provides foundations for meeting physical and spiritual needs of the community through healthy lifestyle decisions.

Goal 1: Acquaint students with the principles of lifetime health and fitness.

Objective 1.1: Students articulate a biblical and theological perspective on lifetime health and fitness and its impact on individual and community wellness.

Objective 1.2: Students demonstrate a working knowledge of the human body as it relates to disease causation, disease prevention and health promotion.

Objective 1.3: Students acquire and apply the principles of nutrition, fitness and weight management, substance abuse, environmental health, and other health topics in pursuit of achieving optimal health and wellness.

Objective 1.4: Students identify the principal factors contributing to diseases and health-related conditions affecting one's lifetime health and wellness, and develop strategies for practicing healthy lifestyle behaviors.

Objective 1.5: Students articulate strategies for the implementation of health education and health promotion programs within the community.

Goal 2: Equip students with the practical knowledge and skills for the planning, implementation and the evaluation of disease prevention and health promotion programs within diverse communities.

Objective 2.1: Students incorporate principles of community organization in the planning and implementation of effective health promotion programs utilizing evidence based strategies.

Objective 2.2: Students develop a logical scope and sequence plan for health education programs based on philosophical concepts and theories of program planning.

Objective 2.3: Students employ a broad range of instructional methods and strategies in the design of health promotion programs within diverse communities.

Objective 2.4: Students use a wide variety of methods to evaluate the effectiveness of health education programs within schools and community.

Goal 3: Produce graduates who serve as health education resource persons and engage in health advocacy.

Objective 3.1: Students research and utilize community resources to provide individuals and communities with education and needed resources to improve, protect and promote overall health and wellness.

Objective 3.2: Students identify a variety of strategies, methods, and modes of communication to promote health education programs, health resources, and advocacy for health education.

Objective 3.3: Students identify educational institutions, health agencies and organizations to promote and advocate for health education programs.

Objective 3.4: Students identify and evaluate health-related policies, regulations and laws which promote the betterment of health for the individual, community, nation and globe.

Goal 4: Equip students to appreciate the distinctiveness and richness of diverse societies and cultures, and learn to view the world from perspectives other than their own.

Objective 4.1: Students encounter and engage with global cultures through a study of health practices from around the world.

Objective 4.2: 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.

Objective 4.3: Students cultivate a biblically informed worldview that seeks to understand and to respectfully engage differing worldviews.

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

Arts & Sciences Core Corequisites (11):

| | |
|--|---|
| *ANTH 1100 Encountering Cultures | 3 |
| *HLSC 2100 Health & Fitness Science with Lab | 4 |
| *SCIN 3300 Animal Biology with Lab | 4 |

Public Health Minor (21):

| | |
|--|----------|
| *PBHL 2200 Anatomy & Human Body Systems for Health Professionals | 3 |
| 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 | <u>3</u> |

TOTAL CREDITS IN MINOR: 21

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. | 59 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 7 credits |
| Public Health Minor | <u>21 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) HLSC 2100 Health & Fitness Science with Lab; (3) SCIN 3300 Animal Biology with Lab as the Natural Sciences Selective; and (4) PBHL 2200 Anatomy & Human Body Systems for Health Professionals as the Arts & Sciences Selective.

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. | 50 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 16 credits |
| Public Health Minor | <u>21 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) HLSC 2100 Health & Fitness Science with Lab; (3) SCIN 3300 Animal Biology with Lab as the Natural Sciences Selective; (4) PBHL 3230 Global & Environmental Health Perspectives as the Social & Behavioral Sciences Selective; and (5) PBHL 2200 Anatomy & Human Body Systems for Health Professionals as the Arts & Sciences Selective.

Religious Studies Major

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 on-ground 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, Goals, and Objectives

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.

Goal 1: Develop critical thinking and analytical skills.

Objective 1.1: Students understand the origins and progress of the religious experiences of global human cultures and civilizations from the ancient to the modern

eras by identifying key figures, events, movements, achievements, and eras and connecting these with larger historical themes.

Objective 1.2: Students develop their ability to situate events and developments in their historical context for the purpose of critical analysis; and they expand their ability to engage with complex causal analysis, and to articulate arguments that integrate supporting evidence and analytical commentary.

Objective 1.3: Students conduct research by formulating valid research questions, identifying and evaluating source materials, organizing and synthesizing data, and demonstrating proper citation practices.

Goal 2: Write persuasively and communicate effectively.

Objective 2.1: Students develop skills that equip them to express their views cogently and logically.

Objective 2.2: Students develop arguments based on sound research by formulating and supporting a thesis and creating papers and oral presentations that effectively communicate their arguments.

Objective 2.3: Students demonstrate advanced communication skills in writing and public speaking and the effective use of technology.

Goal 3: Understand and employ the skills of research in the field of religious studies.

Objective 3.1: Students appreciate the nature and practice of religious studies as a discipline.

Objective 3.2: Students demonstrate a working knowledge of the rudiments of sound research, including the use of library and on-line resources, basic notions of the philosophy of religion, and the purpose and practice of proper citation methods.

Objective 3.3: Students identify, evaluate, and compare world religions and investigate different interpretations of the human religious experience.

Goal 4: Appreciate the distinctiveness and richness of diverse societies and cultures, and view the world from perspectives other than one's own.

Objective 4.1: Students gain an introduction to global experience and moral awareness of global themes and issues.

Objective 4.2: Students seek to be active and ethical global citizens, intentionally preparing for vocational opportunities that will value service to others in the community and around the world.

Objective 4.3: Students cultivate a biblically-informed worldview and seek to understand and respectfully engage differing worldviews.

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 |
| * <i>Religious Studies Selectives (15)</i> —choose five: | | <u>15</u> |
| ENGL 3410 | 19 th Century Russian Writers (3) | |
| ENGL 3420 | 20 th Century British Writers: The Inklings (3) | |
| HIST 2020 | Survey of Western Philosophy (3) (<i>online</i>) | |
| 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 4414 | Area Studies: Animism & Folk Religions (3) (<i>online</i>) | |
| 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) | |
| <i>TOTAL CREDITS IN MAJOR:</i> | | 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 | <u>36 credits</u> |
| <i>TOTAL:</i> | <i>122 credits</i> |

****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 Selective.

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 | <u>36 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***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 Selective; (4) any upper division Religious Studies Selective as the Arts & Sciences Selective.

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 organization, agency, or church where students work.

Sport & Fitness Leadership Major

Overview. Athletes 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 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 (CSRMS). Graduates may pursue a variety of career paths as sports ministers, coaches, fitness specialists, athletic trainers, and strength and conditioning specialists.

Modality. Johnson University offers the Sport & Fitness Leadership Major on-ground 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, Goals, and Objectives

Purpose. Sports and physical fitness play an influential role in contemporary society, bringing people together and creating numerous opportunities for friendship and mentoring. The Sport & Fitness Leadership Major prepares students for entry-level positions in sports ministry, physical

education, athletic training, coaching, and related professions. It also equips them to use sports as an effective tool for evangelism and Christian discipleship.

Goal 1: Acquaint students with the principles of lifetime health and fitness.

Objective 1.1: Students demonstrate a basic working knowledge of exercise anatomy, physiology, and biomechanics.

Objective 1.2: Students articulate principles of healthy nutrition and physical fitness.

Objective 1.3: Students accurately assess persons' needs and recommend fitness regimens appropriate to their age, health, and ability.

Objective 1.4: Students demonstrate mastery of sports safety principles, first aid (including CPR and AED), and the care and prevention of common athletic injuries.

Goal 2: Equip students with practical knowledge and skills for teaching and mentoring in sports-related settings.

Objective 2.1: Students plan and implement physical education programs appropriate for their target audience, using effective methods and tools.

Objective 2.2: Students demonstrate awareness of the needs of special populations and effectively address those needs.

Objective 2.3: Students demonstrate a basic working knowledge of the aims and techniques of strength training and conditioning.

Objective 2.4: Students employ insights from sport psychology and coaching theory to motivate athletes toward peak performance.

Goal 3: Equip students with foundational knowledge, skills, and attitudes essential for effective leadership in sports professions.

Objective 3.1: Students effectively perform a variety of administrative tasks related to sports professions.

Objective 3.2: Students make positive contributions to team building among both athletes and staff.

Objective 3.3: Students set goals and assess outcomes for sports and fitness programs.

Objective 3.4: Students demonstrate effective servant leadership in a mentored practicum experience.

Objective 3.5: Students display high legal, ethical, and professional standards.

Objective 3.6: Students articulate their personal philosophy of sports leadership and ministry.

Goal 4: Produce graduates whose knowledge, skills, and high standards qualify them for professional certification.

Objective 4.1: Students earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated

external defibrillator (AED).

Objective 4.2: Students earn at least two of the following professional certifications in accordance with their interests and career goals:

- American College of Sports Medicine Certified Group Exercise Instructor [ACSM-GEI]
- American College of Sports Medicine Certified Health Fitness Specialist [ACSM-HFS]
- American College of Sports Medicine Certified Personal Trainer [ACSM-CPT]
- Association of Church Sports and Recreation Ministers Certification, Level I [CSRM 1]
- Association of Church Sports and Recreation Ministers Certification, Level II [CSRM 2]
- National Strength and Conditioning Association Certified Personal Trainer [NSCA-CPT]
- National Strength and Conditioning Association Certified Strength and Conditioning Specialist [NSCA-CSCS]
- Tennessee State Board of Education Endorsement in Physical Education K-12

Goal 5: Equip and inspire students to use sports effectively as a tool for evangelism and Christian discipleship.

Objective 5.1: Students articulate biblical, theological, and philosophical foundations for sports ministry.

Objective 5.2: Students develop and employ effective models for sports ministry in church or community settings.

Objective 5.3: Students demonstrate an effective witness for Christ within the sports world.

Objective 5.4: Students network with organizations promoting sports ministry, such as the Association of Church Sports and Recreation Ministers (CSRM) and the Fellowship of Christian Athletes.

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

| | |
|--|---|
| *EXSC 2100 Kinesiology | 3 |
| *EXSC 2110 Sport & Exercise Psychology | 3 |
| EXSC 3200 Motor Learning | 3 |
| *EXSC 3210 Applied Exercise Anatomy & Physiology | 3 |
| EXSC 3220 Health & Fitness Testing, Evaluation & Prescription | 3 |
| EXSC 3230 Essentials of Strength Training & Conditioning | 3 |
| *HLSC 2100 Health & Fitness Science with Lab | 4 |
| *HSVC 1200 Human Development | 3 |
| PHED 3100 Physical Education Methods | 3 |
| PHED 3210 Introduction to Coaching | 3 |
| PHED 4200 Physical Education Programming for Special Populations | 3 |
| PHED 4210 Sport & Fitness Practicum | 3 |
| SMGT 3200 Organization & Administration of Athletic Programs | 3 |

| | |
|--|---|
| SMGT 4200 Legal, Ethical & Professional Standards for Sports Professionals | 3 |
| SMIN 3100 Sports Ministry Models | 3 |

Health and Fitness Selectives (3)—choose three: 3

| |
|--|
| PHED 1010 Aerobics (1) |
| PHED 1020 Basketball (1) |
| PHED 1030 Biggest Winner Fitness Program (1) |
| PHED 1040 Golf (1) |
| PHED 1050 Lifesaving (1) |
| PHED 1060 Racquetball (1) |
| PHED 1070 Running (1) |
| PHED 1080 Self Defense (1) |
| PHED 1090 Soccer (1) |
| PHED 1110 Softball (1) |
| PHED 1120 Swimming (1) |
| PHED 1130 Tennis & Badminton (1) |
| PHED 1140 Volleyball (1) |
| PHED 1150 Weight Training (1) |
| PHED 2010 Women's Volleyball: Varsity (1) |
| PHED 2020 Women's Soccer: Varsity (1) |
| PHED 2030 Men's Soccer: Varsity (1) |
| PHED 2040 Cross-Country: Varsity (1) |
| PHED 2050 Women's Basketball: Varsity (1) |
| PHED 2060 Men's Basketball: Varsity (1) |
| PHED 2070 Men's Baseball: Varsity (1) |
| PHED 2175 Cheerleading: Varsity (1) |
| PHED 2080 Tennis: Varsity (1) |

TOTAL CREDITS IN MAJOR: 49

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

| | |
|----------------------------------|--------------------|
| Arts & Sciences Core for B.A. | 55 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Sport & Fitness Leadership Major | <u>49 credits</u> |
| <i>TOTAL:</i> | <i>137 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HLSC 2100 Health & Fitness Science with Lab; (2) EXSC 3210 Applied Exercise Anatomy & Physiology as the Arts & Sciences Selective.

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 Major | <u>49 credits</u> |
| TOTAL: | 125 credits |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HLSC 2100 Health & Fitness Science with Lab; (2) HSVC 1200 Human Development as the Social and Behavioral Sciences Selective; (3) EXSC 2110 Sport & Exercise Psychology as the Arts & Sciences Selective; and (4) EXSC 2100 Kinesiology as the Natural Sciences Selective.

Sports Ministry Minor

Overview. Athletes 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. The Sports Ministry Minor includes coursework designed to meet standards for Level 1 professional certification by the Association of Church Sports and Recreation Ministers (CSRMR).

Modality. Johnson University offers the Sports Ministry Minor on-ground 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, Goals, and Objectives

Purpose. Sports and physical fitness play an influential role in contemporary society, bringing people together and creating numerous opportunities for friendship and mentoring. The Sports Ministry Minor equips students with foundational knowledge and skills for using sports as an effective tool for evangelism and Christian discipleship.

Goal 1: Acquaint students with the principles of lifetime health and fitness.

Objective 1.1: Students articulate principles of healthy nutrition and physical fitness.

Objective 1.2: Students accurately assess persons’ needs and recommend fitness regimens appropriate to their age, health, and ability.

Objective 1.3: Students demonstrate mastery of sports safety principles, first aid (including CPR and AED), and the care and prevention of common athletic injuries.

Goal 2: Equip students with foundational knowledge, skills, and attitudes essential for effective leadership in sports professions.

Objective 2.1: Students plan and implement physical education programs appropriate for their target audience, using effective methods and tools.

Objective 2.2: Students effectively perform a variety of administrative tasks related to sports professions.

Objective 2.3: Students make positive contributions to team building among both

athletes and staff.

Objective 2.4: Students display high legal, ethical, and professional standards.

Objective 2.5: Students articulate their personal philosophy of sports leadership and ministry.

Objective 2.6: Students earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED).

Goal 3: Equip and inspire students to use sports effectively as a tool for evangelism and Christian discipleship.

Objective 3.1: Students articulate biblical, theological, and philosophical foundations for sports ministry.

Objective 3.2: Students develop and employ effective models for sports ministry in church or community settings.

Objective 3.3: Students demonstrate an effective witness for Christ within the sports world.

Objective 3.4: Students network with organizations promoting sports ministry, such as the Association of Church Sports and Recreation Ministers (CSRSM) and the Fellowship of Christian Athletes.

Required Courses. The Sports Ministry Minor consists of the following courses:

| | |
|--|----------|
| *HLSC 2100 Health & Fitness Science with Lab | 4 |
| PHED 3100 Physical Education Methods | 3 |
| SMGT 3200 Organization & Administration of Athletic Programs | 3 |
| SMGT 4200 Legal, Ethical & Professional Standards for Sports Professionals | 3 |
| SMIN 3100 Sports Ministry Models | 3 |
| <i>Elective (3)—choose 3 credits:</i> | <u>3</u> |
| EXSC 2100 Kinesiology | 3 |
| EXSC 2110 Sport & Exercise Psychology | 3 |
| EXSC 3200 Motor Learning | 3 |
| EXSC 3210 Applied Exercise Anatomy & Physiology | 3 |
| PHED 3210 Introduction to Coaching | 3 |
| PHED 4200 Physical Ed. Programming for Special Populations | 3 |
| PHED 4210 Sport & Fitness Practicum | 3 |

TOTAL CREDITS IN MINOR: 19

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

| | |
|-------------------------------|------------|
| Arts & Sciences Core for B.A. | 58 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 10 credits |

| | |
|-----------------------|--------------------|
| Sports Ministry Minor | <u>19 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: HLSC 2100 Health & Fitness Science with Lab.

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.S. | 52 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 16 credits |
| Sports Ministry Minor | <u>19 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: HLSC 2100 Health & Fitness Science with Lab.

SCHOOL OF BIBLE & THEOLOGY

Personnel

Dean of the School of Bible & Theology

Jon Weatherly, Ph.D. in New Testament Exegesis—Professor of New Testament (TN)

Full-Time Faculty, School of Bible & Theology

Carl B. Bridges, Ph.D. in Theology/Bible—Professor of New Testament (TN)

L. Stephen Cook, Jr., Ph.D. in Biblical Studies—Professor of Old Testament (TN)

Joseph Gordon, M.Div. in Contemporary Christian Theology, Ph.D. candidate in Religious Studies: Systematic Theology and Ethics—Assistant Professor of Theology (FL)

Heather Gorman, Ph.D. in Religion—Assistant Professor of New Testament (TN)

Leslie T. Hardin, D.Min. in Spiritual Formation—Professor of New Testament (FL)

Gregory L. Linton, Ph.D. in Religion—Associate Provost for Accreditation, Professor of New Testament (TN)

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, Chief Assessment Coordinator (TN)

W. David Reece, Ph.D. in Near Eastern Languages and Literatures—Professor of Old Testament (TN)

Rafael Rodríguez, Ph.D. in Biblical Studies—Professor of New Testament (TN)

Mark S. Ziese, Ph.D. in Religion—Professor of Old Testament (FL)

Part-Time Faculty, School of Bible & Theology

Stacy Abernathy, M.A. in New Testament Exposition and Research—Lecturer in Bible (OL)

Charles W. Beckett, M.Div. in Divinity—Lecturer in Bible (TN)

Jeremy Cox, M.A. in New Testament—Lecturer in Bible (TN)

Rob Fleenor, M.A. in Biblical Studies—Lecturer in Bible (OL)

Mark Hahlen, Ph.D. in Old Testament Studies—Lecturer in Bible (OL)

Mark Jackson, Ph.D. in New Testament Studies—Lecturer in Bible (OL)

Russell Mack, Ph.D. in Hebrew Bible and Cognate Studies—Lecturer in Old Testament (OL)

Curtis D. McClane, D.Min. in Ministry—Lecturer in Bible (OL)

David Mosley, M.A. in Church History and Historical Theology—Lecturer in Theology (OL)

Sue Stratton, M.A. in Old Testament—Lecturer in Bible (TN)

Carl Sweatman, Ph.D. in New Testament Theology and Pauline Studies—Lecturer in New Testament (OL)

Garrett Thompson, M.A. in New Testament—Lecturer in Bible, Assistant Director of Academic Support and Assistant Director of Career Services (FL)

Ted VanderEnde, D.Min. in Ministry—Lecturer in Old Testament (OL)

Cheryl L. Wissmann, Ph.D. in Practical Theology and Anthropology of Religion—Lecturer in Bible (TN)

Interdisciplinary Faculty

Carlus Gupton, D.Min. in Preaching and Church Leadership—Lecturer in Pastoral Ministries and Bible (OL)

Joseph D. Harvey, D.Min. in Pastor Care—Associate Professor of Ministry, Assistant Dean of the School of Congregational Ministry (FL)

T. Matthew Hixson, M.A. in New Testament, M.S. in Foreign Languages—Associate Professor of English (TN)

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

Robert Ritchie, Ph.D. in Theological Studies—Professor of History (FL)

Chris M. Templar, Ph.D. in Religious Education—Professor of Education, Director of International Teacher Education (TN)

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

Administrative Faculty

Michael L. Chambers, Ph.D. in Ancient Philosophy—Chancellor and Vice Provost for Academics, Johnson University Florida (FL)

Jon A. Hale, M.Div. in Divinity, M.S.L.S. in Library Science—Professor of Bible (TN)

L. Thomas Smith, Jr., Ph.D. in History—Professor of History and Theology, Vice President for Academic Affairs/Provost (TN)

Staff

Marsha Ketchen, B.S. in Christian Education—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 “CCV” for Christ’s Church of the Valley in Phoenix), but they may also operate at other sites or in other modalities.

Academic Programs

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

| JOHNSON UNIVERSITY SCHOOL/PROGRAM | Tennessee Campus | Florida Campus | Online Campus | Other |
|---|-----------------------------|---------------------------|--------------------------|--|
| School of Bible & Theology | | | | |
| • Bible & Theology Major (all baccalaureate programs) | ✓ | ✓ | ✓ | |
| • A.A./A.S. in Biblical Studies | ✓ | ✓ | ✓ | |
| • M.A. in New Testament | | | ✓* | *Typically includes campus visit for project and examination |

| | | | | |
|---|--|--|----|--|
| —Preaching Concentration | | | ✓ | |
| —Research Concentration | | | ✓ | |
| —Spiritual Formation & Leadership Conc. | | | ✓* | *Required campus visit for two courses |
| —Customized Concentration | | | ✓ | |
| • Graduate Certificate in Biblical Interpretation | | | ✓* | *Required campus visit for certain electives |
| • Graduate Certificate in Spiritual Formation & Leadership | | | ✓* | *Required campus visit for 1-2 courses |
| <p>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 on-ground at certain sites</p> <p>HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground sessions at the site indicated</p> <p>ONLINE = Fully-online programs available anywhere in the world with an internet connection</p> | | | | |

Bible & Theology Major

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 (*Johnson University Catalog*, pp. 19-20).

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 on-ground 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, Goals, and Objectives

Purpose. The Bible & Theology Major provides students with the knowledge and skills they need to interpret and apply the Bible. It promotes their spiritual growth and missional engagement, and equips them to fulfill the Great Commission in the local and global context.

Goal 1: Graduates recall facts about the Bible's content and context.

Objective 1.1: Students demonstrate a working knowledge of the content, background, and themes of Old and New Testament books.

Objective 1.2: Students recall significant Bible events and characters, their locations in the biblical record, and their connection to the overarching narrative of the Bible.

Objective 1.3: Students recall the details of authorship, date, occasion, and style of Bible books.

Objective 1.4: Students define basic theological terminologies, concepts, and movements.

Goal 2: Graduates interpret the meaning of biblical passages using credible Bible study tools and resources.

Objective 2.1: Students identify and utilize standard research tools and resources, both print and electronic, for Bible study and interpretation.

Objective 2.2: Students implement procedures appropriate for sound biblical interpretation.

Goal 3: Graduates interact critically with biblical scholarship.

Objective 3.1: Students demonstrate familiarity with a broad sample of biblical scholarship.

Objective 3.2: Students demonstrate familiarity with the major issues and debates in biblical studies.

Objective 3.3: Students utilize a basic vocabulary and method for Bible study and critical theological reflection based on current academic practice.

Goal 4: Graduates apply the teachings of the Bible to personal and vocational contexts.

Objective 4.1: Students apply biblical truth to specific life situations and personal experiences.

Objective 4.2: Students use biblical truths and principles to guide vocational practices and to promote a distinctively Christian worldview.

Objective 4.3: Students provide a critical evaluation of contemporary western cultures in

the light of the Bible.

Goal 5: Graduates demonstrate competency in a biblical language. (*B.A. students only*)

Objective 5.1: Students demonstrate competency in Greek or Hebrew grammar and syntax.

Objective 5.2: Students translate biblical passages accurately.

Objective 5.3: Students exegete New or Old Testament passages at the intermediate Greek or Hebrew level.

On-Ground Bible & Theology Major. The on-ground 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 for English Bible | 3 |
| BIBL 2201 | Orientation to the New Testament | 3 |
| THEO 2100 | Fundamentals of Christian Faith | 3 |

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

| | |
|-----------|---|
| BIBL 3101 | Job & Theodicy (3) |
| BIBL 3102 | Message of the Psalms (3) |
| BIBL 3103 | Proverbs, James & the Biblical Wisdom Tradition (3) |
| BIBL 3104 | Human Significance & Human Sexuality in Ecclesiastes & Song of Solomon (3) |
| BIBL 3105 | Wisdom Books as Literature (3) |

Old Testament Prophets Selective (3)—choose one: 3

| | |
|-----------|---------------------------------------|
| BIBL 3201 | Isaiah (3) |
| BIBL 3202 | Jeremiah & Lamentations (3) |
| BIBL 3203 | Ezekiel (3) |
| BIBL 3204 | Daniel & Biblical Eschatology (3) |
| BIBL 3205 | The Book of the Twelve (3) |
| BIBL 3206 | The Prophets & Justice (3) |
| BIBL 3207 | Preaching from the Minor Prophets (3) |

New Testament Gospels Selective (3)—choose one: 3

| | |
|-----------|---|
| BIBL 4201 | Gospel of Matthew (3) |
| BIBL 4202 | Preaching & Performing the Gospel of Mark (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) |

New Testament Epistles Selective (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 3306 Missionary Methods of Paul (3)
- BIBL 3307 Making Disciples in the Early Church (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 Selective (3)—choose one:

3

- ICST 4109 Mission Theology (3)
- THEO 3101 Eschatology of the New Testament (3)
- THEO 3102 Theology and 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 4101 Advanced Theological Seminar (3)
- THEO 4102 Christian Literature after the New Testament (3)

Bible/Theology Selective (3)—choose any Upper Division course

with prefix BIBL or THEO from the lists given above or below

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 4406 Archaeology of the Old Testament (3)
- BIBL 4407 Archaeology of the New Testament (3)
- BIBL 4410 Advanced Biblical Studies Seminar (3)

TOTAL CREDITS IN MAJOR:

33*

*NOTE: Some courses in the On-Ground Bible & Theology Major are also required in some Majors and Minors. When this happens, the number of credits required in the On-Ground 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 On-Ground Bible & Theology Major *and* the Major/Minor.

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 on-ground 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:

| | |
|--|--|
| <i>Bible & Theology Core (15 credits)</i> | |
| BIBL 1101 | Orientation to the Old Testament I 3 |
| BIBL 1201 | Orientation to the Old Testament II 3 |
| BIBL 2130 | Exegetical Methods for English Bible 3 |
| BIBL 2201 | Orientation to the New Testament 3 |
| THEO 2100 | Fundamentals of Christian Faith 3 |
| <i>Old Testament Poetry/Wisdom Selective (3)</i> | |
| (various options) | |
| <i>Old Testament Prophets Selective (3)</i> | |
| (various options) | |
| <i>New Testament Gospels Selective (3)</i> | |
| (various options) | |
| <i>New Testament Epistles Selective (3)</i> | |
| (various options) | |
| <i>Theology Selective (3)</i> | |
| (various options) | |
| <i>TOTAL CREDITS IN MAJOR:</i> | |
| | |

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

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 on-ground 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, Goals, and Objectives

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.

Goal 1: REASONING—Graduates demonstrate critical thinking skills in their beliefs and actions.

Objective 1.1: They organize and synthesize information creatively.

Objective 1.2: They draw valid inferences by considering information, ideas, and arguments from multiple points of view.

Objective 1.3: They reason to thoughtful conclusions.

Goal 2: COMMUNICATION—Graduates communicate effectively in oral and written forms.

Objective 2.1: They demonstrate clarity and validity in all forms of communication.

Objective 2.2: They demonstrate cultural and audience awareness in oral and written communication.

Objective 2.3: They consider rhetorical structures and literary devices in the analysis and interpretation of texts.

Objective 2.4: They demonstrate proficiency in the preparation and delivery of oral communication.

Objective 2.5: They demonstrate compositional organization, rhetorical conventions, conventional grammar, and formal documentation in writing informatively and persuasively.

Objective 2.6: They demonstrate basic proficiency in a biblical or modern foreign language. (A.A. students only)

Goal 3: INFORMATION AND TECHNOLOGY—Graduates develop skills to identify, evaluate, and acquire information necessary to engage in lifelong learning.

Objective 3.1: They demonstrate effective information research strategies.

Objective 3.2: They access and use information legally and ethically.

Objective 3.3: They evaluate information and its sources critically.

Objective 3.4: They understand how technology relates to personal and professional goals.

Objective 3.5: They demonstrate proficiency in the use and application of computer functions, internet skills, and productivity tools.

Goal 4: CULTURE—Graduates appreciate the historical development of the knowledge, traditions, literature, values, and beliefs of human cultures around the world.

Objective 4.1: They develop an integrative and communal approach to history and learning.

Objective 4.2: They understand the major religious and philosophical ideas that have shaped worldviews and guided human actions and beliefs, in both ancient and modern cultures.

Objective 4.3: They understand the different cultural contexts in which human institutions, particularly the Church, have operated through the centuries.

Goal 5: FAITH—Graduates demonstrate Christian beliefs, values, conduct, and servant-leadership in the Christian community and engagement with the world.

Objective 5.1: They use a biblical framework to assess beliefs, values, and conduct.

Objective 5.2: They develop the understanding, ability, and desire to communicate the gospel in a variety of cultural contexts.

Goal 6: RELATIONSHIPS—Graduates interact one-to-one and in groups by listening, conversing, collaborating, building consensus and resolving conflict.

Objective 6.1: They demonstrate understanding of human behavior and lifespan development.

Objective 6.2: They describe dynamics of interpersonal relationships from biblical and sociological perspectives.

Objective 6.3: They develop effective strategies to collaborate with others in culturally and professionally responsible ways.

Goal 7: BIBLE CONTENT—Graduates recall facts about the Bible's content and context.

Objective 7.1: Students demonstrate a working knowledge of the content, background, and themes of Old and New Testament books.

Objective 7.2: Students recall significant Bible events and characters (including the major events in the life and ministry of Christ), their locations in the biblical record, and their connection to the overarching narrative of the Old and New Testament.

Objective 7.3: Students recall the details of authorship, date, occasion, and style of Bible books.

Objective 7.4: Students define basic theological terminologies and doctrinal concepts.

Goal 8: BIBLE INTERPRETATION—Graduates interpret the meaning of biblical passages using credible Bible study tools and resources.

Objective 8.1: Students identify and utilize standard research tools and resources, both print and electronic, for Bible study and interpretation.

Objective 8.2: Students implement procedures appropriate for sound biblical interpretation.

Goal 9: BIBLE APPLICATION—Graduates apply the teachings of the Bible to personal and vocational contexts.

Objective 9.1: Students apply biblical truth to specific life situations and personal experiences.

Objective 9.2: Students use biblical truths and principles to guide vocational practices and to promote a distinctively Christian worldview.

Objective 9.3: Students draw culturally relevant implications of the meaning of the biblical text.

Required Courses for On-ground Degrees. The on-ground 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 for English Bible 3

BIBL 2201 Orientation to the New Testament 3

THEO 2100 Fundamentals of Christian Faith 3

Old Testament Poetry/Wisdom or Prophets Selective (3) 3

(various options—for list, see the Bible & Theology Major)

New Testament Gospels or Epistles Selective (3) 3

(various options—for list, see the Bible & Theology Major)

Written Communication (3 credits)

ENGL 2200 English Composition 3

Oral Communication (3 credits)

COMM 2000 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 1100 Freshman Cornerstone Experience 3

PHIL 2100 Philosophical Inquiry & Critical Thinking 3

Social and Behavioral Sciences (6 credits)

| | |
|--|---|
| ANTH 1100 Encountering Cultures | 3 |
| SPSY 1100 Interpersonal & Family Relationships | 3 |

Natural Sciences (4 credits)

| | |
|---|---|
| HLSC 2100 Health & Fitness Science with Lab | 4 |
|---|---|

Spiritual Formation (2 credits)

| | |
|--------------------------------|---|
| PRMN 1000 Service Learning (0) | 2 |
| 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:

- 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 3100 Biological Science with Lab (4)
- SCIN 3200 Science Concepts & Methods with Lab (4)
- SCIN 3220 Introduction to Meteorology (3) *(online only)*
- SCIN 3300 Animal Biology with Lab (4)

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:

| | |
|---|----------|
| <i>Biblical & Theological Studies (21 credits)</i> | |
| BIBL 1101 Orientation to the Old Testament I | 3 |
| BIBL 1201 Orientation to the Old Testament II | 3 |
| BIBL 2130 Exegetical Methods for English Bible | 3 |
| BIBL 2201 Orientation to the New Testament | 3 |
| THEO 2100 Fundamentals of Christian Faith | 3 |
| <i>Old Testament Poetry/Wisdom or Prophets Selective (3)</i> | 3 |
| (various options—for list, see the Bible & Theology Major) | |
| <i>New Testament Gospels or Epistles Selective (3)</i> | 3 |
| (various options—for list, see the Bible & Theology Major) | |
| <i>Written Communication (3 credits)</i> | |
| ENGL 2200 English Composition | 3 |
| <i>Oral Communication (3 credits)</i> | |
| COMM 2000 Introduction to Speech | 3 |
| <i>History and World Civilizations (9 credits)</i> | |
| ENGL 1100 Introduction to Literature | 3 |
| HIST 1100 World Civilizations I | 3 |
| HIST 1200 World Civilizations II | 3 |
| <i>Religion, Philosophy, and Ethics (6 credits)</i> | |
| HUMN 1102 Online Cornerstone Experience | 3 |
| HIST 2020 Survey of Western Philosophy | 3 |
| <i>Social and Behavioral Sciences (6 credits)</i> | |
| ANTH 1100 Encountering Cultures | 3 |
| SPSY 1100 Interpersonal & Family Relationships | 3 |
| <i>Natural Sciences (3 credits)—choose one:</i> | |
| HLSC 2100 Health & Fitness Science with Lab | 4 |
| SCIN 3220 Introduction to Meteorology | 3 |
| <i>Spiritual Formation (3 credits)</i> | |
| CMPR 3120 Spiritual Formation for Ministry | 3 |
| <i>A.A. Requirement (6 credits)</i> | <u>6</u> |
| 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 5540 New Testament Greek for Translators A (3) | |
| GREK 5543 New Testament Greek for Translators 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 2100 Health & Fitness Science with Lab (4)
 ICST 3235 Missiological 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

Overview. The M.A. in New Testament (MA-NT) includes a 24-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 most courses for the M.A. in New Testament in fully-online format. A few hybrid courses in certain concentrations (marked below with an asterisk *) require a one-week residency on the Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

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 among those preparing for or already engaged in ministry and vocational leadership.

MA-NT Core

Goal 1: Graduates use general and specialized resources for biblical studies.

Objective 1.1: They demonstrate proficiency in library and online research methods.

Objective 1.2: They make effective use of standard and specialized exegetical tools.

Objective 1.3: They develop skills applicable to the scholarly writing process.

Goal 2: Graduates use standard methods to interpret the biblical text.

Objective 2.1: They apply theoretical foundation and fundamental principles of hermeneutics to interpret the New Testament accurately.

Objective 2.2: They discuss key issues in New Testament interpretation.

Objective 2.3: They isolate the central meaning of each New Testament book.

Goal 3: Graduates critique the work of other expositors.

Objective 3.1: They discuss the current scholarly debate on New Testament issues.

Objective 3.2: They give a reasonable and informed personal perspective on these issues.

Research Concentration

Goal 4: Graduates read, understand, and discuss issues in New Testament interpretation.

Objective 4.1: They describe the content, themes, historical background, and purpose of

each New Testament book.

Objective 4.2: They discuss the critical and historical issues associated with New Testament interpretation.

Objective 4.3: They formulate and defend a personal position on key New Testament issues.

Goal 5: Graduates interpret the Greek text of the New Testament.

Objective 5.1: They translate any Greek New Testament text and apply this skill to support a sound interpretation of the text.

Objective 5.2: They use a variety of exegetical tools and hermeneutical methods to draw the historical, critical, and theological meaning from the Greek text.

Goal 6: Graduates identify and research a New Testament topic thoroughly and systematically.

Objective 6.1: They complete a successful research proposal.

Objective 6.2: They argue and support a research thesis using primary and secondary sources.

Preaching Concentration

Goal 7: Graduates demonstrate effective use of the New Testament in the ministry of preaching.

Objective 7.1: They read broadly to enhance sermonic creativity and freshness.

Objective 7.2: They analyze the contemporary audience.

Objective 7.3: They apply New Testament truth to life situations.

Objective 7.4: They structure sermons harmoniously with the text and/or subject.

Objective 7.5: They employ effective verbal and nonverbal communication skills.

Objective 7.6: They measure accurately the effect of their sermons.

Spiritual Formation & Leadership Concentration

Goal 8: Graduates demonstrate effective use of the New Testament in spiritual formation.

Objective 8.1: They integrate principles and practices of spiritual formation in their own personal lives.

Objective 8.2: They apply spiritual formation developmental principles to replace “personal ministry” with “congregational formation and mentoring.”

Objective 8.3: They know the literature of spiritual formation.

Objective 8.4: They integrate New Testament research with spiritual formation principles.

Customized Concentration

Goal 9: Students who choose the Customized Concentration pursue the learning goals and objectives negotiated with the faculty.

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

Prerequisites:

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)

MA-NT Core Curriculum (24 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 5108 History of New Testament Interpretation 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 semester credit hours (or equivalent) of university or seminary credit in Hellenistic Greek or passing a proficiency test administered by the graduate faculty.

BIBL 6201 Honors Thesis (3) or BIBL 6202 Research Project

Prerequisite:

Students seeking to write an Honors Thesis must receive approval from program faculty based on their submission of a portfolio of written work completed in program coursework. 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) (online format)

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) (online format)

*CMSF 5100 Introduction to Spiritual Formation (3)

CMSF 6200 History of Christian Spiritual Formation (3)

CMSF 6300 Spiritual Formation & Leadership Project: Fall Term (1)

CMSF 6500 Spiritual Formation & Leadership Project: Spring Term (2)

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 goals and objectives negotiated with the faculty.

TOTAL CREDITS IN DEGREE:

36

* Hybrid courses requiring a one-week campus residency

Graduate Certificate in Biblical Interpretation

Overview. The Graduate Certificate in Biblical Interpretation enables students who already hold bachelor's degrees in fields other than Bible or religion to do serious study of the Bible, usually with a ministry purpose in mind, without pursuing a degree.

Modality. Johnson University offers the Graduate Certificate in Biblical Interpretation in fully-online format. Students may select electives that require a one-week residency on the Tennessee campus (marked below with an asterisk *), but are not required to do so. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

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.

Goal 1: Graduates use general and specialized resources for biblical studies.

Objective 1.1: They demonstrate proficiency in library and online research methods.

Objective 1.2: They make effective use of standard and specialized exegetical tools.

Goal 2: Graduates use standard methods to interpret the biblical text.

Objective 2.1: They demonstrate a working knowledge of the content, background, and themes of Old and New Testament books.

Objective 2.2: They apply theoretical foundation and fundamental principles of hermeneutics to interpret the New Testament accurately.

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

| | |
|--|-----------|
| <i>Core Curriculum (9 credits)</i> | |
| BIBL 5101 Old Testament Survey | 3 |
| BIBL 5102 New Testament Survey | 3 |
| BIBL 5105 New Testament Research Methods | 3 |
| <i>Electives (choose 6 credits)</i> | 6 |
| BIBL 5103 New Testament Introduction (3) | |
| BIBL 5104 World of the New Testament (3) | |
| BIBL 5106 New Testament Theology (3) | |
| BIBL 5107 Ministry of the Master (3) | |
| BIBL 6101 Gospel of Matthew (3) | |
| BIBL 6105 Acts (3) | |
| BIBL 6106 Romans (3) | |
| CMPR 5100 Expository Preaching (3) | |
| CMPR 6200 Advanced Expository Preaching (3) | |
| CMPR 6210 Preaching & Teaching for Spiritual Formation (3) (online format) | |
| CMPR 6220 Preaching Contexts (3) | |
| *CMSF 5100 Introduction to Spiritual Formation (3) | |
| CMSF 6200 History of Christian Spiritual Formation (3) | |
| TOTAL CREDITS IN CERTIFICATE: | 15 |

* Hybrid courses requiring a one-week campus residency

Graduate Certificate in Spiritual Formation & Leadership

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. Certain hybrid courses require a one-week residency on the Tennessee campus (marked below with an asterisk *). Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

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

Goal 1: Graduates actively and intentionally pursue spiritual formation in their own lives.

Objective 1.1: Students integrate spiritual formation principles and practices in their personal lives.

Objective 1.2: Students evaluate and apply spiritual practices and spiritual formation principles in light of Scripture.

Objective 1.3: Students possess a working knowledge of the literature of spiritual formation.

Goal 2: Graduates exercise leadership in encouraging and facilitating spiritual formation in individuals and churches.

Objective 2.1: Students apply spiritual formation developmental principles to expand

personal ministry to congregational formation and mentoring.

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

Prerequisites:

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)

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

Preaching & Teaching Course (3 credits)—choose one: 3

CMPR 6210 Preaching & Teaching for Spiritual Formation (online format)

TOTAL CREDITS IN CERTIFICATE: 12

*Hybrid courses requiring a one-week campus residency

SCHOOL OF BUSINESS & PUBLIC LEADERSHIP

Personnel

Dean of the School of Business & Public Leadership

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

Full-Time Faculty, School of Business & Public Leadership

Rachel T. Nawrocki, M.S. in Management; Ph.D. candidate in Leadership Studies—Assistant Professor of Leadership, Business Administration Program Director (FL)

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

Garry M. Rollins, Ph.D. in Business Administration—Professor of Management of Nonprofit Organizations, Nonprofit Management Program Director (TN)

Kenneth A. Woodhull, D.Miss. in Missiology—Professor of Intercultural Studies, Urban Alliance Director (TN)

Part-Time Faculty, School of Business & Public Leadership

Antony Beckham, Ph.D. in Intercultural Education—Lecturer in Economics of Organizational Architecture and Strategy (OL)

Catherlyn Brim, Ed.D. in Organizational Leadership—Lecturer in Strategic Human Resource Management (FL/OL)

Richard Clark, M.A. in Theology—Lecturer in Nonprofit Leadership and Philanthropy (OL)

Paul T. Coleman, J.D. in Law, L.L.M. in Taxation—Lecturer in Ethics and Business Law (TN)

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

Jacqueline Faulhaber, Doctor of Strategic Leadership—Affiliate Faculty in Leadership (OL)

Joshua Fullman, Ph.D. in English—Affiliate Faculty, Candidacy Coach (OL)

Jess O. Hale, Jr., J.D. in Law, M.A. in Public Policy Studies, M.T.S. in Applied Theology and Theology—Lecturer in Public Administration, Ethics, and Leadership (OL)

Richard Justice, Jr., Ph.D. in Instructional Systems/Learning Services—Affiliate Faculty in Global Leadership (OL)

Brian W. Landry, Ph.D. in Leadership Studies—Affiliate Faculty in Leadership (OL)

Paul Lenski III, M.S. in Organizational Psychology and Development, Ph.D. candidate in Leadership and Organizational Change—Lecturer in Principles of Organizational Behavior (TN)

Morris E. Osborn, J.D. in Law, LL.M. in Real Property & Development—Affiliate Faculty in Ethics & Leadership (OL)

Verna Omanwa, D.B.A. in Business Administration and International Business—Lecturer in Financial Management and Accounting (FL/OL)

Will Salyards, Ph.D. in Leadership Studies—Affiliate Faculty in Research, Elective Track Facilitator (OL)

Julie Woltil, Ph.D. in Clinical Psychology—Lecturer in Quantitative Analysis (OL)

Michael Shane Wood, Ph.D. in Organizational Leadership—Affiliate Faculty in Organizational Leadership (OL)

Elizabeth Woodson, M.Acc. in Taxation—Lecturer in Finance (TN)

Michael R. Young, Ph.D. in Philosophy—Affiliate Faculty in Philosophy and Ethics (OL)

Interdisciplinary Faculty

Eddie Bryant, B.S. in Communication, B.A. in Bible—Lecturer in Media Communication and Marketing (TN)

Chris M. Templar, Ph.D. in Religious Education—Professor of Education, Director of International Teacher Education (TN)

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

Administrative Faculty

Mark F. Pierce, Ph.D. in Psychology—Professor of Psychology, Vice Provost for Research and Planning (TN)

Staff

Leslie A.M. Bean, M.A. in American History—Administrative Analyst

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, or “CCV” for Christ’s Church of the Valley in Phoenix), but they may also operate at other sites or in other modalities.

Academic Programs

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

| JOHNSON UNIVERSITY SCHOOL/PROGRAM | Tennessee Campus | Florida Campus | Online Campus | Other |
|--|-----------------------------|---------------------------|--------------------------|--------------|
| School of Business & Public Leadership | | | | |
| • B.A./B.S. in Business Administration | | ✓ | ✓ | |
| • B.A./B.S. in Business Administration | | ✓ ADULTS | ✓ | |
| • B.A./B.S. in Management of Nonprofit Organizations | ✓ | | | |
| • B.A./B.S. in Management of Nonprofit Organizations | ✓ ADULTS | | | |
| • Master of Business Administration | | | ✓ | |
| —Strategic Leadership & Planning Concentration | | | ✓ | |
| —Nonprofit Management & Leadership Concentration | | | ✓ | |

| | | | | |
|--|--|--|---|--|
| • Ph.D. in Leadership Studies | | | ✓ | |
| —Educational Leadership Concentration | | | ✓ | |
| —Organizational Leadership Concentration | | | ✓ | |
| —Philosophy & Theology of Leadership Concentration | | | ✓ | |
| —Missional Leadership Concentration | | | ✓ | |
| 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 on-ground at certain sites HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground sessions at the site indicated ONLINE = Fully-online programs available anywhere in the world with an internet connection | | | | |

Business Administration Major

Overview. The Business Administration Major equips students to serve as business leaders in a variety of organizational contexts. Students develop knowledge and skills in strategic planning, organizational development and change, human resource management, economics and financial management, marketing and public relations, and ethical and legal issues. The program incorporates biblical wisdom and missional concerns to develop Christian character and a kingdom perspective. It includes an internship or project through which students gain first-hand business experience.

Modality. Johnson University offers the Business Administration Major on-ground at its Florida campus and online. At its Florida campus, the Major is offered in a traditional format for residential students and a non-traditional format for adult students (described below). Most courses in the major are offered one night per week, from 6:00 to 10:00 p.m., which enables traditional and adult students to study together for that portion of the bachelor's program. For the remainder of the bachelor's degree, the Arts & Sciences Core and Bible & Theology Major are available in fully-online and traditional on-ground formats. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

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

Goal 1: BIBLICAL PERSPECTIVE AND WORLDVIEW—Develop professionals who can articulate biblical, theological, philosophical, and ethical foundations for organizational operations and leadership.

Objective 1.1: Graduates integrate biblical and theological knowledge into their leadership, organizations, social systems, and ethical frameworks.

Objective 1.2: Graduates critically examine the values, assumptions, biases, cultural

norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Goal 2: SCHOLARSHIP AND KNOWLEDGE—Graduates develop understanding of the core management concepts of strategic planning and decision-making, organizational development, marketing, human resource management, and the economic and financial realities of organizational administration.

Objective 2.1: Graduates understand globalization cultural diversity, and differing worldviews potential impact on operations, policies, and economy.

Objective 2.2: Graduates communicate a shared vision for the organization that will drive strategy, assist with decision-making, and positively position the organization within the organizational and locational contexts.

Objective 2.3: Graduates select an appropriate analytical strategy and strategic planning method for an organization including performance management benchmarks.

Objective 2.4: Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information and effectively communicate internally and externally.

Objective 2.5: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk and promote ethical practices.

Objective 2.6: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 2.7: Graduates demonstrate the capacity to develop, communicate, and execute a cross-platform marketing plan for an organization.

Objective 2.8: Graduates apply sound accounting and financial principles.

Goal 3: CROSS CULTURAL LEADERSHIP, INQUIRY, AND COMMUNICATION—Graduates gain practical experience in organizational operations, decision-making, and communication.

Objective 3.1: Graduates critically assess and evaluate an organization's operations.

Objective 3.2: Graduates apply a variety of business tools and practices.

Objective 3.3: Graduates interact with the staff of a variety of organizations, developing clarity concerning their vocational interests.

Objective 3.4: Graduates observe and engage in structured dialog with a mentor while participating in a variety of operational activities.

Goal 4: VALUES, ETHICS AND INTEGRITY—Graduates integrate biblical wisdom with leadership best practices so that both legal and ethical norms are exceeded.

Objective 4.1: Graduates integrate biblical ethical principles into the conduct of their

activities.

Objective 4.2: Graduates will identify the role of biblical ethics in the function of organizations, decision-making, and operations.

Objective 4.3: Graduates integrate biblical standards of conduct with operational activities, strategies, and practices.

Objective 4.4: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Goal 5: LEADERSHIP AND SERVICE—Develop professionals who demonstrate Christian character in exercising leadership.

Objective 5.1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 5.2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 5.3: Graduates engage constructively and collaboratively with others.

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

Prerequisite (3 credits)

*MATH 2200 College Algebra (3) (*or equivalent*)

Business Administration (27 credits)

| | | |
|------------|--|---|
| BUSN 2010 | Globalization, Business & Leadership | 3 |
| BUSN 2020 | Financial Management & Accounting | 3 |
| BUSN 2030 | Strategic Human Resource Management | 3 |
| *BUSN 3010 | Economics | 3 |
| *BUSN 3020 | Organizational Development & Change | 3 |
| BUSN 3030 | Ethics & Business Law | 3 |
| BUSN 4100 | Business Communication, Marketing & Public Relations | 3 |
| BUSN 4110 | Strategic Leadership, Planning & Decision-Making | 3 |
| BUSN 4120 | Creativity & Innovation | 3 |

Internship (3 credits)—choose one of the following three options: 3

BUSN 4016 Business Extended Internship I (1.5) *and*

BUSN 4018 Business Extended Internship II (1.5)

BUSN 4020 Business Internship (3)

BUSN 4021 Business Project (1 x 3)

TOTAL CREDITS IN MAJOR: 30

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

| | |
|-------------------------------|------------|
| Arts & Sciences Core for B.A. | 59 credits |
| Bible & Theology Major | 33 credits |

| | |
|-------------------------------|--------------------|
| General Electives | 0 credits |
| Business Administration Major | <u>30 credits</u> |
| TOTAL: | 122 credits |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) BUSN 3010 Economics as the Arts & Sciences Selective and (2) BUSN 3020 Organizational Development & Change as the Social & Behavioral Sciences Selective. (3) The prerequisite, MATH 2200 College Algebra, serves as the Mathematics Elective in the Arts & Sciences Core.

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.S. | 50 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 7 credits |
| Business Administration Major | <u>30 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) BUSN 3010 Economics as the Arts & Sciences Selective and (2) BUSN 3020 Organizational Development & Change as the Social & Behavioral Sciences Selective. (3) The prerequisite, MATH 2200 College Algebra, serves as the Mathematics Elective in the Arts & Sciences Core.

Adult Studies Format: B.A. in Business Administration. To earn the adult studies format Bachelor of Arts degree with a double major in Bible & Theology and Business Administration, students must complete the following degree components:

| | |
|--------------------------------------|--------------------|
| Online Arts & Sciences Core for B.A. | 55 credits |
| Online Bible & Theology Major | 30 credits |
| General Electives | 5 credits |
| Business Administration Major | <u>30 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) BUSN 3010 Economics as the Arts & Sciences Selective. (2) The prerequisite, MATH 2200 College Algebra, serves as the Mathematics Elective in the Arts & Sciences Core.

Adult Studies Format: B.S. in Business Administration. To earn the adult studies format Bachelor of Science degree with a double major in Bible & Theology and Business Administration, students must complete the following degree components:

| | |
|--------------------------------------|------------|
| Online Arts & Sciences Core for B.S. | 46 credits |
| Online Bible & Theology Major | 30 credits |
| General Electives | 14 credits |

Business Administration Major 30 credits

TOTAL: *120 credits*

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) BUSN 3010 Economics as the Arts & Sciences Selective, and (2) BUSN 3020 Organizational Development & Change as the Social & Behavioral Sciences Selective. (3) The prerequisite, MATH 2200 College Algebra, serves as the Mathematics Elective in the Arts & Sciences Core.

Internship. Each student participates in a co-curricular internship. This hands-on experience integrates the Business Administration coursework with current industry practices. Internships generally involve at least 250 hours at a business that agrees to supervise, mentor, and evaluate the student. There are three options for completing the internship requirement. All require prior approval by the program director.

- Traditional students (residential and commuters, ages 18-22) typically complete BUSN 4020 Business Internship, a 3-credit, term-length internship experience.
- Non-traditional students (typically working adults) may serve 5 or more hours per week over a one-year period by enrolling in BUSN 4016 and BUSN 4018 Extended Business Internship I-II.
- Non-traditional students may also enroll repeatedly in BUSN 4021 and complete three 1-credit Business Projects in areas such as Organizational Analysis, Strategic Planning, or Marketing.

Management of Nonprofit Organizations Major

Overview. The major in Management of Nonprofit Organizations equips students for leadership roles in business and nonprofit settings. Students develop knowledge and skills in strategic planning, organizational development and culture, human resource management, economics and financial management, marketing and public relations, and ethical and legal issues. 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 business experience.

Modality. Johnson University offers the Nonprofit Management Major on-ground at its Tennessee campus in a traditional format for residential students and a non-traditional format for adult students (described below). Most courses in the major are offered one night per week, from 6:00 to 10:00 p.m., which enables traditional and adult students to study together for that portion of the bachelor's program. For the remainder of the bachelor's degree, the Arts & Sciences Core and Bible & Theology Major are available in fully-online and traditional on-ground formats. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

Purpose. The Management of Nonprofit Organizations Major equips students to serve as business managers in a variety of nonprofit and other organizations, effectively using human and financial resources to accomplish strategic goals in extending the kingdom of God among all nations.

Goal 1: Graduates develop understanding of the core management concepts of strategic planning, organizational development, marketing, human resource management, and the economic

and financial realities of the management of nonprofits.

Objective 1.1: Graduates recognize the various contributions of nonprofit staff, whether board volunteers, program volunteers, or paid staff.

Objective 1.2: Graduates apply a variety of fundraising tools at the disposal of nonprofits.

Objective 1.3: Graduates select an appropriate strategic planning method for an organization including performance management benchmarks.

Objective 1.4: Graduates understand the role of international trade and its subsequent impact on individual economies.

Objective 1.5: Graduates demonstrate the capacity to develop, communicate, and execute a cross-platform marketing plan for a nonprofit organization.

Objective 1.6: Graduates choose wisely among the human resource management options for employee selection, training, performance management measurement, and employee compensation.

Objective 1.7: Graduates apply sound accounting and financial principles in nonprofit applications.

Goal 2: Graduates gain practical experience in the management of nonprofits.

Objective 2.1: Graduates critically evaluate faith based community development initiatives.

Objective 2.2: Graduates apply a variety of human resource management tools.

Objective 2.3: Graduates interact with the staff of a variety of nonprofit organizations, developing clarity concerning their vocational interests.

Objective 2.4: Graduates observe and engage in structured dialog with a nonprofit mentor while participating in a variety of nonprofit management activities.

Goal 3: Graduates will integrate biblical wisdom with management best practices so that both legal and ethical norms are exceeded.

Objective 3.1: Graduates integrate biblical ethical principles into the conduct of their management activities.

Objective 3.2: Graduates identify the role of biblical ethics in the function of markets and on economic decisions of households and organizations.

Objective 3.3: Graduates integrate biblical standards of conduct with human resource management strategies and practices.

Objective 3.4: Graduates embrace a biblical approach to resolving employee relations problems.

Required Courses. The major in Management of Nonprofit Organizations consists of the following courses:

Nonprofit Management Core (24 credits)

| | | |
|------------|---------------------------------------|---|
| NPMG 2010 | Introduction to the Nonprofit Sector | 3 |
| *NPMG 2030 | Principles of Organizational Behavior | 3 |
| NPMG 3010 | Strategic Planning & Board Management | 3 |
| NPMG 3020 | Nonprofit Fundraising & Development | 3 |
| NPMG 3040 | Marketing & Public Relations | 3 |
| NPMG 4010 | Human Resource Management | 3 |
| NPMG 4030 | Finance | 3 |
| NPMG 4040 | Ethics & Business Law | 3 |

Internship (3 credits)—choose one of the following three options: 3

NPMG 4016 Nonprofit Management Extended Internship I (1.5) *and*
 NPMG 4018 Nonprofit Management Extended Internship II (1.5)

NPMG 4020 Nonprofit Management Internship (3)

NPMG 4021 Management Project (1 x 3)

TOTAL CREDITS IN MAJOR: 27

Traditional Format: B.A. in Management of Nonprofit Organizations. To earn the traditional format Bachelor of Arts degree with a double major in Bible & Theology and Management of Nonprofit Organizations, students must complete the following degree components:

| | |
|------------------------------------|---------------------------|
| Arts & Sciences Core for B.A. | 59 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 1 credit |
| Management of Nonprofit Orgs Major | <u>27 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: NPMG 2030 Principles of Organizational Behavior as the Arts & Sciences Selective.

Traditional Format: B.S. in Management of Nonprofit Organizations. To earn the traditional format Bachelor of Science degree with a double major in Bible & Theology and Management of Nonprofit Organizations, students must complete the following degree components:

| | |
|------------------------------------|---------------------------|
| Arts & Sciences Core for B.S. | 53 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 7 credits |
| Management of Nonprofit Orgs Major | <u>27 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: NPMG 2030 Principles of Organizational Behavior as the Arts & Sciences Selective.

Adult Studies Format: B.A. in Management of Nonprofit Organizations. To earn the adult studies format Bachelor of Arts degree with a double major in Bible & Theology and Management of Nonprofit Organizations, students must complete the following degree components:

| | |
|--------------------------------------|--------------------|
| Online Arts & Sciences Core for B.A. | 55 credits |
| Online Bible & Theology Major | 30 credits |
| General Electives | 8 credits |
| Management of Nonprofit Orgs. Major | <u>27 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: NPMG 2030 Principles of Organizational Behavior as the Arts & Sciences Selective.

Adult Studies Format: B.S. in Management of Nonprofit Organizations. To earn the adult studies format Bachelor of Science degree with a double major in Bible & Theology and Management of Nonprofit Organizations, students must complete the following degree components:

| | |
|--------------------------------------|--------------------|
| Online Arts & Sciences Core for B.S. | 49 credits |
| Online Bible & Theology Major | 30 credits |
| General Electives | 14 credits |
| Management of Nonprofit Orgs. Major | <u>27 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following course in this major fulfills a requirement for the Arts & Sciences Core: NPMG 2030 Principles of Organizational Behavior as the Arts & Sciences Selective.

Internship. Each student participates in a co-curricular internship. This hands-on experience integrates the Nonprofit Management 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. There are three options for completing the internship requirement. All require prior approval by the program director.

- Traditional students (residential and commuters, ages 18-22) typically complete NPMG 4020 Nonprofit Management Internship, a 3-credit, term-length internship experience.
- Non-traditional students (typically working adults) may serve 5 or more hours per week over a one-year period by enrolling in NPMG 4016 and 4018 Nonprofit Management Extended Internship I-II.
- Non-traditional students may also enroll repeatedly in NPMG 4021 and complete three 1-credit Management Projects in Organizational Analysis, Volunteer Administration, Fundraising, Event Planning, or Special Topics.

Past graduates have interned with a variety of organizations, such as Christ in Youth (CIY), Habitat for Humanity, Smoky Mountain Children's Home, Knoxville Area Rescue Mission (KARM), Appalachian Christian Camp, Feed Your Faith, PULSE/The Open Door Missional

Church Community of Pittsburgh, Community Health of East Tennessee, Experiment Inc. of California, Smoky Mountain Christian Village, Utopia Outreach of New York, Wesley House Community Center, Joy of Music School, Forever Families, Water Angel Ministries, and Smoky Mountain Area Rescue Mission (SMARM).

Master of Business Administration

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 competences in leadership ethics and decision-making, organizational dynamics and change, human resource development, accounting, marketing and public relations, and other areas of business administration. Students then choose a concentration in Strategic Leadership & Planning or Nonprofit Management & Leadership. The program culminates in a thesis or integrative project that demonstrates students' capacity to research, synthesize, analyze, assess, and communicate.

Modality. Johnson University offers the Master of Business Administration degree 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, Goals, and Objectives

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

Goal 1: BIBLICAL PERSPECTIVE AND WORLDVIEW—Develop professionals who can articulate biblical, theological, philosophical, and ethical foundations for organizational operations and leadership.

Objective 1.1: Graduates integrate biblical and theological insights into their leadership, organizations, social systems, and ethical frameworks.

Objective 1.2: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural and pluralistic environments.

Goal 2: SCHOLARSHIP AND KNOWLEDGE—Graduates develop a strategic understanding of key functions of business operations, including accounting, economics, finance, human resources, marketing and public relations, information systems, global leadership, communication, and decision-making.

Objective 2.1: Graduates understand globalization and effectively assess group dynamics, values, and cultural diversity and worldviews within an organization.

Objective 2.2: Graduates communicate a shared vision for the organization that will drive strategy, assist with decision-making, and position the organization to accomplish its mission within its context and sphere of influence.

Objective 2.3: Graduates select an appropriate analytical strategy and strategic planning

method for an organization, including continuous improvement and performance management benchmarks.

Objective 2.4: Graduates develop foresight and engage in strategic thinking, environmental scanning, and scenario planning.

Objective 2.5: Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information and effectively communicate across all layers of the organization.

Objective 2.6: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk and promote ethical practices.

Objective 2.7: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 2.8: Graduates demonstrate the capacity to develop, communicate, and execute a cross-platform marketing/communication/public relations plan for an organization.

Objective 2.9: Graduates apply sound accounting, budgeting, and financial principles.

Objective 2.10: Graduates establish effective technology use policies and effectively assess, select, and use technology to optimize operational analysis and decision-making.

Objective 2.11: Graduates align mission and policies with appropriate organizational design.

Goal 3: CROSS CULTURAL LEADERSHIP, INQUIRY, AND COMMUNICATION— Graduates increase their capacity to learn and to express ideas and concepts clearly and effectively, and apply knowledge to emerging and new situations.

Objective 3.1: Graduates critically assess and evaluate organizational operations and other factors and scenarios influencing an organization.

Objective 3.2: Graduates examine and evaluate cultural dynamics in organizational settings for cross-cultural awareness.

Objective 3.3: Graduates value relationship building and the importance of strategic partnering and collaboration as a means to connect and accomplish their organizational mission with the larger context.

Objective 3.4: Graduates observe and engage in structured dialog with a mentor while participating in a variety of operational activities.

Goal 4: VALUES, ETHICS, AND INTEGRITY—Graduates integrate biblical wisdom with leadership best practices so that both legal and ethical norms are exceeded.

Objective 4.1: Graduates integrate ethical principles into the conduct of their activities.

Objective 4.2: Graduates identify the role of biblical ethics in the function of organizations, decision-making, policies, and operations.

Objective 4.3: Graduates integrate biblical standards of conduct with operational activities, strategies, and practices.

Objective 4.4: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Goal 5: LEADERSHIP AND SERVICE—Graduates grow as persons who demonstrate Christian character in exercising leadership individually, organizationally, and communally.

Objective 5.1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 5.2: Graduates recognize, appreciate, and cultivate diversity in their cultural contexts.

Objective 5.3: Graduates engage constructively and collaboratively with others.

Goal 6: RESEARCH AND SCHOLARSHIP—Graduates demonstrate their capacity to synthesize theory and research, and systemically understand organizational administration and operations.

Objective 6.1: Graduates describe and utilize applicable theories and relevant theoretical approaches.

Objective 6.2: Graduates understand and apply research and assessment tools relevant to a topic and/or project of their choosing.

Strategic Leadership & Planning Concentration

Purpose. The Strategic Leadership and Planning Concentration equips leaders to assess and improve the overall strategic direction and health of an organization by recommending appropriate strategies and plans.

Goal 7: KNOWLEDGE AND SCHOLARSHIP—Develop leaders who effectively analyze their internal and external organizational situation and devise appropriate initiatives, actions, and/or solutions.

Objective 7.1: Graduates assess situations through data collection and analysis of internal and external factors.

Objective 7.2: Graduates work with stakeholders to identify and understand their needs and concerns, and understand the environment in which they work.

Objective 7.3: Graduates manage conflicts, issues, and changes in order to ensure that stakeholders and the project team remain in agreement on the solution scope, how requirements are communicated to stakeholders, and how knowledge gained by the business analyst is maintained for future use.

Objective 7.4: Graduates know how to identify a business need, refine and clarify the definition of that need, and define a solution scope that can feasibly be implemented

Objective 7.5: Graduates prioritize and identify stakeholder and solution requirements in order to enable the project team to implement a solution that will meet the

needs of the organization and stakeholders.

Objective 7.6: Graduates assess proposed solutions to determine which solution best fits the business need, identify gaps and shortcomings in solutions, and determine necessary workarounds or changes to the solution.

Goal 8: LEADERSHIP—Develop leaders with the personal characteristics to do effective strategic thinking, planning, and acting.

Objective 8.1: Graduates demonstrate analytical thinking and problem solving when assessing a situation, understanding it as fully as possible, and making judgments about possible solutions.

Objective 8.2: Graduates build effective working relationships with stakeholders and demonstrate ethical decision-making.

Objective 8.3: Graduates listen to and understand others, develop communication objectives, develop appropriate communication plans and objectives, and select the appropriate communication method.

Objective 8.4: Graduates understand the art and science of negotiation, organizational politics, and decision-making.

Nonprofit Management & Leadership Concentration

Purpose. The Nonprofit Management & Leadership Concentration equips leaders to integrate organizational mission with viable fund raising strategies, and recognize and address the challenges and opportunities within nonprofits.

Goal 9: KNOWLEDGE AND SCHOLARSHIP—Develop leaders who effectively analyze their internal and external organizational situation and devise appropriate initiatives, actions, and/or solutions.

Objective 9.1: Students distinguish the nuances of nonprofit versus other organizational leadership.

Objective 9.2: Graduates understand the legal requirements for a nonprofit organization.

Objective 9.3: Graduates design effective fundraising and/or philanthropy strategies.

Objective 9.4: Graduates assess board functioning and development.

Objective 9.5: Graduates effectively recruit, train, and manage volunteers.

Goal 10: LEADERSHIP—Develop leaders with the personal characteristics to do effective strategic thinking, planning, and acting.

Objective 10.1: Graduates demonstrate analytical thinking and problem solving when assessing a situation, understanding it as fully as possible and making judgments about possible solutions.

Objective 10.2: Graduates build effective working relationships with stakeholders and demonstrate ethical decision-making.

Objective 10.3: Graduates listen to and understand others, develop communication objectives, develop appropriate communication plans and objectives, and select the appropriate communication method.

Objective 10.4: Graduates understand the art and science of negotiation, organizational politics, and decision-making.

Required Courses. The Master of Business Administration (M.B.A.) program consists of the following courses:

Prerequisite (3 credits)

MATH 2100 Quantitative Literacy or comparable (3) **OR**

BUSN 5050 Business Analytics & Decision-Making (3)

Required for students who do not qualify for a waiver (see under “Additional Admission Requirements for Certain Master’s Programs” for waiver criteria); optional for other students

Business Core (24 credits)

| | |
|---|---|
| BUSN 5000 MBA Orientation | 0 |
| BUSN 5100 Business Administration & Leadership in a Globalized Context | 3 |
| BUSN 5110 Financial Management & Accounting for Strategic Decision-Making | 3 |
| BUSN 5120 Economics of Organizational Architecture & Strategy | 3 |
| BUSN 5130 Integrated Communication, Marketing & Public Relations | 3 |
| BUSN 6100 Competitive Advantage through Human Resource Development | 3 |
| BUSN 6110 Organizational Structure, Dynamics & Change | 3 |
| BUSN 6120 Business Law, Leadership Ethics & Decision-Making | 3 |
| BUSN 6400 Integrative Project/Thesis | 3 |

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

Strategic Leadership & Planning Concentration

BUSN 6210 Strategic Leadership, Planning & Performance Msrmt. (3)

BUSN 6220 Strategic Planning (3)

BUSN 6230 Leadership, Team Building & Communication (3)

BUSN 6240 Project Design, Initiation & Management (3)

Nonprofit Management & Leadership Concentration

BUSN 6300 Introduction to the Nonprofit Sector (3)

BUSN 6310 Legal Issues within the Nonprofit Sector (3)

BUSN 6320 Nonprofit Fundraising, Philanthropy & Resource Dev. (3)

BUSN 6330 Nonprofit Governance (3)

TOTAL CREDITS IN DEGREE: 36

Doctor of Philosophy in Leadership Studies

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.lincolncchristian.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, Goals, and Objectives

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.

Goal 1: Develop professionals who can articulate biblical, theological, philosophical, and ethical foundations for leadership.

Objective 1.1: Students integrate biblical and theological knowledge into their leadership, organizations, social systems, and ethical frameworks.

Objective 1.2: Students critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Goal 2: Develop professionals who exercise effective leadership in higher education and other organizations within their cultural contexts.

Objective 2.1: Students critically evaluate prominent leadership and organizational theories, and apply them in addressing organizational and societal issues.

Objective 2.2: Students apply a range of perspectives and theoretical constructs from the humanities and social sciences in order to analyze, critique, and make decisions concerning leadership, organizational policy, and societal issues.

Objective 2.3: Students display cultural intelligence as they communicate and interact with others in personal and professional settings.

Goal 3: Develop professionals who demonstrate Christian character in exercising leadership.

Objective 3.1: Students practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 3.2: Students recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3.3: Students engage constructively and collaboratively with others.

Goal 4: Develop professionals capable of conducting high quality research and making original contributions to their fields.

Objective 4.1: Students demonstrate the methodological skills necessary to design, analyze, critique, and conduct research using both qualitative and quantitative techniques.

Objective 4.2: Students' written and oral communications are clear, coherent, well-organized, and technically correct.

Objective 4.3: Students participate in the community of scholars.

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 |
| | <i>Leadership Core (18 credits)</i> | |
| | CFGS 7112 Introduction to Global Studies | 3 |
| | CFGS 7114 Leadership Studies & Theory | 3 |
| | CFGS 7116 Ways of Knowing & Leadership Development | 3 |
| | <i>Optional Research Summit</i> | |
| | CFGS 7218 Organizational Studies & Theory | 3 |
| | CFGS 7220 Intercultural Behavior, Worldview & Communication | 3 |
| | CFGS 7222 Global Leadership, Systems & Policy | 3 |
| YEAR 2: | <i>Ethics Core (6 credits)</i> | |
| | CFGS 7124 Leadership & Personal Ethics | 3 |
| | CFGS 7126 Applied Ethics | 3 |
| | <i>Research Core: Part A (3 credits)</i> | |
| | CFGS 7130 Principles of Research | 3 |
| | <i>Optional Research Summit</i> | |
| | CFGS 8000 Candidacy (0) | |
| | CFGS 8010 Candidacy Continuation (0) | |
| | <i>Research Core: Part B (6 credits)</i> | |
| | CFGS 7232 Quantitative Analysis | 3 |
| | CFGS 7234 Qualitative Research | 3 |
| YEAR 3: | <i>Research Core: Part C (3 credits)</i> | |
| | CFGS 7140 Elective 1: Scholarship & Research Framework | 3 |
| | <i>Elective Concentration (15 credits)—Cohorts 1, 2 and 3 choose a concentration track from EDLD, MSLD, OGLD or THLD. Cohort 4 and following take CFGS Electives::</i> | 15 |
| | CFGS 7142 Elective 2 (3) | |
| | CFGS 7144 Elective 3 (3) | |
| | <i>Optional Research Summit</i> | |
| | CFGS 7240 Elective 4 (3) | |
| | CFGS 7242 Elective 5 (3) | |
| | CFGS 7244 Elective 6 (3) | |
| | • <i>Educational Leadership</i> | |
| | EDLD 7142 Educational Leadership Elective (3) | |
| | EDLD 7144 Educational Leadership Elective (3) | |
| | <i>Optional Research Summit</i> | |
| | EDLD 7240 Educational Leadership Elective (3) | |
| | EDLD 7242 Educational Leadership Elective (3) | |
| | EDLD 7244 Educational Leadership Elective (3) | |
| | • <i>Organizational Leadership</i> | |

OGLD 7142 Organizational Leadership Elective (3)

OGLD 7144 Organizational Leadership Elective (3)

Optional Research Summit

OGLD 7240 Organizational Leadership Elective (3)

OGLD 7242 Organizational Leadership Elective (3)

OGLD 7244 Organizational Leadership Elective (3)

• *Philosophy & Theology of Leadership*

THLD 7142 Philosophy & Theology of Leadership Elective (3)

THLD 7144 Philosophy & Theology of Leadership Elective (3)

Optional Research Summit

THLD 7240 Philosophy & Theology of Leadership Elective (3)

THLD 7242 Philosophy & Theology of Leadership Elective (3)

THLD 7244 Philosophy & Theology of Leadership Elective (3)

• *Missional Leadership*

MSLD 7142 Missional Leadership Elective (3)

MSLD 7144 Missional Leadership Elective (3)

Optional Research Summit

MSLD 7240 Missional Leadership Elective (3)

MSLD 7242 Missional Leadership Elective (3)

MSLD 7244 Missional Leadership Elective (3)

YEAR 4: *Research Core: Part D (9 credits)*

| | |
|----------------------------|---|
| CFGS 8112 Proposal Seminar | 3 |
|----------------------------|---|

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|---|---|
| CFGS 8113 Proposal Seminar Continuation | 0 |
|---|---|

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|----------------------------|---|
| CFGS 8114 Proposal Defense | 1 |
|----------------------------|---|

| | |
|------------------------|---|
| CFGS 8215 Dissertation | 4 |
|------------------------|---|

| | |
|---|--|
| CFGS 8500 Dissertation Continuation (0) | |
|---|--|

| | |
|--------------------------------|---|
| CFGS 8600 Dissertation Defense | 1 |
|--------------------------------|---|

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|--|------------------|
| <i>TOTAL CREDITS IN DEGREE:</i> | <i>60</i> |
|--|------------------|

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 semester 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.

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*.

SCHOOL OF COMMUNICATION & CREATIVE ARTS

Personnel

Dean of the School of Communication & Creative Arts

Matthew Broadbush, Ph.D. in Communication and Information—Assistant Professor of Communication (TN)

Full-Time Faculty, School of Communication & Creative Arts

Robert B. Chambers, D.M.A. in Musicology—Professor of Music (TN)

Ruth Reyes, Ed.D. in Higher Education—Professor of Music, Assistant Dean of the School of Communication & Creative Arts (FL)

Donald R. Trentham, M.M. in Piano Literature—Professor of Music, Director of Music Program (TN)

Brent D. Weaver, M.A. in Music—Associate Professor of Music (TN)

Mark A. Young, M.A. in Communication—Associate Professor of Communication

Part-Time Faculty, School of Communication & Creative Arts

Tim E. Berry—Lecturer in Radio Production (TN)

Troy Borst, M.Div. in Divinity, Ph.D. candidate in Communication—Lecturer in Communication and Speech (FL)

Eddie S. Bryant, B.S. in Communication, B.A. in Bible—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)

Lorin Fields, M.A. in Environmental Design—Lecturer, Artist in Residence (TN)

Deanna Giron, B.M.E. in Secondary Choral Specialization—Lecturer in Voice (FL)

Kara Hardin, B.M. in Biblical Studies and Church Music—Lecturer in Piano (FL)

Auburn Lindsay, M.A. in Music Education—Lecturer in Music (FL)

Charise A. Lindsay, Ph.D. in Music Education—Lecturer in Music (FL)

Noelle Ladd McWilliams, M.A. in Music—Lecturer in Music (FL)

Michael Moore, Ed.D. in Education—Lecturer in Speech and Urban Studies (TN)

Sharon Moore, M.M. in Piano Pedagogy—Lecturer in Piano (TN)

Tim Norris—Lecturer in Guitar (TN)

Jason Overall, M.M. in Music Composition—Lecturer in Music (TN)

Rebecca Owens, M.F.A. in Creative Writing—Lecturer in Screenwriting (OL)

Everett B. Robertson, M.A. in Directing—Lecturer in Visual & Performing Arts (TN)

Jeff Tolbert, B.A. in Telecommunications—Lecturer in Sound Production (TN)

Interdisciplinary Faculty

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

Administrative Faculty

John C. Ketchen, Ph.D. in Educational Psychology— Associate Provost for Online Education,
Professor of Speech and Education (TN)

Staff

Tracie Young—Secretary (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 “CCV” for Christ’s Church of the Valley in Phoenix), but they may also operate at other sites or in other modalities.

Academic Programs

The School of Communication & Creative Arts oversees the following academic programs:

| JOHNSON UNIVERSITY SCHOOL/PROGRAM | Tennessee Campus | Florida Campus | Online Campus | Other |
|--|-----------------------------|---------------------------|--------------------------|--------------|
| School of Communication & Creative Arts | | | | |
| • A.A./A.S in Mass Communication | ✓ | | | |
| • B.A./B.S. in Communication | ✓ | | | |
| —Audio/Radio Production Concentration | ✓ | | | |
| —Media Ministry Concentration | ✓ | | | |
| —Journalism & Digital Mass Media Conc. | ✓ | | | |
| —Public Relations Concentration | ✓ | | | |
| —Videography Concentration | ✓ | | | |
| • Communication Minor | ✓ | | | |
| • B.A. in Music & Worship | ✓ | | | |
| • B.A. in Music & Worship Ministry | | ✓ | | |
| • B.A. in Musical Arts | | ✓ | | |
| 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 on-ground at certain sites HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground sessions at the site indicated ONLINE = Fully-online programs available anywhere in the world with an internet connection | | | | |

Associate of Arts in Mass Communication
Associate of Science in Mass Communication

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 on-ground 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. 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. The following goals reflect the program goals of the Communication Major outlined below:

Goal 2: Graduates produce well-written, error-free stories, conduct interviews, and produce digitally enhanced material.

Objective 2.1: Students demonstrate writing processes, collect and organize information, and develop ideas into written stories.

Objective 2.2: Students demonstrate an understanding of professional media writing based on Associated Press standards.

Objective 2.3: Students identify sources of information and demonstrate a variety of information gathering techniques.

Goal 12: Graduates have working knowledge of hardware and software associated with the capture and editing of video.

Objective 12.1: Students demonstrate a working knowledge of equipment associated with the capture of video.

Objective 12.2: Students demonstrate a working knowledge of basic computer-aided none-linear editing.

Goal 13: Graduates produce news and information content in a variety of forms and understand successful news delivery methods.

Objective 13.1: Students design multi-media news and information packages with a variety of elements.

Objective 13.2: Students establish strategies for delivering multi-media news and information content as part of the University's online student publication.

Objective 13.3: Students develop contacts and build relationships used in the collection of information

Required Courses. The A.A./A.S. in Mass Communication consists of the following courses:

Arts & Sciences Core (22-28 hours)

- HUMN 1100 Freshmen Cornerstone Experience OR (3)
- ANTH 1100 Encountering Cultures
- HIST 1100 World Civilizations I OR (3)
- HIST 1200 World Civilizations II
- ENGL 1100 Introduction to Literature (3)
- HLSC 2100 Health & Fitness Science with Lab OR (4)
- SCIN 3100 Biological Science with Lab OR
- SCIN 3200 Science Concepts & Methods with Lab
- ENGL 2200 English Composition (3)
- COMM 2000 Introduction to Speech (3)
- MATH 2100 Quantitative Literacy (3)
- PRMN 1500 Chapel (4 semesters) (2)
- PRMN 1000 Service Learning (4 semesters) (0)

Foreign Language (6 credits)—For students doing the Associate of Arts in Mass Communication choose two sequential foreign language course with

Bible & Theology (15 hours)

- 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 for English Bible (3)
- THEO 2100 Fundamentals of Christian Faith (3)

Communication (24 hours)

- COMM 2100 Reporting for Mass Media (3)
- COMM 2102 Performance on Mic or Camera (3)
- COMM 2202 Video Production for News and Information (3)
- COMM 2900 Society and Media (3)
- COMM 2901 Communication & Christian Faith (3)
- COMM 2110 Introduction to Public Relations (3)
- COMM 3100 Advanced Reporting & Writing (3)
- COMM 3205 Photography (3)

TOTAL DEGREE CREDITS:

61-67

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

| | |
|-------------------------------|-------------------|
| Arts & Sciences Core for A.A. | 28 credits |
| Bible & Theology Major | 15 credits |
| General Electives | 0 credits |
| Communication | <u>24 credits</u> |

| | |
|---------------|-------------------|
| <i>TOTAL:</i> | <i>67 credits</i> |
|---------------|-------------------|

Requirements for the A.S. in Mass Communication. To earn the Associate of Science degree, students must complete the following degree components:

| | |
|-------------------------------|-------------------|
| Arts & Sciences Core for A.S. | 22 credits |
| Bible & Theology Major | 15 credits |
| General Electives | 0 credits |
| Communication | <u>24 credits</u> |
| <i>TOTAL:</i> | <i>61 credits</i> |

Communication Major

Overview. The Communication Major equips students to utilize mass communication principles and media technology to impact culture through a variety of channels, thereby spreading the gospel message of Jesus Christ. Students are prepared for strategic positions in entertainment, news and information, and communication. Students combine a Communication Core with one of five concentrations: Audio/Radio Production, Media Ministry, Journalism and Digital Mass Media, Public Relations, or Videography.

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

Purpose, Goals, and Objectives

Communication Core

Purpose. The Communication Major equips students to utilize mass communication and media technology to impact culture through strategic vocations in news and information and entertainment.

Goal 1: Graduates have a social, legal, and historical understanding of the impact of mass communication on culture.

Objective 1.1: Students demonstrate understanding of the historical role of mass communication in culture

Objective 1.2: Students demonstrate an understanding of legal issues and concerns that impact mass communication, with emphasis on First Amendment Speech.

Objective 1.3: Students evaluate the role mass communication plays in society, with an emphasis on issues related to Christian faith and ministry.

Goal 2: Graduates produce well-written, error-free stories, conduct interviews, and produce digitally enhanced material.

Objective 2.1: Students demonstrate writing processes, collect and organize information, and develop ideas into written stories.

Objective 2.2: Students demonstrate an understanding of professional media writing based on Associated Press standards.

Objective 2.3: Students identify sources of information and demonstrate a variety of information gathering techniques.

Alternative Goal 2 (2A) for students in the Videography Concentration:

Goal 2A: Graduates tell stories through creative writing.

Objective 2.1A: Students evaluate writing processes, develop goals, collect and organize information, and develop ideas into written scripts and stories.

Objective 2.2A: Students compose scripts in a variety of formats, including commercial, documentary, film, and others.

Objective 2.3A: Students distinguish between inductive and deductive script writing.

Goal 3: Graduates have a working knowledge of media law, history, and ethics.

Objective 3.1: Students discover legal issues associated with mass communication.

Objective 3.2: Students evaluate ethical issues associated with mass communication.

Objective 3.3: Students determine the significance of key historical events associated with mass communication.

Alternative Objective 3.3 (3.3A) for students in the Videography Concentration:

Objective 3.3A: Students determine the significance of key historical events associated with film and cinema.

Goal 4: Graduates have a biblically-based perspective of creativity, communication, and arts.

Objective 4.1: Students integrate and articulate biblical foundations underlying creative endeavors.

Objective 4.2: Students demonstrate the process of creativity.

Objective 4.3: Students develop the means to sustain creativity.

Objective 4.4: Students engage the process of creativity from a Great Commission perspective.

Goal 5: Graduates communicate effectively in oral forms.

Objective 5.1: Students demonstrate clarity and validity in all forms of communication.

Objective 5.2: Students demonstrate cultural and audience awareness in oral and written communication.

Objective 5.3: Students demonstrate proficiency in the preparation and delivery of oral communication.

Audio/Radio Production Concentration

Purpose. The Audio/Radio Production Concentration equips students to utilize broadcast, live audio production, and studio production skills in a variety of audio-focused communication professions.

Goal 6: Graduates have a working knowledge of hardware, software, and theory used in live audio, studio audio, and radio production.

Objective 6.1: Students utilize recording equipment to create high quality multi-track audio recordings.

Objective 6.2: Students experiment with audio mixing software and theory in the production of audio content.

Objective 6.3: Students employ Reason software to sequence MIDI tracks, arrange music, and create software instruments and effects.

Objective 6.4: Students make use of equipment and software used in live radio, remote, and pre-produced on-air content.

Media Ministry Concentration

Purpose. The Media Ministry Concentration 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.

Goal 7: Graduates model the spiritual maturity of a Christ-like servant-leader necessary for kingdom work.

Objective 7.1: Students improve spiritual health by integrating new and/or deeper devotional disciplines into life to address specific areas of growth identified by each student.

Objective 7.2: Students evaluate how issues of personal integrity relate with Christian leadership.

Goal 8: Graduates prepare the local congregation for kingdom mission through pastoral ministry, development, and leadership.

Objective 8.1: Students identify a variety of contributors to conflict that help one recognize deeper issues that may be at stake.

Goal 9: Graduates utilize media arts skills, theory, and equipment to enhance biblical teaching and ministry.

Objective 9.1: Students utilize appropriate equipment, theories, and ideas to create high quality live stage productions and live streaming events.

Objective 9.2: Students utilize and evaluate theories in staging, set design, and construction in the production of live events.

Goal 10: Graduates have skills and a theological and philosophical understanding that meet the demands of contemporary church creative arts ministries.

Objective 10.1: Students evaluate the elements of contemporary worship.

Objective 10.2: Students discuss the performance of Christian arts and demonstrate ability to lead a Christian arts ministry.

Objective 10.3: Students discover historical and contemporary Christian art, images, and symbols.

Objective 10.4: Students create, perform, and direct drama and contemporary sketches.

Objective 10.5: Students propose an administrative plan for operating a creative worship ministry.

Journalism and Digital Media Concentration

Purpose. The Journalism and Digital Media Concentration equips students to gather and report news and information, in a variety of forms, while meeting the highest level of Journalistic ethics and Christian principles.

Goal 11: Graduates have a working knowledge of hardware and software associated with the capture and editing of video.

Objective 11.1: Students demonstrate a working knowledge of equipment associated with the capture of video.

Objective 11.2: Students demonstrate a working knowledge of basic computer-aided none-linear editing.

Goal 12: Graduates produce news and information content in a variety of forms and understand successful news delivery methods.

Objective 12.1: Students design multi-media news and information packages with a variety of elements.

Objective 12.2: Students establish strategies for delivering multi-media news and information content as part of the University's online student publication.

Objective 12.3: Students develop contacts and build relationships used in the collection of information.

Goal 13: Graduates have knowledge of media content management, resource management, and publication practices.

Objective 13.1: Students utilize media content management system to facilitate the production on media material.

Objective 13.2: Students evaluate media coverage and assign resources based on need.

Objective 13.3: Students discuss publication practices, deadlines, audience demands, immediacy of information, and construct a plan for meeting audience requirements.

Public Relations Concentration

Purpose. The Public Relations Concentration equips students to conduct strategic communication campaigns and disseminate information in a variety of forms, while meeting the highest level of ethics and Christian principles.

Goal 11: Graduates have a working knowledge of hardware and software associated with the capture and editing of video.

Objective 11.1: Students demonstrate a working knowledge of equipment associated with the capture of video.

Objective 11.2: Students demonstrate a working knowledge of basic computer-aided none-linear editing.

Goal 14: Graduates conduct strategic communication campaigns.

Objective 14.1: Students demonstrate clarity and persuasion in all forms of communication.

Objective 14.2: Students demonstrate strategic purpose in messaging.

Objective 14.3: Students demonstrate proficiency in the preparation and delivery of strategic campaigns.

Goal 15: Graduates know methods, key cases, and strategies associated with public relations.

Objective 15.1: Students demonstrate methods and strategies used in strategic campaigns

Objective 15.2: Students evaluate key case studies associated with public relations.

Videography Concentration

Purpose. The Videography Concentration equips students to utilize video production, story telling, editing, and pre- and post-production skills.

Goal 11: Graduates have a working knowledge of hardware and software associated with the capture and editing of video.

Objective 11.1: Students demonstrate a working knowledge of equipment associated with the capture of video.

Objective 11.2: Students demonstrate a working knowledge of basic computer-aided none-linear editing.

Goal 16: Graduates use video studio equipment, sets, and techniques as they produce complex, multi-camera projects.

Objective 16.1: Students demonstrate a working knowledge of equipment associated with studio production.

Objective 16.2: Students demonstrate a working knowledge of set use, blocking, and lighting.

Goal 17: Graduates use producing and directing skills and techniques in the pre-production, production, and post-production stages of video.

Objective 17.1: Students demonstrate skills associated with directing and producing video.

Objective 17.2: As a team, students create a feature film.

Objective 17.3: Students take part in the pre-production, production, and post-production stages of video.

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

Communication Core (18 credits) †

| | |
|--|---|
| *COMM 2000 Introduction to Speech | 3 |
| *COMM 2900 Society & Media | 3 |
| *COMM 2901 Communication & Christian Faith | 3 |
| COMM 4900 Mass Media Law & Ethics | 3 |

| | |
|---|---|
| *COMM 4998 Spiritual Formation & Creativity | 3 |
| COMM 4999 Communication Integrated Project | 3 |

† *NOTE*: Students who choose the Media Ministry Concentration complete only COMM 2900 and COMM 2901 in the Communication Core. In place of the other Core requirements, they complete Congregational Ministry courses (see below).

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Concentration (choose one):

Audio/Radio Production Concentration (27 credits)

- COMM 2100 Reporting for Mass Media (3)
- COMM 3300 Live Production I (3)
- COMM 3302 Sound Design (3)
- COMM 3303 Radio Production I (3)
- COMM 3304 MIDI Production for Audio (3)
- COMM 3306 Advanced Sound Design (3)
- COMM 3900 History & Philosophy of American Media (3)
- COMM 4603 Communication Internship (3)

Communication Elective (3 credits)—choose one additional Communication course with prefix COMM

Journalism and Digital Media Concentration (27 credits)

- COMM 2100 Reporting for Mass Media (3)
- COMM 2202 Video Production for News and Information (3)
- COMM 3100 Advanced Reporting & Writing (3)
- COMM 3101 Digital Reporting (3)

- COMM 3205 Photography (3)
- COMM 3900 History & Philosophy of American Media (3)
- COMM 4603 Communication Internship (3)

Communication Electives (6 credits)—choose two additional Communication courses with prefix COMM

Media Ministry Concentration (18 credits) [36 credits †]

- CMPR 2110 Biblical Teaching & Preaching (3)
- CMPR 3110 Pastoral Ministry (3)
- CMPR 4300 Conflict & Community in Ministry (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)
- WORS 4234 Visual & Performing Arts in Ministry (3)

Spiritual Formation Selective (3 credits) – choose one

- CMPR 3120 Spiritual Formation for Ministry (3)
- COMM 4998 Spiritual Formation and Creativity (3)

Media Skills Selectives (6 credits)—choose three additional media skills courses with prefix COMM

Public Relations Concentration (27 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 3102 Persuasive Strategic Communication (3)
- COMM 3103 Strategic Communication Methods & Strategies (3)

- COMM 3900 History & Philosophy of American Media (3)
- COMM 4603 Communication Internship (3)

Communication Electives (6 credits)—choose two additional Communication courses with prefix COMM

Videography Concentration (27 credits)

- COMM 2101 Screenwriting Fundamentals (3)
- COMM 2201 Video Production I: Shooting & Editing (3)
- COMM 3202 Video Production II: Multi-Camera Studio (3)
- COMM 3203 Video Production III: Producing & Directing (3)

- COMM 3901 History & Philosophy of American Film (3)
- COMM 4603 Communication Internship (3)
- ENGL 3470 Film & Literature (3)

Communication Electives (6 credits)—choose two additional Communication courses with prefix COMM

TOTAL CREDITS IN MAJOR: **45**

Requirements for the B.A. in Communication. To earn the Bachelor of Arts degree with a double major in Bible & Theology and 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 |
| Communication Major | <u>45 credits</u> |
| <i>TOTAL:</i> | <i>128 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) COMM 2000 Introduction to Speech as the Oral Communication Selective; (2) COMM 2900 Society & Media as the Arts & Sciences Selective. (3) COMM 4998 Spiritual Formation & Creativity as the Fine Arts Selective. The following course in this major fulfills a requirement for the Bible & Theology Major:

COMM 2901 Communication & Christian Faith as the Theology Selective.

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.S. | 47 credits |
| Bible & Theology Major | 30 credits |
| General Electives | 0 credits |
| Communication Major | <u>45 credits</u> |
| <i>TOTAL:</i> | <i>122 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) COMM 2000 Introduction to Speech as the Oral Communication Selective; (2) COMM 2900 Society & Media as the Arts & Sciences Selective. (3) COMM 4998 Spiritual Formation & Creativity as the Fine Arts Selective. The following course in this major fulfills a requirement for the Bible & Theology Major: COMM 2901 Communication & Christian Faith as the Theology Selective.

Academic Standards. Students must earn a “B” cumulative grade point average (GPA) in COMM 2900 Society & Media and COMM 2901 Communication & Christian Faith to advance to other courses in the Communication program. Students must achieve a “B” in COMM 4999 Communication Integrated Project for the course to count toward graduation. Students must achieve a “C” in all other Communication 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 4999 Communication Integrated Project, each student must produce a professional-level final project that reflects their academic experience and the concentration they are completing.

Communication Minor

Overview. The Communication Minor equips students to utilize communication skills and media technologies to spread the gospel message of Jesus Christ. 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 Communication Minor on-ground 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, Goals, and Objectives

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

Communication Core

Goal 1: Graduates have a social, legal, and historical understanding of the impact of mass

communication on culture.

Objective 1.1: Students demonstrate understanding of the historical role of mass communication in culture.

Objective 1.2: Students demonstrate an understanding of legal issues and concerns that impact mass communication, with emphasis on First Amendment Speech.

Objective 1.3: Students evaluate the role mass communication plays in society, with an emphasis on issues related to Christian faith and ministry.

Goal 2: Graduates communicate effectively in oral forms.

Objective 2.1: Students demonstrate clarity and validity in all forms of communication.

Objective 2.2: Students demonstrate cultural and audience awareness in oral and written communication.

Objective 2.3: Students demonstrate proficiency in the preparation and delivery of oral communication.

Media Electives

Goal 3: Graduates purposefully communicate through media skills that enhance their lives and their chosen professions.

Objective 3.1: Students demonstrate proficiency in the media skills they have selected, and apply those skills to enhance their other fields of study.

Required Courses. The Communication Minor consists of the following courses:

Communication Core (9 credits)

| | | |
|------------|---------------------------------|---|
| *COMM 2000 | Introduction to Speech | 3 |
| *COMM 2900 | Society & Media | 3 |
| *COMM 2901 | Communication & Christian Faith | 3 |

Communication Selectives (choose 15 credits): 15

| | |
|-----------|--|
| COMM 2100 | Reporting for Mass Media (3) |
| COMM 2101 | Screenwriting Fundamentals (3) |
| COMM 3100 | Advanced Reporting & Writing (3) |
| COMM 3101 | Digital Reporting (3) |
| COMM 3102 | Persuasive Strategic Communication (3) |
| COMM 3103 | Strategic Communication Methods & Strategies (3) |
| COMM 3104 | Advanced Screenwriting (3) |
| COMM 3105 | Fundamentals of Web Design (3) |
| COMM 2201 | Video Production I: Shooting & Editing (3) |
| COMM 3202 | Video Production II: Multi-Camera Studio (3) |
| COMM 3203 | Video Production III: Producing & Directing (3) |
| COMM 3204 | Video Production IV: Feature Film (3) |
| COMM 3205 | Photography (3) |
| COMM 3250 | Documentary Production (3) |
| COMM 3300 | Live Production I (3) |
| COMM 3301 | Live Production II (3) |
| COMM 3302 | Sound Design (3) |

COMM 3303 Radio Production I (3)
 COMM 3304 MIDI Production for Audio (3)
 COMM 3305 Radio Production II (3)
 COMM 3306 Advanced Sound Design (3)
 COMM 3900 History & Philosophy of American Media (3)
 COMM 3901 History & Philosophy of American Film (3)
 COMM 4603 Communication Internship (3)
 COMM 4606 Media Ministry Internship (3)
 COMM 4900 Mass Media Law & Ethics (3)

TOTAL CREDITS IN MINOR:

24

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.A. | 56 credits |
| Bible & Theology Major | 30 credits |
| General Electives | 10 credits |
| Communication Minor | <u>24 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) COMM 2000 Introduction to Speech as the Oral Communication Selective; (2) COMM 2900 Society & Media as the Arts & Sciences Selective. The following course in this minor fulfills a requirement for the Bible & Theology Major: COMM 2901 Communication & Christian Faith as the Theology Selective.

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.S. | 50 credits |
| Bible & Theology Major | 30 credits |
| General Electives | 16 credits |
| Communication Minor | <u>24 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) COMM 2000 Introduction to Speech as the Oral Communication Selective; (2) COMM 2900 Society & Media as the Arts & Sciences Selective. The following course in this minor fulfills a requirement for the Bible & Theology Major: COMM 2901 Communication & Christian Faith as the Theology Selective.

Music & Worship Major

Overview. The Music & Worship Major is designed for students who wish to pursue a full-time, professional career in worship leadership with an emphasis on creative arts (drama, media production, music, and visual arts). It also prepares students to pursue graduate education in worship studies at institutions of similar purpose and focus as Johnson University.

Modality. Johnson University offers the Music & Worship Major on-ground 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, Goals, and Objectives

Purpose. The Music & Worship Major prepares students in a Christian environment for professional careers in music and worship ministry and other related vocations.

Goal 1: Graduates are equipped with skills and a theological and philosophical understanding that meet the demands of contemporary church worship ministries.

Objective 1.1: Students evaluate the elements of contemporary worship.

Objective 1.2: Students discuss the performance of Christian arts and demonstrate ability to lead a Christian arts ministry.

Objective 1.3: Students discuss historical and contemporary Christian art, images, and symbols.

Objective 1.4: Students create, perform, and direct drama and contemporary sketches.

Objective 1.5: Students generate an administrative plan for operating a creative worship ministry.

Objective 1.6: Students determine the facilities, equipment, and budgeting necessary for a music and worship ministry.

Objective 1.7: Students recognize the organization of a variety of musical programs, including graded choirs, a handbell program, an instrumental program, and special music programs.

Objective 1.8: Students analyze skills needed to be effective worship leaders in the church.

Objective 1.9: Students develop an understanding of the biblical, theological, philosophical, and historical backgrounds for worship and apply their knowledge to current worship practices.

Objective 1.10: Students define and model the characteristics of an effective worship leader and articulate the role and purpose of a worship leader within the local church.

Objective 1.11: Students develop and implement a plan for rehearsing and leading worship ensemble musicians.

Objective 1.12: Students plan and lead worship services elementally, musically,

technically, and creatively.

Objective 1.13: Students recognize and cultivate/apply effective communicative and relational skills with music, technical and production teams, church staff and pastors.

Goal 2: Graduates are equipped with performance skills that connect with an audience and that create an emotional openness to the message it conveys.

Objective 2.1: Students demonstrate mastery of a primary instrument and proficiency of a secondary instrument.

Objective 2.2: Students demonstrate basic performance techniques, choral and instrumental musicianship skills, music reading skills, and experience the joy of praising God through ensemble music.

Objective 2.3: Students demonstrate excellence and authenticity in performance, presentation, and worship.

Objective 2.4: Students apply memory, accuracy of pitch, rhythm, tone, dynamics, diction, text, breath, movement, inflection to all performances.

Objective 2.5: Students demonstrate the ability to read an orchestral score and understand the transpositions for standard band and orchestral instruments.

Objective 2.6: Students demonstrate the ability to view a musical score and hear it in their mind without playing or singing it out loud; hear and comprehend musical patterns and represent them graphically; and recognize musical patterns and accurately sing them and/or perform them.

Objective 2.7: Students demonstrate the ability to comprehend tonal materials and structural elements.

Objective 2.8: Students demonstrate appropriate tone to stylistically-different music literature through aural and historical assessment.

Objective 2.9: Students demonstrate the ability to sing accurately and expressively in the languages of standard art song literature—French, German, and Italian.

Goal 3: Equip students with knowledge of music history and theory, which enhances the student's natural musical talents and understanding of music's role in culture and the church.

Objective 3.1: Students evaluate the development of music in western civilization, with an emphasis on the significant role of church music in that development.

Objective 3.2: Students appraise the hallmarks of musical literature representing the major periods of musical history and the composers, performers, processes, and contemporary events associated with these periods.

Objective 3.3: Students examine music of Antiquity through the 21st century and give special consideration to the development of particular genres (categorizations or classifications of music), such as the mass and the motet, opera, the symphony, and the sonata.

Objective 3.4: Students demonstrate the fundamental elements of music theory, including notation, intervals, meter and rhythm, scales and modes, key signatures, and triads with their respective inversions.

Objective 3.5: Students demonstrate the fundamental elements of harmonic analysis, figured bass, cadences, non-harmonic tones, and melodic organization.

Objective 3.6: Students demonstrate two- and four-part writing, harmonic progression, harmonic rhythm, dominant seventh chords, leading tone seventh chords, non-dominant seventh chords, and modulation.

Objective 3.7: Students analyze the history of congregational singing.

Objective 3.8: Students recognize and realize notated triads, seventh chords, and extended chord structures using popular chord symbols in a macro-analysis environment.

Objective 3.9: Students recognize and identify specific shifts of tonality within musical passages.

Objective 3.10: Students describe the historical and compositional significance of diatonic and chromatic harmonic structures, form and 18th century counterpoint in the development of Western music.

Objective 3.11: Students identify, analyze, and notate harmonic and structural elements within contrapuntal, short, and extended forms.

Goal 4: Graduates are equipped with the physical coordination and mental discipline necessary to elicit expressive music-making from music ensembles.

Objective 4.1: Students model physical skills of traditional conducting patterns, (entrances and cutoffs) and philosophical basis for conducting.

Objective 4.2: Students formulate mental skills of score study and analysis, how to teach basic vocal technique, how to handle words to produce the desired choral sound, and rehearsal preparation and techniques.

Objective 4.3: Students develop and demonstrate conducting skills by organizing, motivating, and leading musical ensembles.

Objective 4.4: Students formulate a philosophy of conducting, display proper body alignment for conducting and singing, and explain the fundamentals of good vocal technique.

Objective 4.5: Students demonstrate through their gestures the difference between marcato, legato, and staccato conducting styles.

Objective 4.6: Students demonstrate an understanding of the influence body alignment, facial expression, and mental and spiritual preparation have on the sound produced by a choir they conduct.

Goal 5: Graduates are equipped with arranging and composing skills for band, orchestral, and choral groups.

Objective 5.1: Students demonstrate the ability to read orchestral, instrumental and choral scores with the discernment of a director/conductor.

Objective 5.2: Students arrange/compose examples of scores at a basic level for band, orchestra, and choral group.

Objective 5.3: Students practice adapting/arranging musical compositions for orchestra, band, choral groups, and individuals to styles for which they were not originally written.

Objective 5.4: Students determine voice, instrument, harmonic structure, rhythm, tempo, and timbre to achieve a desired musical effect in a score.

Objective 5.5: Students demonstrate the ability to compose with reasonable authority.

Objective 5.6: Students distinguish aurally between individual and collective instrumental and vocal timbres.

Goal 6: Graduates are equipped with fundamental skills in teaching and leading ensembles.

Objective 6.1: Students demonstrate and apply skills in leading, directing, and communicating with ensembles.

Objective 6.2: Students demonstrate the ability to plan and execute a choral and/or instrumental rehearsal.

Objective 6.3: Students demonstrate the ability to teach a choral work to a vocal ensemble.

Required Courses. The Music & Worship Major consists of the following courses:

Music & Worship Ministry Core (44 Credits)

| | |
|--|---|
| COMM 3300 Live Production I | 3 |
| COMM 3301 Live Production II | 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 3110 Music History & Literature I | 3 |
| *MUSC 3210 Music History & Literature II | 3 |
| MUSC 3233 Choral Conducting | 2 |
| MUSC 3243 Advanced Conducting | 2 |
| MUSC 4100 Ministry of Worship Leadership | 3 |
| MUSC 4200 Ministry of Music | 3 |
| MUSC 4221 Arranging & Orchestration | 2 |
| WORS 4000 Worship Ministry Internship | 3 |
| WORS 4234 Visual & Performing Arts in Ministry | 3 |
| WORS 4244 Worship Ensemble & Seminar | 2 |

Performing Ensembles (5)—choose 5 credits: [may be repeated for credit] 5

| | |
|---|--|
| MUAP 1010 Campus Choir (1) | |
| MUAP 1720 Band: Concert & Big Band Ensemble (1) | |
| MUAP 1920 Tour Choir (1) | |
| MUAP 2500 Tintinnabulation: Handbells (1) | |

Principal Instrument: Applied Music (6)—choose 6+ credits

in one instrument with a possible Senior Recital (see note below):

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 from the list given above.

2

TOTAL CREDITS IN MAJOR:

57

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

| | |
|-------------------------------|-------------------|
| Arts & Sciences Core for B.A. | 44 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Music & Worship Major | <u>57 credits</u> |
| TOTAL | 134 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 Selective; (2) MUSC 3210 Music History & Literature II as the Arts & Sciences Selective; and (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. 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 and Admission to the Music & Worship Program. Students desiring to pursue the B.A. in Music & Worship must submit an application to the music faculty. This application is available upon request from: Donald R. Trentham, Director of Music Program; Johnson University; 7900 Johnson Drive; Knoxville, Tennessee 37998; Telephone 865.573.4517.

This application is *not* a substitute for the Application for Admission to Johnson University, but an additional application to enter the music programs. It invites students to describe their past musical background and experiences, choose their degree of study, and select their principal and secondary instruments.

Music Transfer Credits. The music faculty 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 music 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 principal instrument they wish to study while pursuing the B.A. in Music & Worship. 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 performance on their principal and secondary instruments at the conclusion of each term of study. If extenuating circumstances prevent a student from presenting a jury performance, the music faculty 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 principal instrument at the conclusion of their first term. Failure to do so will result in dismissal from the degree program. The music 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 Music & Worship must earn a total of 5 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 and/or worship courses applied to the degree program they are pursuing. The music 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 consistently fail to meet this requirement may be dismissed from the degree program.

Internship Requirements. All students pursuing the B.A. in Music & Worship must complete an internship during the last year of study (WORS 4000 Worship Ministry Internship). The internship is designed to provide practical experience in the areas of music and/or 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 minister of music and/or worship hired by the church, or by a part-time minister of music and/or worship hired by the church who holds at least a four-year

degree in music. Students must complete MUSC 4100 Ministry of Worship Leadership and MUSC 4200 Ministry of Music before beginning the internship.

Senior Recital. Music majors who have demonstrated exceptional ability on their principal instrument and who wish to continue their training at the graduate level may, with the permission of their instructor, present a recital during their senior year (MUAP 4000 Senior Recital). With selections for the recital approved by the music faculty, the student will rehearse the music under the guidance of the private instructor and present a “hearing” of the recital before the music faculty at least two weeks prior to the scheduled performance.

Music & Worship Ministry Major

Overview. The Music & Worship Ministry Major is designed for students who wish to pursue a full-time professional career in worship leadership with an emphasis on creative arts (music and worship arts technology). It also prepares students to pursue graduate education in worship studies at institutions of similar purpose and focus as Johnson University.

Modality. Johnson University offers the Music & Worship Ministry Major on-ground 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, Goals, and Objectives

Purpose. The Music & Worship Ministry Major prepares students for music and worship leadership in a local church.

Goal 1: Graduates are equipped to organize, administer, and conduct a structured music and worship ministry in a local church setting.

Objective 1.1: Students demonstrate the ability to plan, design, and execute an integrated worship service in both liturgical and thematic settings.

Objective 1.2: Students demonstrate the ability to conduct a worship team rehearsal and a choir rehearsal.

Objective 1.3: Students demonstrate the ability to integrate theology and practical skills by writing an original worship composition.

Objective 1.4: Students demonstrate basic competencies in sound and video production.

Goal 2: Graduates are equipped with intermediate- to advanced-level performance skills in both solo and ensemble settings.

Objective 2.1: Students demonstrate keyboard and vocal proficiency.

Objective 2.2: Students demonstrate group vocal proficiency in performance ensembles.

Goal 3: Graduates are equipped with music core-related skills in music theory, music history, and general musicianship.

Objective 3.1: Students demonstrate a basic knowledge of major composers and corresponding works and genres in Western music history.

Objective 3.2: Students demonstrate an integrated understanding of music theory, culminating in original music compositions of Baroque and Classical models.

Objective 3.3: Students demonstrate a proficiency in aural, sight singing, keyboard, and dictation skills.

Goal 4: Graduates are equipped with knowledge-based and practical skills in worship ministry.

Objective 4.1: Students demonstrate an integration of sound biblical foundations with underlying creative endeavors and communicate these truths effectively.

Objective 4.2: Students demonstrate the ability to contribute effectively in a communion or offering meditation.

Objective 4.3: Students demonstrate biblical perspectives and methods for handling conflict in ministry.

Objective 4.4: Students demonstrate an integration of spiritual disciplines into their practice of leadership.

Required Courses. The Music & Worship Ministry Major consists of the following courses:

Music & Worship Ministry Core (42 Credits)

| | |
|--|---|
| COMM 3300 Live Production I | 3 |
| CMPR 2110 Biblical Teaching and Preaching | 3 |
| CMPR 3110 Pastoral Ministry | 3 |
| CMPR 4300 Conflict & Community in Ministry | 3 |
| CMPR 4310 Effectiveness in Leadership & Life | 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 3110 Music History & Literature I | 3 |
| *MUSC 3210 Music History & Literature II | 3 |
| MUSC 3233 Choral Conducting | 2 |
| WORS 3000 Worship Leadership | 2 |
| WORS 3001 Music & Worship | 2 |
| WORS 4400 Worship Ministry Internship | 3 |

Performing Ensemble (4)—choose 4 credits: [may be repeated for credit] † 4

MUAP 1010 Campus Choir (1)

MUAP 1925 New Creation Ensemble (1)

† NOTE: Students complete 4 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 2 credits of New Creation.

Principal Instrument: Applied Music (4)—choose 4+ credits

in one instrument (voice or piano) with a possible Senior

Recital (see note below): 4

| |
|---|
| MUAP 1425 Principal Instrument Piano I (0.5) |
| MUAP 1435 Principal Instrument Piano II (0.5) |
| MUAP 2425 Principal Instrument Piano III (0.5) |
| MUAP 2435 Principal Instrument Piano IV (0.5) |
| MUAP 3425 Principal Instrument Piano V (0.5) |
| MUAP 3435 Principal Instrument Piano VI (0.5) |
| MUAP 4425 Principal Instrument Piano VII (0.5) |
| MUAP 4435 Principal Instrument Piano VIII (0.5) |
| MUAP 1325 Principal Instrument Voice I (0.5) |

| | |
|-----------|--|
| MUAP 1335 | Principal Instrument Voice II (0.5) |
| MUAP 2325 | Principal Instrument Voice III (0.5) |
| MUAP 2335 | Principal Instrument Voice IV (0.5) |
| MUAP 3325 | Principal Instrument Voice V (0.5) |
| MUAP 3335 | Principal Instrument Voice VI (0.5) |
| MUAP 4325 | Principal Instrument Voice VII (0.5) |
| MUAP 4335 | Principal Instrument Voice VIII (0.5) |
| MUAP 1525 | Principal Instrument Guitar I (0.5) |
| MUAP 1535 | Principal Instrument Guitar II (0.5) |
| MUAP 2525 | Principal Instrument Guitar III (0.5) |
| MUAP 2535 | Principal Instrument Guitar IV (0.5) |
| MUAP 3525 | Principal Instrument Guitar V (0.5) |
| MUAP 3535 | Principal Instrument Guitar VI (0.5) |
| MUAP 4525 | Principal Instrument Guitar VII (0.5) |
| MUAP 4535 | Principal Instrument Guitar VIII (0.5) |
| MUAP 4050 | Senior Recital (0.0) |

Secondary Instrument: Applied Music (2)—choose 2+ credits in a second instrument. Options include voice, piano (see above) or guitar (see below).

2

| | |
|-----------|---------------------------------------|
| MUAP 1505 | Secondary Instrument Guitar I (0.5) |
| MUAP 1515 | Secondary Instrument Guitar II (0.5) |
| MUAP 2505 | Secondary Instrument Guitar III (0.5) |
| MUAP 2515 | Secondary Instrument Guitar IV (0.5) |
| MUAP 1405 | Secondary Instrument Piano I (0.5) |
| MUAP 1415 | Secondary Instrument Piano II (0.5) |
| MUAP 2405 | Secondary Instrument Piano III (0.5) |
| MUAP 2415 | Secondary Instrument Piano IV (0.5) |
| MUAP 1305 | Secondary Instrument Voice I (0.5) |
| MUAP 1315 | Secondary Instrument Voice II (0.5) |
| MUAP 2305 | Secondary Instrument Voice III (0.5) |
| MUAP 2315 | Secondary Instrument Voice IV (0.5) |

TOTAL CREDITS IN MAJOR:

52

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

| | |
|--------------------------------|-------------------|
| Arts & Sciences Core for B.A. | 44 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Music & Worship Ministry Major | <u>52 credits</u> |
| <i>TOTAL</i> | 129 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 Selective; (2) MUSC 3210 Music History & Literature II as the Arts & Sciences Selective; and (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. 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 and Admission to the Music & Worship Ministry Program. Students desiring to pursue the B.A. in Music & Worship Ministry must submit an application to the music faculty. This application is available upon request from: Dr. Ruth T. Reyes, Assistant Dean of the School of Communication & Creative Arts; Johnson University Florida; 1011 Bill Beck Blvd., Kissimmee, FL 34744; Telephone: 407.569.1372.

This application is *not* a substitute for the Application for Admission to Johnson University, but an additional application to enter the music programs. It invites students to describe their past musical background and experiences, choose their degree of study, and select their principal and secondary instruments.

Music Transfer Credits. The music faculty 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 music 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 principal 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 present a required jury performance on their principal and secondary instruments at the conclusion of each Spring Term of study. If extenuating circumstances prevent a student from presenting a jury performance, the music faculty 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 principal instrument at the conclusion of their second term. Failure to do so will result in dismissal from the degree program. The music faculty may suggest to students a variety of options for the secondary instrument in order to prepare students to meet their professional goals.

Students must participate in a student recital at the end of each term in their principal and secondary instruments. The student recital evaluation grade is factored into the required jury performance.

Rehearsal/Practice Work: Work outside of the classroom in the performance courses and corresponding events is a mandatory part of class requirements.

Ensemble Participation. All students pursuing the B.A. in Music & Worship Ministry must earn a total of 4 or more credits through participation in Campus Choir.

Academic Standards. Students must earn a minimum grade of “C” in all Music & Worship courses for those courses to count toward degree requirements. Students who do not achieve the grade of “C” 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.

Internship Requirements. All students pursuing the B.A. in Music & Worship Ministry must complete an internship during the last year of study (WORS 4000 Worship Ministry Internship). The internship is designed to provide practical experience in the areas of music and/or worship ministry. The internship must be a minimum of ten weeks in length and take place in a local church setting or an approved music institution. It must be supervised by a full-time minister of music and/or worship hired by the church, or by a part-time minister of music and/or worship hired by the church who holds at least a four-year degree in music, or the teaching supervisor of the music institution.

Senior Recital: The one-hour Senior Recital is the culminating achievement of the Music & Worship Ministry Major. Students are guided by the Instrument Instructor to develop and execute a program and worship service with a balanced repertoire on principal and secondary instruments. A “hearing” of the recital before the music faculty is conducted at least four weeks prior to the scheduled performance.

Musical Arts Major

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 on-ground 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, Goals, and Objectives

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.

Goal 1: Graduates are equipped with music core-related skills in music theory, music history, and general musicianship.

Objective 1.1: Students demonstrate a basic knowledge of major composers and corresponding works and genres in Western music history.

Objective 1.2: Students demonstrate an integrated understanding of music theory, culminating in original music compositions of Baroque, Classical, Romantic, and non-functional harmony models.

Objective 1.3: Students demonstrate the ability to integrate theology and theory compositional skills by writing an original worship composition.

Objective 1.4: Students demonstrate a proficiency in aural, sight singing, keyboard, and dictation skills.

Goal 2: Graduates are equipped with intermediate- to advanced-level performance skills in both solo and ensemble settings.

Objective 2.1: Students demonstrate keyboard and vocal proficiency.

Objective 2.2: Students demonstrate group vocal proficiency in performance ensembles.

Goal 3: Graduates are equipped with related musical skills in conducting and vocal or piano pedagogy.

Objective 3.1: Students demonstrate the ability to conduct a choral ensemble rehearsal and performance.

Objective 3.2: Students demonstrate the ability to conduct a proper voice lesson or a piano lesson.

Goal 4: Graduates are equipped with education-core skills and administrative skills.

Objective 4.1: Students demonstrate an understanding of research-based teaching strategies needed for instruction in an elementary school setting.

Objective 4.2: Students demonstrate their understanding of various methods for effective classroom management in the elementary grades.

Objective 4.3: Students demonstrate an understanding of how children develop and learn, physically, socially, emotionally, mentally, and morally.

Objective 4.4: Students develop knowledge and skills in strategic leadership and business administration.

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

Musical Arts Core (43 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 3233 | Choral Conducting | 2 |
| MUSC 4500 | Music Internship | 3 |

| | |
|--|---|
| WORS 3001 Music & Worship | 2 |
| <i>Pedagogy Selective (2)</i> —choose one or two: | 2 |
| MUSC 4300 Vocal Pedagogy I (1) | |
| MUSC 4350 Vocal Pedagogy II (1) | |
| MUSC 4450 Piano Pedagogy (2) | |
| MUSC 3500 Instrumental Methods & Materials (2) | |
| <i>Business Selective (3)</i> —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) | |
| <i>Performing Ensemble (4)</i> —choose 4 credits: [may be repeated for credit] † | 4 |
| MUAP 1010 Campus Choir (1) | |
| MUAP 1925 New Creation Ensemble (1) | |
| † <i>NOTE</i> : Students complete 4 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 2 credits of New Creation. | |
| <i>Principal Instrument: Applied Music (4)</i> —choose 4+ credits in one instrument (voice or piano) with a possible Senior Recital (see note below): | 4 |
| MUAP 1425 Principal Instrument Piano I (0.5) | |
| MUAP 1435 Principal Instrument Piano II (0.5) | |
| MUAP 2425 Principal Instrument Piano III (0.5) | |
| MUAP 2435 Principal Instrument Piano IV (0.5) | |
| MUAP 3425 Principal Instrument Piano V (0.5) | |
| MUAP 3435 Principal Instrument Piano VI (0.5) | |
| MUAP 4425 Principal Instrument Piano VII (0.5) | |
| MUAP 4435 Principal Instrument Piano VIII (0.5) | |
| MUAP 1325 Principal Instrument Voice I (0.5) | |
| MUAP 1335 Principal Instrument Voice II (0.5) | |
| MUAP 2325 Principal Instrument Voice III (0.5) | |
| MUAP 2335 Principal Instrument Voice IV (0.5) | |
| MUAP 3325 Principal Instrument Voice V (0.5) | |
| MUAP 3335 Principal Instrument Voice VI (0.5) | |
| MUAP 4325 Principal Instrument Voice VII (0.5) | |
| MUAP 4335 Principal Instrument Voice VIII (0.5) | |
| MUAP 1525 Principal Instrument Guitar I (0.5) | |
| MUAP 1535 Principal Instrument Guitar II (0.5) | |
| MUAP 2525 Principal Instrument Guitar III (0.5) | |
| MUAP 2535 Principal Instrument Guitar IV (0.5) | |
| MUAP 3525 Principal Instrument Guitar V (0.5) | |
| MUAP 3535 Principal Instrument Guitar VI (0.5) | |
| MUAP 4525 Principal Instrument Guitar VII (0.5) | |
| MUAP 4535 Principal Instrument Guitar VIII (0.5) | |
| MUAP 4050 Senior Recital (0.0) | |

Secondary Instrument: Applied Music (2)—choose 2+ credits in a second instrument. Options include voice, piano (see above) or guitar (see below).

2

| | |
|-----------|---------------------------------------|
| MUAP 1505 | Secondary Instrument Guitar I (0.5) |
| MUAP 1515 | Secondary Instrument Guitar II (0.5) |
| MUAP 2505 | Secondary Instrument Guitar III (0.5) |
| MUAP 2515 | Secondary Instrument Guitar IV (0.5) |
| MUAP 1405 | Secondary Instrument Piano I (0.5) |
| MUAP 1415 | Secondary Instrument Piano II (0.5) |
| MUAP 2405 | Secondary Instrument Piano III (0.5) |
| MUAP 2415 | Secondary Instrument Piano IV (0.5) |
| MUAP 1305 | Secondary Instrument Voice I (0.5) |
| MUAP 1315 | Secondary Instrument Voice II (0.5) |
| MUAP 2305 | Secondary Instrument Voice III (0.5) |
| MUAP 2315 | Secondary Instrument Voice IV (0.5) |

TOTAL CREDITS IN MAJOR:

53

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 | <u>53 credits</u> |
| <i>TOTAL</i> | 130 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 Selective; (2) MUSC 3210 Music History & Literature II as the Arts & Sciences Selective; and (3) Music Theory I-IV [MUSC 1111, 1221, 2211, 2221] and Music Theory Lab I-IV [MUSC 1131, 1241, 2231, 2241] 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 and Admission to the Musical Arts Program. Students desiring to pursue the B.A. in Musical Arts must submit an application to the music faculty. This application is available upon request from: Dr. Ruth T. Reyes, Assistant Dean of the School of Communication & Creative Arts; Johnson University Florida; 1011 Bill Beck Blvd., Kissimmee, FL 34744; Telephone: 407.569.1372.

This application is *not* a substitute for the Application for Admission to Johnson University, but an additional application to enter the music programs. It invites students to describe their past musical background and experiences, choose their degree of study, and select their principal and secondary instruments.

Music Transfer Credits. The music faculty 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 music 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 principal 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 present a required jury performance on their principal and secondary instruments at the conclusion of each Spring Term of study. If extenuating circumstances prevent a student from presenting a jury performance, the music faculty 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 principal instrument at the conclusion of their second term. Failure to do so will result in dismissal from the degree program. The music faculty may suggest to students a variety of options for the secondary instrument in order to prepare students to meet their professional goals.

Students must participate in a student recital at the end of each term in their principal and secondary instruments. The student recital evaluation grade is factored into the required jury performance.

Rehearsal/Practice Work: Work outside of the classroom in the performance courses and corresponding events is a mandatory part of class requirements.

Ensemble Participation. All students pursuing the B.A. in Musical Arts must earn a total of 4 or more credits through participation in Campus Choir.

Academic Standards. Students must earn a minimum grade of “C” in all Musical Arts courses for those courses to count toward degree requirements. Students who do not achieve the grade of “C” 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.

Internship Requirements. All students pursuing the B.A. in Musical Arts must complete an internship during the last year of study (MUSC 4500 Music Internship or equivalent). The internship is designed to provide practical experience in the areas of music and/or worship ministry. The internship must be a minimum of ten weeks in length and take place in a local church setting or an approved music institution. It must be supervised by a full-time minister of music and/or worship hired by the church, or by a part-time minister of music and/or worship hired by the

church who holds at least a four-year degree in music, or the teaching supervisor of the music institution.

Senior Recital: The one-hour Senior Recital is the culminating achievement of the Musical Arts Major. Students are guided by the Instrument Instructor to develop and execute a program with a balanced repertoire on principal and secondary instruments. A “hearing” of the recital before the music faculty is conducted at least four weeks prior to the scheduled performance.

SCHOOL OF CONGREGATIONAL MINISTRY

Personnel

Dean of the School of Congregational Ministry

Daniel Overdorf, D.Min. in Preaching—Professor of Pastoral Ministry (TN)

Full-Time Faculty, School of Congregational Ministry

Joseph D. Harvey, D.Min. in Pastor Care—Associate Professor of Ministry, Assistant Dean of the School of Congregational Ministry (FL)

James Jeffrey Snell, D.Min. in Expository Preaching—Professor of Congregational Ministry, Director of Preaching Ministries (TN)

David A. Wheeler, M.A. in Leadership, M.Min. in Ministry—Associate Professor of Youth Ministry (TN)

Part-Time Faculty, School of Congregational Ministry

Robert Andringa, Ph.D. in Higher Education—Lecturer in Strategic Ministry (CCV)

Dennis Bloodworth, M.A. in Ministry—Lecturer in Strategic Ministry (CCV)

Sheri Boeyink, M.A. in Counseling—Lecturer in Strategic Ministry (CCV)

P. Dwayne Curry, M.A.R. in Church History—Lecturer in Youth Ministry (TN)

Nick Demos, M.A. in Sports Leadership—Lecturer in Strategic Ministry (CCV)

Steve Gross, M.A. in Elementary Education—Lecturer in Strategic Ministry (CCV)

Carlus Gupton, D.Min. in Preaching and Church Leadership—Lecturer in Pastoral Ministries and Bible (OL)

Grace Hansen, M.B.A. in Business Administration—Lecturer in Strategic Ministry (CCV)

Todd Hardin, D.Min. in Biblical Counseling—Lecturer in Congregational Ministry (TN)

Lisa Horner, M.A. in Christian Leadership—Lecturer in Strategic Ministry (CCV)

Bruce Humphrey, M.A. in Practical Ministries—Lecturer in Youth Ministry (FL)

Harold E. Keck, D.Min. in Expository Preaching—Lecturer in Homiletics (TN)

Tom LaHue, D.Min. in Ministry—Lecturer in Congregational Ministry (FL)

Mark Moore, Ph.D. in Biblical Studies—Lecturer in Strategic Ministry (CCV)

Robert G. O'Lynn II, D.Min. in Homiletics—Lecturer in Biblical Teaching and Preaching (OL)

Rick Penny, M.Ed. in Early Childhood Education, M.A. in Elementary Education—Lecturer in Strategic Ministry (CCV)

John Pryor, B.A. in Bible and Missions—Lecturer in Youth Ministry (TN)

Reggie Rice, M.A.R. in Church Ministries—Lecturer in Strategic Ministry (CCV)

Jonathan Roe, D.Min. in Ministry—Lecturer in Strategic Ministry (CCV)

Nicole M. Sealy, B.S. in Bible—Lecturer in Congregational Ministry (TN)

Scott Sutherland, M.A. in New Testament Exposition and Preaching—Lecturer in Biblical Teaching and Preaching (OL)

Dustin Tappan, M.A. in Christian Leadership—Lecturer in Strategic Ministry (CCV)
Dave VanDonge, M.A. in Christian Leadership—Lecturer in Strategic Ministry (CCV)
Shannon Warden, M.A. in Marriage and Family Therapy—Lecturer in Pastoral Counseling (TN)
Don Wilson, Ph.D. in Church Growth—Lecturer in Strategic Ministry (CCV)
Ashley Wooldridge, M.B.A. in Business Administration—Lecturer in Strategic Ministry (CCV)
Stephen A. Yeaton, D.Min in Ministry—Lecturer in Congregational Ministry (OL)

Interdisciplinary Faculty

Lyle Bundy, M.Div. in Divinity—Professor of Human Services (FL)
Rebecca J. Eveland, M.A. in Holistic Education—Instructor in Early Childhood Education (TN)
Leslie Hardin, D.Min. in Spiritual Formation—Professor of New Testament (FL)
Jody L. Owens, D.Min. in Old Testament Studies—Professor of Bible and Pastoral Ministries (TN)
W. David Reece, Ph.D. in Near Eastern Languages and Literatures—Professor of Old Testament (TN)
Sean M. Ridge, Ph.D. in Family Therapy—Professor of Social and Behavioral Sciences, Dean of the School of Social & Behavioral Sciences (TN)
Twila Sias, M.Ed. in English and Language Arts Education—Professor of Education (FL)
Jason Yeatts, M.A.R. in Church History—Lecturer in History (OL)

Administrative Faculty

Mark F. Pierce, Ph.D. in Psychology—Professor of Psychology, Vice Provost for Research and Planning (TN)
William F. Wolf, M.A. in New Testament Exposition and Research—Instructor in Spiritual Formation, Dean of the Chapel (TN)

Staff

Cathy Taylor—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 “CCV” for Christ’s Church of the Valley in Phoenix), but they may also operate at other sites or in other modalities.

Academic Programs

The School of Congregational Ministry oversees the following academic programs:

| JOHNSON UNIVERSITY SCHOOL/PROGRAM | Tennessee Campus | Florida Campus | Online Campus | Other |
|--|-----------------------------|---------------------------|--------------------------|--|
| School of Congregational Ministry | | | | |
| • Certificate in Christian Ministries | | | ✓ | |
| • A.S. in Ministry Leadership | ✓ | | ✓ | |
| • B.A./B.S. in Children's Ministry | ✓ | ✓ | | |
| • B.A./B.S. in Children's Ministry with Preschool/Daycare Director Emphasis | ✓ | ✓ | | |
| • B.A./B.S. in Ministry Leadership | ✓ ADULTS | | ✓ | |
| • B.A./B.S. in Pastoral Care and Counseling | ✓ ADULTS | ✓* | ✓ | *FL campus launch Fall 2015 pending approval by FL CIE |
| • B.A./B.S. in Preaching & Church Leadership | ✓ | ✓ | | |
| • B.A./B.S. in Preaching & Youth Ministry | ✓ | ✓ | | |
| • B.A./B.S. in Strategic Ministry | ✓* | ✓* | | ✓* Senior year Ministry Residency at CCV Phoenix |
| • B.A./B.S. in Youth Ministry | ✓ | ✓ | | |
| • Graduate Certificate in Christian Ministries | | | ✓ | |
| • Master of Strategic Ministry | | | | ✓* Ministry Apprenticeship at CCV Phoenix |
| 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 on-ground at certain sites HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground sessions at the site indicated ONLINE = Fully-online programs available anywhere in the world with an internet connection | | | | |

Certificate in Christian Ministries

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, Goals, and Objectives.

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.

Goal 1: Graduates interpret Scripture accurately by integrating biblical research resources and skills.

Objective 1.1: Students identify and make basic use of standard exegetical tools.

Objective 1.2: Students apply fundamental principles of hermeneutics to the interpretation of a biblical text.

Goal 2: Graduates describe foundational Restoration Movement principles.

Objective 2.1: Students understand the historical and theological developments of the American Restoration Movement.

Goal 3: Graduates facilitate spiritual growth in themselves through implementation of key resources and practices.

Objective 3.1: Students increase spiritual health by integrating new and/or deeper devotional disciplines into life to address specific areas of growth.

Goal 4: Graduates lead effectively in ministry integrating key biblical passages and principles.

Objective 4.1: Students describe how to use particular, biblically-based truths in the ministry of a local congregation.

Courses

Required:

| | |
|--|---|
| BIBL 2130 Exegetical Methods for the English Bible (3) | 3 |
| CMPR 3120 Spiritual Formation for Ministry (3) | 3 |
| HIST 4200 History of the Restoration Movement (3) | 3 |

Choose Two:

| | |
|---|----------|
| BIBL 1101 Orientation to Old Testament I (3) | <u>6</u> |
| 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 4300 Conflict and Community in Ministry (3) | |
| CMPR 4320 Pastoral Counseling (3) | |
| CMCM 3100 Introduction to Counseling Ministry (3) | |

TOTAL CREDITS IN CERTIFICATE

15

Requirements for the Certificate in Christian Ministries. To earn the certificate in Christian Ministries, students must complete the following degree components:

| | |
|----------------------------------|-------------------|
| Christian Ministries Certificate | <u>15 credits</u> |
| <i>TOTAL:</i> | <i>15 credits</i> |

NOTE: 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. Though the program is designed to take on a 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.

Associate of Science in Ministry Leadership

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 on-ground at its Tennessee campus, online, and through a combination of online and evening hybrid classes on the Tennessee campus (Florida campus offering pending approval by Florida Commission for Independent Education).

Purpose, Goals, and Objectives

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.

Goal 1: Prepare students to model the maturity of a Christ-like servant-leader necessary for kingdom work.

Objective 1.1: Students will assess their own spiritual health.

Objective 2.2: Students will develop plans for spiritual growth.

Goal 2: Provide students foundational tools to develop lessons and sermons from a biblical text.

Objective 2.1: Students will demonstrate fundamental exegetical skills in the study of a particular biblical text for teaching and preaching purposes.

Objective 2.2: Students will prepare a complete sermon or lesson that effectively communicates the truth found in a biblical text to contemporary listeners.

Goal 3: Equip students with basic skills necessary to minister and lead in churches and similar ministries.

Objective 3.1: Students will articulate a biblical philosophy of ministry.

Objective 3.2: Students will identify the ministry roles and settings for which they are best suited.

Objective 3.3: Students will describe the typical expectations that congregations have of vocational ministers.

Required Courses. The Associate of Science in Ministry Leadership consists of the following courses. The Arts & Sciences and Bible & Theology courses are offered on-ground and online.

The Ministry Leadership courses are offered in the modalities identified below.

Arts and Sciences (26 credits)

| | | |
|-----------|---------------------------------|---|
| COMM 2000 | Introduction to Speech | 3 |
| ENGL 1100 | Introduction to Literature | 3 |
| ENGL 2200 | English Composition | 3 |
| HUMN 1100 | Freshman Cornerstone Experience | 3 |

Natural Science Selective (3)—choose one: 3

| | |
|-----------|--|
| HLSC 2100 | Health and Fitness Science with Lab (4) |
| SCIN 3100 | Biological Science with Lab (4) |
| SCIN 3200 | Science Concepts and Methods with Lab (4) |
| SCIN 3220 | Introduction to Meteorology (3; online only) |

Arts and Science Selective (3)—choose one: 3

| | |
|-----------|---|
| PHIL 2100 | Philosophical Inquiry and Critical Thinking (3) |
| SPSY 1100 | Interpersonal and Family Relationships (3) |

Mathematics or Social Science Selective (3)—choose one: 3

| | |
|-----------|--------------------------------|
| MATH 2100 | Quantitative Literacy (3) |
| PSYC 2100 | Introduction to Psychology (3) |
| PSYC 2200 | Social Psychology (3) |

World Civilizations Selective (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 and 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 for English Bible | 3 |
| BIBL 2201 | Orientation to the New Testament | 3 |
| THEO 2100 | Fundamentals of the Christian Faith | 3 |

Bible Selective (3)—choose one:

| | |
|--|---|
| (Choose any course with a BIBL 3XXX prefix and course number.) | 3 |
|--|---|

Ministry Leadership (18 credits)

| | | |
|--|-----------------------|---|
| *ANTH 1100 | Encountering Cultures | 3 |
| (on-ground TN and FL, online, evening hybrid TN) | | |

| | |
|--|---|
| CMPR 2110 Biblical Teaching and Preaching (on-ground TN and FL, online, evening hybrid TN) | 3 |
| CMPR 3110 Pastoral Ministry (on-ground TN and FL, online, evening hybrid TN) | 3 |
| CMPR 3120 Spiritual Formation for Ministry (on-ground TN and FL, online, evening hybrid TN) | 3 |
| <i>Ministry Selectives (6) – choose two:</i> | 6 |
| CMCH 3220 Ministry to Children (on-ground TN and FL) | |
| CMCM 3100 Introduction to Counseling Ministry (on-ground FL, online, evening hybrid TN) | |
| CMPR 3410 Advanced Biblical Teaching and Preaching (on-ground TN and FL, online, evening hybrid TN) | |
| CMYM 2100 Youth and Children's Ministry Fundamentals (on-ground TN and FL) | |
| CMYM 3200 Ministry to Youth (on-ground TN and FL) | |
| COMM 2901 Communication and Christian Faith (on-ground TN) | |
| COMM 3105 Fundamentals of Web Design (online) | |
| COMM 3300 Live Production (on-ground TN and FL) | |
| EDUC 3212 Survey of Persons with Disabilities (on-ground TN) | |
| ICST 2131 Missiology (on-ground TN and FL, online) | |
| ICST 2133 Intercultural Communication (on-ground TN and FL, online) | |
| ICUR 2100 Dynamics of the City (on-ground TN) | |
| ICUR 2200 Faith and the City (on-ground TN) | |

TOTAL DEGREE CREDITS: 62 (60 if online or hybrid)

***NOTES:** (1) On-ground students meet the Arts and Sciences Spiritual Formation requirement through PRMN 1000 Service Learning and PRMN 1500 Chapel. Online and hybrid students meet the Spiritual Formation requirement through CMPR 3120 Spiritual Formation for Ministry, which also fulfills requirements for Ministry Leadership. As a result, the degree requires 62 credits for on-ground 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

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 on-ground 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, Goals, and Objectives

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.

Goal 1: SPIRITUAL MATURITY—Prepare students to model the maturity of a Christ-like servant-leader necessary for kingdom work.

Objective 1.1: Students assess their spiritual health and develop plans for growth.

Goal 2: MINISTRY TO CHILDREN—Equip students with biblically-based and culturally-relevant strategies for ministry to children.

Objective 2.1: Students demonstrate an understanding of the spiritual, cognitive, moral, social, and physical development of children.

Objective 2.2: Students identify basic security and safety issues associated with children’s ministry and describe appropriate measures to take in light of these issues.

Objective 2.3: Students describe appropriate leadership characteristics for those who minister with children.

Objective 2.4: Students develop a curriculum plan for children that includes child-centered ideas and developmentally appropriate practices.

Goal 3: MINISTRY LEADERSHIP—Prepare students with a thoughtful and self-aware model of leadership in order to equip others for effective kingdom mission service.

Objective 3.1: Students identify a variety of contributors to organizational conflict to help them recognize deeper issues that may be at stake.

Objective 3.2: Students evaluate the cultural paradigm shifts which affect contemporary ministry and develop culturally appropriate ministry strategies and programs.

Required Courses. The Children’s Ministry Major consists of the following courses:

| | |
|--|---|
| CMCH 3210 Children’s Ministry Internship (<i>see note below</i>) | 3 |
| 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 & Preaching | 3 |
| CMPR 4300 Conflict & Community in Ministry | 3 |
| CMPR 4310 Effectiveness in Leadership & Life | 3 |
| CMYM 2100 Youth & Children’s Ministry Fundamentals | 3 |
| ECED 2100 Development of the Child (Tennessee Campus) <i>or</i> | 3 |
| HSVC 1200 Human Development (Florida Campus) | |

*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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>122 credits</i> |

***NOTE:** Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it 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> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it 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 a 3-credit, 10-week internship in the form of CMCH 3210 Children's Ministry Internship.
- The second is to complete a 12½-credit, 6-month internship that typically extends from the summer after the student's junior year through the fall of the senior year (CMCH 3603 Children's Ministry Extended Internship I for 3 credits plus CMCH 3609 Children's Ministry Extended Internship II for 9.5 credits). Students who choose this 6-month option will *not* take CMYM 2100 Youth & Children's Ministry Fundamentals, CMPR 4310 Effectiveness in Leadership & Life, and the New Testament Epistles Selective in the Bible & Theology Major *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.

Children's Ministry Major with Preschool/Daycare Director Emphasis

Overview. For the church to minister effectively to this and future generations, it must effectively reach and disciple children. The Children's Ministry Major with Preschool/Daycare Director Emphasis equips students to lead and minister to children and their families both in congregational and in preschool/daycare settings. Graduates may pursue career paths such as church-based children's ministry, para-church ministry that reaches children, preschool education, daycare centers, or other careers that involving nurturing, teaching, and ministering to children.

Modality. Johnson University offers the Children's Ministry Major with Preschool/Daycare Director Emphasis on-ground 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, Goals, and Objectives

Purpose. The Children's Ministry Major with Preschool/Daycare Director Emphasis equips and motivates Christian students for effective leadership and service to children and their families in local congregations and in preschool and daycare settings in order to extend the kingdom of God among all nations.

Goal 1: SPIRITUAL MATURITY—Prepare students to model the maturity of a Christ-like servant-leader necessary for kingdom work.

Objective 1.1: Students assess their spiritual health and develop plans for growth.

Goal 2: DIRECTION OF CHILDREN'S PROGRAMS—Equip students with biblically-based and culturally-relevant strategies to educate and minister to children.

Objective 2.1: Students demonstrate an understanding of the spiritual, cognitive, moral, social, and physical development of children.

Objective 2.2: Students develop start-up and annual budgets for the administration of an early childhood program.

Objective 2.3: Students identify basic security and safety issues associated with children's programs and describe appropriate measures to take in light of these issues.

Objective 2.4: Students develop a curriculum plan for children that includes child-centered ideas and developmentally appropriate practices.

Goal 3: MINISTRY LEADERSHIP—Equip students with a thoughtful and self-aware model of leadership in order to equip others for effective kingdom mission service.

Objective 3.1: Students identify a variety of contributors to organizational conflict to help them recognize deeper issues that may be at stake.

Objective 3.2: Students evaluate the cultural paradigm shifts which affect contemporary ministry and develop culturally appropriate ministry strategies and programs.

Required Courses. The Children's Ministry Major with Preschool/Daycare Director Emphasis consists of the following courses:

| | | |
|--|--|-----------|
| CMCH 3220 | Ministry to Children | 3 |
| CMCH 3400 | Administration of Early Childhood Education Programs | 3 |
| CMCH 3600 | Early Childhood Program Development | 3 |
| CMPD 3210 | Children's Ministry Preschool/Daycare 10-Week Internship (<i>see note below</i>) | 3 |
| CMPR 2110 | Biblical Teaching & Preaching | 3 |
| CMPR 4300 | Conflict & Community in Ministry | 3 |
| CMPR 4310 | Effectiveness in Leadership & Life | 3 |
| CMYM 2100 | Youth & Children's Ministry Fundamentals | 3 |
| ECED 2100 | Development of the Child (Tennessee Campus) <i>or</i> | 3 |
| HSVC 1200 | Human Development (Florida Campus) | 3 |
| *SPSY 1100 | Interpersonal & Family Relationships | 3 |
| <i>Children's Ministry Selective (3)—choose one:</i> | | <u>3</u> |
| ENGL 2100 | Literature for Children & Adolescents (3) | |
| EDUC 3212 | Survey of Persons with Disabilities (3) | |
| TOTAL CREDITS IN MAJOR: | | 33 |

Requirements for the B.A. in Children's Ministry with Preschool/Daycare Director

Emphasis. To earn the Bachelor of Arts degree with a double major in Bible & Theology and Children's Ministry with Preschool/Daycare Director Emphasis, 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 with P/D | <u>33 credits</u> |
| TOTAL: | 125 credits |

***NOTE:** Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it fulfills a requirement for the Children's Ministry Major with Preschool/Daycare Director Emphasis: SPSY 1100 Interpersonal & Family Relationships.

Requirements for the B.S. in Children's Ministry with Preschool/Daycare Director

Emphasis. To earn the Bachelor of Science degree with a double major in Bible & Theology and Children's Ministry with Preschool/Daycare Director Emphasis, students must complete the following degree components:

| | |
|------------------------------------|--------------------|
| Arts & Sciences Core for B.S. | 53 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 1 credit |
| Children's Ministry Major with P/D | <u>33 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it fulfills a requirement for the Children's Ministry Major with Preschool/Daycare Director Emphasis: SPSY 1100 Interpersonal & Family Relationships.

Internship. Students in the Children's Ministry Major with Preschool/Daycare Director Emphasis have three internship options:

- The first option is to complete a 3-credit, 10-week internship in the form of CMPD 3210 Children's Ministry Preschool/Daycare 10-Week Internship.
- The second is to complete a 12½-credit, 6-month internship that typically extends from the summer after the student's junior year through the fall of the senior year (CMPD 3603 Children's Ministry Preschool/Daycare Extended Internship I for 3 credits plus CMPD 3609 Children's Ministry Preschool/Daycare Extended Internship II for 9.5 credits). Students who choose this 6-month option will *not* take CMYM 2100 Youth & Children's Ministry Fundamentals, CMPR 4310 Effectiveness in Leadership & Life, and the New Testament Epistles Selective in the Bible & Theology Major *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 options: CMPD 3212 Children's Ministry Preschool/Daycare 7-Week Internship (2 credits); CMPD 3211 Children's Preschool/Daycare Internship, which involves working at Johnson University Tennessee's Early Childhood Learning Center (ECLC) (1 credit); CMPR 3440 Mentored Ministry Experience (1 credit); CMPR 3460 Weekend Ministry Internship (1 credit); CMPR 3420 Group Internship (1 credit); CMPR 3430 Hospice Internship (1 credit); 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 (adult studies and online)

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 on-ground at its Tennessee campus in a non-traditional format designed for adult students. Students participate in a combination of fully-online and seven-week hybrid courses that meet for two hours one evening per week (7:00-9:00 p.m.) with ongoing online interaction. For the remainder of the bachelor's degree, the Arts & Sciences Core and Bible & Theology Major are available in fully-online and

traditional on-ground formats. A fully-online version of the degree program is also available. 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 languages courses (required for the B.A.) in evening 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 5540 New Testament Greek for Translators A and GREK 5543 New Testament Greek for Translators B.

Purpose, Goals, and Objectives

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.

Goal 1: SPIRITUAL MATURITY—Prepare students to model the spiritual maturity of a Christ-like servant leader necessary for kingdom work.

Objective 1.1: Students increase spiritual health by integrating new and/or deeper devotional disciplines into life to address specific areas of growth identified by each student.

Objective 1.2: Students evaluate how issues of personal integrity relate with Christian leadership.

Goal 2: TEACHING AND PREACHING—Equip students 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.

Objective 2.1: Students produce and present a biblical lesson or sermon that reflects the form, context, and intent of a biblical text.

Objective 2.2: Students utilize effective communication methods to lead lessons and present sermons.

Objective 2.3: Students demonstrate the ability to integrate Scripture into the life of the church or ministry.

Goal 3: MINISTRY LEADERSHIP—Train students to lead churches and Christian ministries through pastoral care, ministry development, leadership amid change and conflict, and guidance in various programs of ministry.

Objective 3.1: Students identify a variety of contributors to conflict within ministries and communities, and recognize the deeper issues that might be at stake.

Objective 3.2: Students demonstrate entry-level expertise in counseling individuals in pastoral situations.

Objective 3.3: Students demonstrate the ability to design and execute strategic and cyclical planning.

Required Courses. The Ministry Leadership Major consists of the following courses:

| | | |
|------------|--------------------------------------|---|
| *ANTH 1100 | Encountering Cultures | 3 |
| *BIBL 2130 | Exegetical Methods for English Bible | 3 |

| | |
|--|-----------|
| CMOL 3210 Ministry Leadership Internship | 3 |
| CMPR 2110 Biblical Teaching & Preaching | 3 |
| CMPR 3110 Pastoral Ministry | 3 |
| CMPR 3120 Spiritual Formation for Ministry | 3 |
| CMPR 3410 Advanced Biblical Teaching & Preaching | 3 |
| CMPR 4300 Conflict & Community in Ministry | 3 |
| CMPR 4320 Pastoral Counseling | 3 |
| CMPR 4330 Leading Established Churches | <u>3</u> |
| 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 | <u>30 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** (1) Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it 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 fulfills a requirement for the Ministry Leadership Major: BIBL 2130 Exegetical Methods for English Bible.

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 | <u>30 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** (1) Normally, the following course fulfills a requirement for the Arts & Sciences Core, but for this program it 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 fulfills a requirement for the Ministry Leadership Major: BIBL 2130 Exegetical Methods for English Bible.

Pastoral Care and Counseling Major

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 on-ground at its Florida campus (pending approval by the Florida CIE), online, and in a non-traditional format on the Tennessee campus that uses evening, hybrid classes designed for adults.

Currently Johnson University does not offer world languages courses required for the Bachelor of Arts in online and evening/hybrid formats. Students desiring a B.A. in these formats must complete language requirements on-ground at Johnson University or at another institution.

Purpose, Goals, and Objectives

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.

Goal 1: Spiritual Maturity: Prepare students to model the spiritual maturity of a Christ-like servant leader necessary for kingdom work.

Objective 1.1: Students increase spiritual health by integrating new and/or deeper devotional disciplines into life to address specific areas of growth identified by each student.

Objective 1.2: Students evaluate how issues of personal integrity relate with Christian leadership.

Goal 2: Teaching and Preaching: Equip students 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.

Objective 2.1: Students produce and present a biblical lesson or sermon that reflects the form, context, and intent of a biblical text.

Objective 2.2: Students utilize effective communication methods to lead lessons and present sermons.

Objective 2.3: Students demonstrate the ability to integrate Scripture into the life of the church or ministry.

Goal 3: Pastoral Care and Counseling: Train students to provide biblical guidance in ministry settings that leads others to personal, interpersonal, and family health.

Objective 3.1: Students develop a ministry of pastoral care and counseling beneficial to the faith community.

Objective 3.2: Students demonstrate the ability to equip families to function in a healthy, biblical manner.

Objective 3.3: Students integrate theory, knowledge, and skills acquired in the classroom through supervised experience in community ministries or churches.

Major Course Sequence. The Pastoral Care and Counseling Major consists of the following courses:

| | | |
|--|--|------------------|
| *ANTH 1100 | Encountering Cultures | 3 |
| *BIBL 2130 | Exegetical Methods for English Bible | 3 |
| *SPSY 1100 | Interpersonal and Family Relationships | 3 |
| CMPR 2110 | Biblical Teaching and Preaching | 3 |
| CMPR 3120 | Spiritual Formation for Ministry | 3 |
| CMCM 3100 | Introduction to Counseling Ministry | 3 |
| CMCM 4110 | Counseling Ministry Practicum | 3 |
| HSVC 4210 | Family Services | 3 |
| CMPR 4300 | Conflict and Community in Ministry | 3 |
| CMPR 4320 | Pastoral Counseling | <u>3</u> |
| <i>TOTAL CREDITS IN PASTORAL CARE AND COUNSELING MAJOR:</i> | | <i>30</i> |

Requirements for the B.A. in Pastoral Care and Counseling (on-ground modality). To earn the Bachelor of Arts degree with a double major in Bible & Theology and Pastoral Care and Counseling in on-ground 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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they 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 fulfills a requirement for the Pastoral Care and Counseling Major: BIBL 2130 Exegetical Methods for English Bible.

Requirements for the B.A. in Pastoral Care and Counseling (online and evening/hybrid modalities). To earn the Bachelor of Arts degree with a double major in Bible & Theology and Pastoral Care and Counseling in online or evening/hybrid modalities, 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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they 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 fulfills a requirement for the Pastoral Care and Counseling Major: BIBL 2130 Exegetical Methods for English Bible.

Requirements for the B.S. in Pastoral Care and Counseling (on-ground modality). To earn the Bachelor of Science degree with a double major in Bible & Theology and Pastoral Care and Counseling in on-ground 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 | <u>30 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they 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 fulfills a requirement for the Pastoral Care and Counseling Major: BIBL 2130 Exegetical Methods for English Bible.

Requirements for the B.S. in Pastoral Care and Counseling (online and evening/hybrid modalities). To earn the Bachelor of Science degree with a double major in Bible & Theology and Pastoral Care and Counseling in online or evening/hybrid modalities, 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 | <u>30 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they 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 fulfills a requirement for the Pastoral Care and Counseling Major: BIBL 2130 Exegetical Methods for English Bible.

Preaching & Church Leadership Major

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 on-ground 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, Goals, and Objectives

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

Goal 1: SPIRITUAL MATURITY—Graduates model the spiritual maturity of a Christ-like servant leader necessary for kingdom work.

Objective 1.1: Students increase spiritual health by integrating new and/or deeper devotional disciplines into life to address specific areas of growth identified by each student.

Objective 1.2: Students evaluate how issues of personal integrity relate to Christian leadership.

Goal 2: PREACHING AND TEACHING—Train students to equip local congregations for kingdom mission through preaching and teaching the Scriptures with depth and sensitivity to the needs of the local congregation.

Objective 2.1: Students produce and present an exegetical sermon honoring the form of a biblical text.

Objective 2.2: Students apply appropriate teaching methods to lessons.

Objective 2.3: Students integrate Scripture into the life of the church.

Goal 3: CONGREGATIONAL LEADERSHIP—Train students to prepare the local congregation for kingdom mission through pastoral ministry, congregational development, and leadership.

Objective 3.1: Students identify a variety of contributors to conflict that help one recognize deeper issues that may be at stake.

Objective 3.2: Students demonstrate entry-level expertise in counseling individuals in pastoral situations.

Objective 3.3: Students design and execute intentional congregational development (e.g. strategic and cyclical planning).

Required Courses. The Preaching & Church Leadership Major consists of the following courses:

| | | |
|--------------------------------|--|-----------|
| CMPR 2110 | Biblical Teaching & Preaching | 3 |
| CMPR 3110 | Pastoral Ministry | 3 |
| CMPR 3120 | Spiritual Formation for Ministry | 3 |
| CMPR 3210 | Preaching Internship (<i>see note below</i>) | 3 |
| CMPR 3410 | Advanced Biblical Teaching & Preaching | 3 |
| CMPR 4210 | Preaching in Ministry | 3 |
| CMPR 4300 | Conflict & Community in Ministry | 3 |
| CMPR 4310 | Effectiveness in Leadership & Life | 3 |
| CMPR 4320 | Pastoral Counseling | 3 |
| CMPR 4330 | Leading Established Churches | <u>3</u> |
| 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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>125 credits</i> |

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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

Internship. Students in the Preaching & Church Leadership Major have three internship options:

- The first option is to complete a 3-credit, 10-week internship in the form of CMPR 3210 Preaching Internship.
- The second is to complete a 12½-credit, 6-month internship that typically extends from the summer after the student's junior year through the fall of the senior year (CMPR 3603 Preaching Extended Internship I for 3 credits plus CMPR 3609 Preaching Extended Internship II for 9.5 credits). Students who choose this 6-month option will *not* take CMPR 3110 Pastoral Ministry, CMPR 4310 Effectiveness in Leadership & Life, and the New Testament Epistles Selective in the Bible & Theology Major *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.

Preaching & Youth Ministry Major

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 on-ground 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, Goals, and Objectives

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

Goal 1: SPIRITUAL MATURITY—Prepare students to model the spiritual maturity of a Christ-like servant-leader necessary for kingdom work.

Objective 1.1: Students increase spiritual health by integrating new and/or deeper devotional disciplines into life to address specific areas of growth identified by each student.

Objective 1.2: Students evaluate how issues of personal integrity relate with Christian leadership.

Goal 2: PREACHING AND TEACHING—Train students to equip local congregations for kingdom mission through preaching and teaching the Scriptures with depth and sensitivity to the needs of the local congregation.

Objective 2.1: Students produce and present an exegetical sermon honoring the form of a biblical text.

Objective 2.2: Students apply appropriate teaching methods to lessons.

Goal 3: MINISTRY TO YOUTH—Equip students with a biblically-based and culturally-relevant strategy for ministry to and with middle and high school students.

Objective 3.1: Students describe the cultural influences that impact the lives of middle and high school students in American culture.

Objective 3.2: Students identify relevant strategies for evangelizing and nurturing youth into fully-devoted disciples of Jesus Christ.

Goal 4: MINISTRY LEADERSHIP—Equip students with a thoughtful and self-aware model of leadership in order to equip others for effective kingdom mission service.

Objective 4.1: Students identify a variety of contributors to organizational conflict to help them recognize deeper issues that may be at stake.

Objective 4.2: Students evaluate the cultural paradigm shifts which affect contemporary ministry and develop culturally appropriate ministry strategies and programs.

Required Courses. The Preaching & Youth Ministry Major consists of the following courses:

| | | |
|-----------|--|---|
| CMPR 2110 | Biblical Teaching & Preaching | 3 |
| CMPR 3120 | Spiritual Formation for Ministry | 3 |
| CMPR 3410 | Advanced Biblical Teaching & Preaching | 3 |

| | | |
|---|--|-----------|
| CMPR 4210 | Preaching in Ministry | 3 |
| CMPR 4300 | Conflict & Community in Ministry | 3 |
| CMPR 4310 | Effectiveness in Leadership & Life | 3 |
| CMYM 2100 | Youth & Children's Ministry Fundamentals | 3 |
| CMYM 3200 | Ministry to Youth | 3 |
| <i>Ministry Selective (3)—choose one:</i> | | 3 |
| CMCH 3220 | Ministry to Children (3) | |
| CMPR 4320 | Pastoral Counseling (3) | |
| CMPR 4330 | Leading Established Churches (3) | |
| *COMM 2901 | Communication & Christian Faith (3) | |
| COMM 3105 | Fundamentals of Web Design (3) | |
| COMM 2201 | Video Production I: Shooting & Editing (3) | |
| COMM 3300 | Live Production I (3) | |
| COMM 3303 | Radio Production I (3) | |
| EDUC 3212 | Survey of Persons with Disabilities (3) | |
| ICMI 2110 | Strategies in Missions (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) | |
| MUSC 4100 | Ministry of Worship Leadership (3) | |
| <i>Internship Selective (3)—choose one: (see note below):</i> | | <u>3</u> |
| CMPR 3210 | Preaching Internship | |
| CMYM 3210 | Youth Ministry 10-Week Internship | |
| <i>TOTAL CREDITS IN MAJOR:</i> | | 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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>125 credits</i> |

***NOTE:** One of the Ministry Selectives, COMM 2901 Communication & Christian Faith, could also serve as the Fine Arts Selective 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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** One of the Ministry Selectives, COMM 2901 Communication & Christian Faith, could also serve as the Fine Arts Selective in the Arts & Sciences Core.

Internship. Students in the Preaching & Youth Ministry Major have three internship options:

- The first option is to complete a 3-credit, 10-week internship in the form of CMYM 3210 Youth Ministry 10-Week Internship or CMPR 3210 Preaching Internship.
- The second is to complete a 12½-credit, 6-month internship that extends from the summer after the student's junior year through the fall of the senior year in the form of CMYM 3603 Youth Ministry Extended Internship I for 3 credits plus CMYM 3609 Youth Ministry Extended Internship II for 9.5 credits). Students who choose this 6-month option will *not* take a Ministry Selective, CMPR 4310 Effectiveness in Leadership & Life, and the New Testament Epistles Selective in the Bible & Theology Major *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.

Strategic Ministry Major

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 Christ's Church of the Valley (CCV) in Peoria, Arizona, as well as a study trip to Israel. While at CCV, students complete a Leadership Core and can choose one of nine concentrations in church administration, church planting, intercultural studies, pastoral ministry, youth ministry, children and family, special needs, sports ministry, or worship. Throughout the program, residents are mentored by Johnson University instructors, some of whom serve on the CCV staff.

Modality. Johnson University offers the Strategic Ministry Major on-ground at its Tennessee and Florida campuses (90 or 94 credits), with a senior-level residency at Christ's Church of the Valley in Peoria, Arizona (30 credits). Students should consult the Jenzabar enrollment system to

determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

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

Goal 1: Prepare students to model the maturity of a Christ-like servant-leader necessary for kingdom work.

Objective 1.1: Students reflect on the life and character of Jesus and work with a mentor to implement concrete steps toward growth in Christlikeness.

Goal 2: Equip students to think, plan, and lead strategically to advance the kingdom in their communities and their world.

Objective 2.1: Students identify a variety of contributors to conflict that help them recognize deeper issues that may be at stake.

Objective 2.2: Students describe the practices of Christians who have a proven track record of effective, strategic leadership.

Goal 3: Train students to lead ministries through effective teaching of Scripture and careful management of people and resources.

Objective 3.1: Students teach and preach with biblical integrity and contemporary relevance.

Objective 3.2: Students execute a church event or project.

Church Administration Concentration

Goal 4: Train students to utilize effective administrative techniques to efficiently manage church and ministry programs.

Objective 4.1: Students describe the necessary elements of church and ministry budgeting.

Objective 4.2: Students apply efficient administrative skills to marketing church programming through established processes and policies.

Intercultural Studies Concentration

Goal 5: Train students to develop strategies that enable a local church to make local and global kingdom impact.

Objective 5.1: Students compare and contrast mission strategies used by various local churches.

Objective 5.2: Students coordinate an outreach event for a CCV Neighborhood Group.

Sports Ministry Concentration

Goal 6: Equip students to use sports-related ministries to extend the Great Commission.

Objective 6.1: Students train coaches to minister through athletics.

Objective 6.2: Students understand how to effectively promote a sports ministry event.

Church Planting Concentration

Goal 7: Prepare students to extend a congregation's ministry through the planting of additional sites or congregations.

Objective 7.1: Students describe the dynamics necessary to make an additional site or new church plant successful.

Objective 7.2: Students describe varying processes of evangelism employed by various churches.

Pastoral Ministry Concentration

Goal 8: Equip students with the skills necessary to provide pastoral leadership for churches and ministries.

Objective 8.1: Students explain the logistics involved in performing weddings and funerals.

Objective 8.2: Students observe sermon preparation and critique sessions with the teaching team.

Youth Ministry Concentration

Goal 9: Train students to direct ministry for and with Junior high and high school students and their families that develops them into disciples of Jesus.

Objective 9.1: Students lead groups of junior high and high school students in an authentic, positive, and motivational manner.

Objective 9.2: Students describe various strategies employed by churches to equip parents to spiritually lead their teenage children.

Children and Family Concentration

Goal 10: Train students to direct ministry for and with children from birth through fifth grade and their families that develops them into disciples of Jesus.

Objective 10.1: Students lead groups of children in an authentic, positive, and motivational manner.

Objective 10.2: Students describe various strategies employed by churches to equip parents to spiritually lead their children.

Worship Concentration

Goal 11: Equip students to lead others in a program of worship.

Objective 11.1: Students describe how to plan a service that leads a community of believers to worship.

Objective 11.2: Students explain various elements that should inform a believer's philosophy of worship.

Special Needs Concentration

Goal 12: Train students to coordinate and execute meaningful ministry to and with people who have special needs.

Objective 12.1: Students explain how various organizations minister to people with

special needs.

Objective 12.2: Students describe how to conduct groups that minister to people with special needs.

Required Courses. The Strategic Ministry Major consists of the following courses:

Leadership Core (27 credits)

| | |
|---|---------|
| CMCV 311A-B Leadership Practices: Christ's Church of the Valley | 1.5-1.5 |
| CMCV 320A-B Leadership Practices: Nationwide | 1.5-1.5 |
| *CMCV 330A-B Life of Christ: Israel Trip | 1.5-1.5 |
| CMCV 331A-B First Impressions | 1.5-1.5 |
| CMCV 332A-B Volunteer Management | 1.5-1.5 |
| CMCV 333A-B Staff Development | 1.5-1.5 |
| CMCV 334A-B Event & Project Management | 1.5-1.5 |
| CMPR 2110 Biblical Teaching & Preaching | 3 |
| CMPR 4300 Conflict & Community in Ministry | 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

Children & Family Concentration

- CMCV 336A-B Safety & Security (1.5-1.5)
- CMCV 435A-B Classroom Management: Children & Families (1.5-1.5)
- CMCV 436A-B Equipping Parents: Children & Families (1.5-1.5)

Church Administration Concentration

- CMCV 335A-B Finance & Stewardship (1.5-1.5)
- CMCV 336A-B Safety & Security (1.5-1.5)
- CMCV 337A-B Creative Technologies (1.5-1.5)

Church Planting Concentration

- CMCV 335A-B Finance & Stewardship (1.5-1.5)
- CMCV 415A-B Multi-Site Strategies (1.5-1.5)
- CMCV 430A-B Practical Ministry (1.5-1.5)

Intercultural Studies Concentration

- CMCV 410A-B Mission Strategies (1.5-1.5)
- CMCV 411A-B Strategic Mission Implementation (1.5-1.5)
- CMCV 412A-B Neighborhood Ministry (1.5-1.5)

Pastoral Ministry Concentration

- CMCV 412A-B Neighborhood Ministry (1.5-1.5)
- CMCV 430A-B Practical Ministry (1.5-1.5)
- CMCV 433A-B Applied Homiletics (1.5-1.5)

Special Needs Concentration

- CMCV 453A-B Classroom Management: Special Needs (1.5-1.5)
- CMCV 454A-B Equipping Parents: Special Needs (1.5-1.5)
- CMCV 455A-B Special Needs Events (1.5-1.5)

Sports Ministry Concentration

CMCV 336A-B Safety & Security (1.5-1.5)

CMCV 413A-B Sports Ministry Program Administration (1.5-1.5)

CMCV 414A-B Sports Ministry Marketing & Promotion (1.5-1.5)

Worship Concentration

CMCV 450A-B Music & Performance (1.5-1.5)

CMCV 451A-B Staging & Production (1.5-1.5)

CMCV 452A-B Media & Web (1.5-1.5)

Youth Concentration

CMCV 431A-B Classroom Management: Youth (1.5-1.5)

CMCV 432A-B Equipping Parents: Youth (1.5-1.5)

CMCV 434A-B Pastoral Care for Families (1.5-1.5)

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 | <u>36 credits</u> |
| <i>TOTAL:</i> | <i>127 credits</i> |

***NOTE:** (1) Normally, the following course fulfills a requirement for the Upper Division Bible/Theology Selective in the Bible & Theology Major, but for this program it fulfills a requirement for the Strategic Ministry Major: CMCV 330A-B Life of Christ: Israel Trip.
 (2) 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.

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 | <u>36 credits</u> |
| <i>TOTAL:</i> | <i>121 credits</i> |

***NOTE:** (1) Normally, the following course fulfills a requirement for the Upper Division Bible/Theology Selective in the Bible & Theology Major, but for this program it fulfills a

requirement for the Strategic Ministry Major: CMCV 330A-B Life of Christ: Israel Trip. (2) 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.

CCV Partnership. The Strategic Ministry Major involves a partnership between Johnson University and Christ's Church of the Valley, which hosts the residency and provides housing and other support. 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. Students then spend their senior year in residence at CCV, where they earn the additional 30 credits required for the Strategic Ministry Major.

Students may apply for the CCV residency no earlier than August of their junior year. If accepted, they change their major to Strategic Ministry and spend their senior year at CCV. Students who move into Strategic Ministry from another major within the School of Congregational Ministry must complete CMPR 2110 Biblical Teaching & Preaching and CMPR 4300 Conflict & Community in Ministry 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 4300.

For application materials and further information, contact Dr. Daniel Overdorf, Dean of the School of Congregational Ministry.

Youth Ministry Major

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 on-ground 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, Goals, and Objectives

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.

Goal 1: SPIRITUAL MATURITY—Prepare students to model the spiritual maturity of a Christ-like servant-leader necessary for kingdom work.

Objective 1.1: Students increase spiritual health by integrating new and/or deeper devotional disciplines into life to address specific areas of growth identified by each student.

Objective 1.2: Students evaluate how issues of personal integrity relate with Christian leadership.

Goal 2: MINISTRY TO YOUTH—Equip students with a biblically-based and culturally-relevant strategy for ministry to and with middle and high school students.

Objective 2.1: Students produce and present an exegetical sermon honoring the form of a biblical text.

Objective 2.2: Students describe cultural influences that impact the lives of middle and high school students in American culture.

Objective 2.3: Students identify relevant strategies for evangelizing and nurturing youth into fully-devoted disciples of Jesus Christ.

Goal 3: MINISTRY LEADERSHIP—Equip students with a thoughtful and self-aware model of leadership in order to equip others for effective kingdom mission service.

Objective 3.1: Students identify a variety of contributors to organizational conflict to help them recognize deeper issues that may be at stake.

Objective 3.2: Students evaluate the cultural paradigm shifts which affect contemporary ministry and develop culturally appropriate ministry strategies and programs.

Required Courses. The Youth Ministry Major consists of the following courses:

| | | |
|------------|---|---|
| *BIBL 2130 | Exegetical Methods for English Bible | 3 |
| CMPR 2110 | Biblical Teaching & Preaching | 3 |
| CMPR 3120 | Spiritual Formation for Ministry | 3 |
| CMPR 3410 | Advanced Biblical Teaching & Preaching | 3 |
| CMPR 4300 | Conflict & Community in Ministry | 3 |
| CMPR 4310 | Effectiveness in Leadership & Life | 3 |
| CMYM 2100 | Youth & Children's Ministry Fundamentals | 3 |
| CMYM 3200 | Ministry to Youth | 3 |
| CMYM 3210 | Youth Ministry 10-Week Internship (<i>see note below</i>) | 3 |

Ministry Selectives (3)—choose one: 3

| | |
|-----------|--|
| CMCH 3220 | Ministry to Children (3) |
| CMPR 4320 | Pastoral Counseling (3) |
| CMPR 4330 | Leading Established Churches (3) |
| COMM 2901 | Communication & Christian Faith (3) |
| COMM 3105 | Fundamentals of Web Design (3) |
| COMM 2201 | Video Production I: Shooting & Editing (3) |
| COMM 3300 | Live Production I (3) |
| COMM 3303 | Radio Production I (3) |
| EDUC 3212 | Survey of Persons with Disabilities (3) |
| ICMI 2110 | Strategies in Missions (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) |
| MUSC 4100 | Ministry of Worship Leadership (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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>122 credits</i> |

***NOTE:** 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 for English Bible.

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 | <u>30 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***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 for English Bible.

Internship. Students in the Youth Ministry Major have three internship options:

- The first option is to complete a 3-credit, 10-week internship in the form of CMYM 3210 Youth Ministry 10-Week Internship.
- The second is to complete a 12½-credit, 6-month internship that typically extends from the summer after the student's junior year through the fall of the senior year in the form of CMYM 3603 Youth Ministry Extended Internship I for 3 credits plus CMYM 3609 Youth Ministry Extended Internship II for 9.5 credits). Students who choose this 6-month option will *not* take a Ministry Selective, CMPR 4310 Effectiveness in Leadership & Life, and the Selected Gospel or Pauline Epistle component of the Bible & Theology Major *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.

Graduate Certificate in Christian Ministries

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, Goals, and Objectives.

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.

Goal 1: Graduates interpret Scripture accurately by assessing and integrating biblical research resources and skills.

Objective 1.1: Students make effective use of standard and specialized exegetical tools.

Objective 1.2: Students apply theoretical foundations and fundamental principles of hermeneutics to interpret Scripture accurately.

Goal 2: Graduates integrate and appreciate foundational Restoration Movement principles.

Objective 2.1: Students evaluate the major concepts, themes and issues of Restoration Movement history in light of biblical teaching and contemporary challenges.

Objective 2.2: Students apply the basic principles of the Restoration Movement within their present ministry context.

Goal 3: Graduates communicate the truth and relevance of Scripture in ways consistent with gifts and ministry responsibilities.

Objective 3.1: Students structure sermons or lessons in harmony with the biblical content and intent.

Objective 3.2: Students employ effective verbal and non-verbal communication skills.

Goal 4: Graduates facilitate spiritual growth in themselves and others through assessment and integration of key resources and practices.

Objective 4.1: Students employ principles and practices of spiritual formation in their lives and ministries.

Objective 4.2: Students employ biblical research skills in evaluating spiritual formation practices.

Goal 5: Graduates lead effectively in ministry by assessing and integrating key biblical passages and principles.

Objective 5.1: Students synthesize biblical teaching into core principles that inform how they exert influence in ways appropriate to their ministry role and context.

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 | <u>1.5</u> |

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 | <u>9 credits</u> |
| <i>TOTAL:</i> | <i>9 credits</i> |

NOTE: 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. Though the program is designed to take on 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.

Master of Strategic Ministry

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 Christ's Church of the Valley (CCV) in Peoria, Arizona. Students complete a Leadership Core and can choose one of nine concentrations in church administration, church planting, intercultural studies, pastoral ministry, youth ministry, children and family, special needs, sports ministry, or worship. Throughout the program, apprentices are mentored by Johnson University instructors, some of whom serve on the CCV staff.

Modality. Johnson University offers the Master of Strategic Ministry degree partly in the form of online courses (4 credits) and partly in the form of an on-ground graduate apprenticeship at Christ's Church of the Valley (CCV) in Peoria, Arizona (30 credits). Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

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

Goal 1: Prepare students to integrate the character traits Jesus' exemplified in His ministry into their own lives, leadership styles, and ministries.

Objective 1.1: Students research the original settings of Jesus' ministry through written materials and a guided visit to Israel.

Objective 1.2: Students implement concrete steps toward growth in Christlikeness.

Goal 2: Equip students to analyze biblical teachings and contemporary approaches to leadership to develop their own philosophies of strategic ministry.

Objective 2.1: Students synthesize advanced studies in ecclesiology, congregational research, leadership studies, and spiritual formation into a clear personal philosophy of ministry.

Objective 2.2: Students analyze the practices of Christians who have a proven track record of effective, strategic leadership.

Goal 3: Train students to implement and continually reevaluate and revise their philosophies of leadership through strategic management of people and resources.

Objective 3.2: Students use provided tools to assess the personalities and passions of volunteers to help them find the best roles of service.

Objective 3.3: Students discern how the lessons they learned during a 9-month strategic ministry apprenticeship can translate into various ministry contexts.

Church Administration Concentration

Goal 4: Prepare students to analyze various administrative techniques and choose the best techniques to efficiently manage particular church and ministry programs.

Objective 4.1: Students consider the necessity of a budget in a church and ministry and analyze various means to develop and implement that budget.

Objective 4.2: Students develop plans to ensure safety and security in a church.

Intercultural Studies Concentration

Goal 5: Train students to evaluate various mission strategies and choose strategies that will best empower a particular church or ministry to make local and global kingdom impact.

Objective 5.1: Students analyze the necessary considerations in selecting a mission strategy for a local church and consider the tensions and struggles in leading a church to pursue that strategy.

Objective 5.2: Students evaluate possible ways to communicate effectively mission strategies and information to a church, mission partners, and church leadership.

Sports Ministry Concentration

Goal 6: Train students to evaluate various sports ministry opportunities and to develop those that will best help a church minister to people in its particular community.

Objective 6.1: Students analyze best possible ways to operate sports ministry programs both on and off campus, utilizing existing community resources and systems.

Objective 6.2: Students promote a sports ministry event and evaluate the effectiveness of these promotion efforts.

Church Planting Concentration

Goal 7: Train students to analyze strategies for extending a church's mission through the planting of additional sites or congregations.

Objective 7.1: Students will evaluate possibilities and locations for future church expansion.

Objective 7.2: Students will compare and contrast processes of evangelism employed by various churches and discern what processes will be most effective in particular communities.

Pastoral Ministry Concentration

Goal 8: Equip students to integrate pastoral leadership skills developed through research into actual ministry circumstances.

Objective 8.1: Students develop strategies to overcome problems that often occur in pastoral leadership.

Objective 8.2: Students prepare and deliver a sermon that demonstrates advanced exegetical and cultural analysis skills.

Youth Ministry Concentration

Goal 9: Train students to analyze strategies to minister to and with junior high and high school students and their families that develop them into disciples of Jesus.

Objective 9.1: Students analyze and then apply a variety of authentic management techniques that focus on developing, managing and motivating youth behaviors.

Objective 9.2: Students equip parents to provide spiritual leadership to their teenage children.

Children and Family Concentration

Goal 10: Train students to analyze strategies to minister to and with children and their families that develop them into disciples of Jesus.

Objective 10.1: Students analyze then apply a variety of authentic management techniques that focus on developing, managing and motivating children's behaviors.

Objective 10.2: Students equip parents to lead their children spiritually.

Worship Concentration

Goal 11: Equip students to evaluate philosophies and methods of leading others in worship, and develop a philosophy and choose methods that best serve a particular context.

Objective 11.1: Students develop the proper heart and perspective needed to be a well-grounded pastor and performer of worship and the arts.

Objective 11.2: Students integrate lessons learned about worship leadership into the planning and directing of worship services.

Special Needs Concentration

Goal 12: Train students to coordinate, execute, and analyze meaningful ministry to and with people who have special needs.

Objective 12.1: Students analyze and then apply a variety of authentic management techniques that focus on developing, managing, and motivating behaviors among people with special needs.

Objective 12.2: Students equip parents to lead spiritually their children with special needs.

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)

| | | |
|-------------|---|----------|
| †CMCV 5100 | Theology & Dynamics of Strategic Leadership | 3 |
| CMCV 511A-B | Leadership Practices: Christ's Church of the Valley | 1.5-1.5 |
| CMCV 520A-B | Leadership Practices: Nationwide | 1.5-1.5 |
| CMCV 530A-B | Life of Christ: Israel Trip | 1.5-1.5 |
| CMCV 531A-B | First Impressions | 1.5-1.5 |
| CMCV 532A-B | Volunteer Management | 1.5-1.5 |
| CMCV 533A-B | Staff Development | 1.5-1.5 |
| CMCV 534A-B | Event & Project Management | 1.5-1.53 |
| †CMCV 6560 | Contextual Implementation of Strategic Leadership | 1 |

Choose from the following electives. Students who choose 9 elective credits from a particular area earn a concentration in that field (9 credits:)

9

Children and Family Concentration (9 credits)

CMCV 536A-B Safety & Security (1.5-1.5)

CMCV 635A-B Classroom Management: Children & Families (1.5-1.5)

CMCV 636A-B Equipping Parents: Children & Family (1.5-1.5)

Church Administration Concentration (9 credits)

CMCV 535A-B Finance & Stewardship (1.5-1.5)

CMCV 536A-B Safety & Security (1.5-1.5)

CMCV 537A-B Creative Technologies (1.5-1.5)

Church Planting Concentration (9 credits)

CMCV 535A-B Finance & Stewardship (1.5-1.5)

CMCV 615A-B Multi-Site Strategies (1.5-1.5)

CMCV 630A-B Practical Ministry (1.5-1.5)

Intercultural Studies Concentration (9 credits)

CMCV 610A-B Mission Strategies (1.5-1.5)

CMCV 611A-B Strategic Mission Implementation (1.5-1.5)

CMCV 612A-B Neighborhood Ministry (1.5-1.5)

Pastoral Ministry Concentration (9 credits)

CMCV 612A-B Neighborhood Ministry (1.5-1.5)

CMCV 630A-B Practical Ministry (1.5-1.5)

CMCV 633A-B Applied Homiletics (1.5-1.5)

Special Needs Concentration (9 credits)

CMCV 653A-B Classroom Management: Special Needs (1.5-1.5)

CMCV 654A-B Equipping Parents: Special Needs (1.5-1.5)

CMCV 655A-B Special Needs Events (1.5-1.5)

Sports Ministry Concentration (9 credits)

CMCV 536A-B Safety & Security (1.5-1.5)

CMCV 613A-B Sports Ministry Program Administration (1.5-1.5)

CMCV 614A-B Sports Ministry Marketing & Promotion (1.5-1.5)

Worship Concentration (9 credits)

CMCV 650A-B Music & Performance (1.5-1.5)

CMCV 651A-B Staging & Production (1.5-1.5)

CMCV 652A-B Media & Web (1.5-1.5)

Youth Concentration (9 credits)

CMCV 631A-B Classroom Management: Youth (1.5-1.5)

CMCV 632A-B Equipping Parents: Youth (1.5-1.5)

CMCV 634A-B Pastoral Care for Families (1.5-1.5)

TOTAL DEGREE CREDITS:**34**

†Delivered online. All other courses are delivered on-ground at the CCV campus or in Israel.

CCV Partnership. The Master of Strategic Ministry involves a partnership between Johnson University and Christ's Church of the Valley, which hosts the apprenticeship and provides housing and other support. Prior to the apprenticeship, students complete the online course CMCV 5100 Theology & Dynamics of Strategic Leadership. During the final two months of the apprenticeship, they complete CMCV 6560 Contextual Implementation of Strategic Leadership.

Acceptance into the CCV Leadership Institute is required, but does not guarantee admission into Johnson University's Master of Strategic Ministry program. For application materials and further information, contact Dr. Daniel Overdorf, Dean of the School of Congregational Ministry.

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—Associate Professor of Intercultural Studies (TN)

Kendi Howells Douglas, D.Miss. in Missiology—Professor of Intercultural Studies (FL)

T. Matthew Hixson, M.A. in New Testament, M.S. in Foreign Languages—Associate Professor of English and Chinese (TN)

Gerald L. Mattingly, Ph.D. in Intercultural Studies —Professor of Intercultural Studies (TN)

Part-Time Faculty, School of Intercultural Studies

Douglas Kirk Banister, D.Min. in Ministry—Lecturer in Urban Ministry (TN)

Ashley James Barker, Ph.D. in Theology—Lecturer in Intercultural Studies (OL)

Dan Butler, B.S. in Art Education—Lecturer in Intercultural Studies (TN)

Kelly Cable, M.A. in Teaching—Lecturer in Intercultural Studies (OL)

Susan O. Calderon, B.A. in Bible—Lecturer in Spanish (TN)

Archie Wayne Chankin, M.S. in Missions—Lecturer in Intercultural Studies (OL)

Richard Chowning, M.A. in Missions—Lecturer in Intercultural Studies (OL)

David Cross, M.A. in Linguistics—Lecturer in Intercultural Studies (OL)

Valdecy J. DaSilva, M.A. in Religion, M.A. in New Testament Exposition and Preaching—Lecturer in Cross-Cultural Ministry (TN)

Kevin B. Dooley, M.A. in Practical Ministries, M.A. in Intercultural Studies—Lecturer in Intercultural Studies (OL)

Sherry L. Fariss, Ph.D. in Linguistics—Lecturer in Intercultural Studies (OL)

William David Graves, M.Div. in Divinity—Lecturer in Intercultural Studies (OL)

Kyle Harris, M.A. in Organizational Leadership, Ph.D. candidate 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)

Reggie Hundley, B.A. in Bible—Lecturer in Intercultural Studies (OL)

Troy Jackson, Ph.D. in History—Lecturer in Intercultural Studies (OL)

Wisam Lazim, M.T.S. in Theology—Lecturer in Arabic Language and Culture (TN)

Erin MacSaveny, M.A. in Applied Linguistics—Lecturer in Phonetics and Phonology (OL)

Scott R. Nelson, Ph.D. in Congregational Mission and Leadership—Lecturer in Cross-Cultural Ministry (OL)

Anthony Parker, D.Min. in Mission and Evangelism—Lecturer in Intercultural Studies (OL)

Jaymi Penfold, M.A. in Applied Linguistics—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—Lecturer in Intercultural Studies (TN)
 Jill Riepe, Ph.D. in Applied Linguistics—Lecturer in Linguistics (OL)
 Michael Webb, Doctor of Intercultural Studies—Lecturer in Intercultural Studies (OL)
 Steven M. Whitmer, Ph.D. in Intercultural Studies—Professor of Intercultural Studies (OL)
 Todd Whitmer, M.B.A. in Business Administration—Lecturer in Microfinance (OL)
 Brad Willits, M.A. in Linguistics, Ph.D. candidate—Lecturer in Intercultural Studies (OL)

Interdisciplinary Faculty

Norm Dungan, M.A. in English—Associate Professor of English and Spanish (TN)
 Duan Hua, M.A. in Educational Technology—Assistant Professor of Education and Chinese History & Culture, Director of International Relations (TN)
 Michael Moore, Ed.D. in Education—Lecturer in Speech and Urban Studies (TN)
 Mark Weedman, Ph.D. in Historical Theology—Professor of Philosophy and Ethics (TN)
 Kenneth Alexander Woodhull, D.Miss. in Missiology—Professor of Intercultural Studies, Urban Alliance Director (TN)

Staff

Patty Forthman, B.A. in Bible/Missions—Secretary 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 “CCV” for Christ’s Church of the Valley in Phoenix), but they may also operate at other sites or in other modalities.

Academic Programs

The School of Intercultural Studies oversees the following academic programs:

| JOHNSON UNIVERSITY SCHOOL/PROGRAM | Tennessee Campus | Florida Campus | Online Campus | Other |
|---|---------------------|-------------------|------------------|---|
| School of Intercultural Studies | | | | |
| • Intercultural Studies Certificate | ✓ | ✓ | ✓ | |
| • A.S. in Intercultural Studies | ✓ | ✓ | ✓ | |
| • B.A./B.S. in Cross-Cultural Media Communication | ✓ | | | |
| • B.A./B.S. in Global Community Health | ✓* | | | *Launching Fall 2015 pending SACSCOC approval |
| • B.A. in Intercultural Studies (on-ground) | ✓ | | | |

| | | | | |
|--|---|----|----|---|
| —Chinese Studies Concentration | ✓ | | | |
| —Latin American & Latino Studies Concentration | ✓ | | | |
| —Linguistics Concentration | ✓ | ✓* | ✓* | *Linguistics Concentration courses offered online |
| • B.A./B.S. in Intercultural Studies (on-ground) | ✓ | ✓ | | |
| —English as a Second Language (ESL) / English as a Foreign Language (EFL) Education Concentration | ✓ | | | |
| —Islamic Studies Concentration | ✓ | | | |
| —Missions Concentration | ✓ | ✓ | | |
| —Urban Studies Concentration | ✓ | ✓* | | *Launching Fall 2015 pending approval by FL CIE |
| • B.A./B.S. in Intercultural Studies (online) | | | ✓ | |
| • Intercultural Studies Minor | ✓ | ✓ | ✓ | |
| • M.A. in Intercultural Studies | | | ✓ | |
| —Community Development Concentration | | | ✓ | |
| —Customized Concentration | | | ✓ | |
| —Missional Church Leadership Concentration | | | ✓ | |
| —Scripture Impact [church planting] Concentration | | | ✓ | |
| —Translation Concentration | | | ✓ | |
| 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 on-ground at certain sites HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground sessions at the site indicated ONLINE = Fully-online programs available anywhere in the world with an internet connection | | | | |

Intercultural Studies Certificate

Overview. The Intercultural Studies Certificate 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.

Modality. Johnson University offers the Intercultural Studies Certificate on-ground 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, Goals, and Objectives

Purpose. The Intercultural Studies Certificate prepares 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.

Goal 1: Develop cross-cultural workers who can identify basic biblical, theological, and missiological foundations for their chosen ministry field.

Objective 1.1: Graduates identify biblical concepts of mission.

Objective 1.2: Graduates articulate a foundational relevant theology of the mission of God as it applies to their own cross-cultural ministry.

Objective 1.3: Graduates understand how God's Word can impact and transform the local culture of a context.

Certificate Courses. To earn the Intercultural Studies Certificate, students must complete a minimum 30 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. Fifteen credits (five courses) in Bible, fifteen credits (5 courses) in Intercultural Studies, and one course in Spiritual Formation are required. Contact the School of Intercultural Studies to discuss course options.

Associate of Science in Intercultural Studies

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 on-ground 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, Goals, and Objectives

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.

Goal 1: Develop cross-cultural workers who can identify and comprehend basic biblical, theological, and missiological foundations for their chosen ministry field.

Objective 1.1: Graduates articulate a basic knowledge of the narrative of Scripture conveying the mission of God.

Objective 1.2: Graduates articulate a foundational relevant theology of the mission of

God as it applies to their own cross-cultural ministry.

Objective 1.3: Graduates articulate how their chosen ministry embodies the mission of God.

Objective 1.4: Graduates comprehend how God's Word can impact and transform the local culture of a context.

Goal 2: Develop cross-cultural workers who understand the fundamentals necessary to engage in missional ministry within world contexts.

Objective 2.1: Graduates exhibit beginning skills for understanding ministry-area cultural dynamics to contextualize biblical theology, theology of action, and ministry action.

Objective 2.2: Graduates exhibit foundational skills for sharing the gospel through relevant communication within the local context.

Objective 2.3: Graduates exhibit foundational skills for servant leadership in a cross-cultural context.

Goal 3: Develop graduates who pursue Christian formational growth that facilitates cross-cultural ministry.

Objective 3.1: Graduates articulate challenges to maintaining spirituality in a cross-cultural environment.

Objective 3.2: Graduates understand fundamental strategies for sustaining and growing personal and/or familial spirituality in the field.

Objective 3.3: Graduates articulate a foundational understanding of spiritual mentoring.

Required Courses for On-Ground Degree. The on-ground version of the A.S. in Intercultural Studies consists of the following courses:

| | | |
|---|---|---|
| <i>Arts & Sciences (20 credits)</i> | | |
| COMM 2000 | Introduction to Speech | 3 |
| ENGL 1100 | Introduction to Literature | 3 |
| ENGL 2200 | English Composition | 3 |
| HUMN 1100 | Freshman Cornerstone Experience | 3 |
| <i>Mathematics or Natural Science Selective (3)—choose one:</i> | | 3 |
| HLSC 2100 | Health & Fitness Science with Lab (4) | |
| 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) | |
| <i>Spiritual Formation (2 credits)</i> | | 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) | |
| <i>Arts & Sciences Selective (3)</i> —choose one: | 3 |
| PHIL 2100 Philosophical Inquiry & Critical Thinking (3) | |
| SPSY 1100 Interpersonal & Family Relationships (3) | |
| <i>Biblical & Theological Studies (18 credits)</i> | |
| BIBL 1101 Orientation to the Old Testament I | 3 |
| BIBL 1201 Orientation to the Old Testament II | 3 |
| BIBL 2130 Exegetical Methods for English Bible | 3 |
| BIBL 2201 Orientation to the New Testament | 3 |
| THEO 2100 Fundamentals of Christian Faith | 3 |
| <i>Bible Selective (3)</i> | 3 |
| (various options—for list, see the Bible & Theology Major) | |
| <i>Intercultural Studies (24 credits)</i> | |
| ANTH 1100 Encountering Cultures | 3 |
| ICST 2131 Missiology | 3 |
| ICST 3100 Survey of World Religions | 3 |
| ANTH 3300 Cultural Anthropology <i>or</i> | |
| ICST 3235 Missiological Anthropology | 3 |
| ICST 2133 Intercultural Communication | 3 |
| ICST 3338 International Community Development | 3 |
| <i>Intercultural Studies Selective (6)</i> —choose two: | <u>6</u> |
| 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) | |
| TOTAL DEGREE CREDITS: | 62 |

Required Courses for Online Degree. The online version of the A.S. in Intercultural Studies consists of the following courses:

| | |
|--|---|
| <i>Arts & Sciences (18 credits)</i> | |
| COMM 2000 Introduction to Speech | 3 |
| ENGL 1100 Introduction to Literature | 3 |
| ENGL 2200 English Composition | 3 |
| HUMN 1102 Online Cornerstone Experience | 3 |
| <i>Mathematics or Natural Science Selective (3)</i> —choose one: | 3 |
| HLSC 2100 Health & Fitness Science with Lab (4) | |

| | | |
|--|---|-----------|
| 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) | |
| <i>Arts & Sciences Selective (3)</i> —choose one: | | 3 |
| PHIL 2100 | Philosophical Inquiry & Critical Thinking (3) | |
| SPSY 1100 | Interpersonal & Family Relationships (3) | |
| <i>Biblical & Theological Studies (18 credits)</i> | | |
| BIBL 1101 | Orientation to the Old Testament I | 3 |
| BIBL 1201 | Orientation to the Old Testament II | 3 |
| BIBL 2130 | Exegetical Methods for English Bible | 3 |
| BIBL 2201 | Orientation to the New Testament | 3 |
| THEO 2100 | Fundamentals of Christian Faith | 3 |
| <i>Bible Selective (3)</i> | | 3 |
| (various options—for list, see the Bible & Theology Major) | | |
| <i>Intercultural Studies (24 credits)</i> | | |
| ANTH 1100 | Encountering Cultures | 3 |
| ICST 2131 | Missiology | 3 |
| ICST 2133 | Intercultural Communication | 3 |
| ICST 2232 | Foundations of Ministering Cross-Culturally | 3 |
| ICST 3134 | Cross-Cultural Church-Planting & Growth | 3 |
| ICST 3136 | Introduction to Linguistics | 3 |
| ICST 3235 | Missiological Anthropology | 3 |
| <i>Intercultural Studies Selective (3)</i> —choose one: | | <u>3</u> |
| ICST 3338 | International Community Development (3) | |
| ICST 4412 | Area Studies (3) | |
| ICST 4414 | Area Studies: Animism & Folk Religions (3) | |
| TOTAL DEGREE CREDITS: | | 60 |

Cross-Cultural Media Communication Major

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 on-ground 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, Goals, and Objectives

Purpose. The Cross-Cultural Media Communication Major prepares Christian men and women to serve in cross-cultural media ministries.

Goal 1: Develop cross-cultural workers who can articulate biblical, theological, and missiological foundations for their chosen ministry field.

Objective 1.1: Graduates articulate the narrative of Scripture conveying the mission of God

Objective 1.2: Graduates articulate a relevant theology of the mission of God as it applies to their own cross-cultural ministry.

Objective 1.3: Graduates articulate how their chosen ministry embodies the mission of God.

Objective 1.4: Graduates articulate how God's Word impacts and transforms the local culture of a context.

Objective 1.5: Graduates articulate a biblical theology of action for accomplishing missions relevant to the mission of God.

Goal 2: Develop cross-cultural workers who can successfully implement missional ministry within world contexts.

Objective 2.1: Graduates exhibit beginning skills for understanding ministry-area cultural dynamics to contextualize biblical theology, theology of action, and ministry action.

Objective 2.2: Graduates exhibit foundational skills for sharing the gospel through relevant communication with the local context.

Objective 2.3: Graduates exhibit foundational skills for servant leadership in a cross-cultural context.

Goal 3: Develop graduates who pursue Christian formational growth conducive to cross-cultural ministry.

Objective 3.1: Graduates articulate challenges to maintaining spirituality in a cross-cultural environment as a minister, a family, and a mission team member.

Objective 3.2: Graduates implement foundational strategies for sustaining and growing personal and familial spirituality in the field.

Objective 3.3: Graduates exhibit foundational skills in mentoring spirituality.

Goal 4: Develop cross-cultural workers who can utilize media arts skills, theory, and equipment to enhance biblical teaching and ministry.

Objective 4.1: Students utilize appropriate equipment, theories, and ideas to create high quality live stage productions and live streaming events.

Objective 4.2: Students utilize and evaluate theories in staging, set design, and construction in the production of live events.

Objective 4.3: Students evaluate the role media plays in society, with an emphasis on issues related to Christian faith.

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 <i>or</i> | |
| ICST 3235 | Missiological Anthropology | 3 |
| ICCM 3503 | Cross-Cultural Media Communication Internship | 3 |
| ICMI 4600 | Living & Working Cross-Culturally | 3 |
| ICST 2131 | Missiology | 3 |
| *ICST 2133 | Intercultural Communication | 3 |
| *ICST 4109 | Mission Theology | 3 |
| <i>Cross-Cultural Media Communication Core (6 credits)</i> | | |
| COMM 2900 | Society & Media | 3 |
| *COMM 2901 | Communication & Christian Faith | 3 |

Media Communication Selectives (12 credits)—choose four: 12

| | |
|-----------|--|
| COMM 2100 | Reporting for Mass Media (3) |
| COMM 2101 | Screenwriting Fundamentals (3) |
| COMM 3100 | Advanced Reporting and Writing (3) |
| COMM 3101 | Digital Reporting (3) |
| COMM 3102 | Persuasive Strategic Communication (3) |
| COMM 3103 | Strategic Communication Methods & Strategies (3) |
| COMM 3104 | Advanced Screenwriting (3) |
| COMM 3105 | Fundamentals of Web Design (3) |
| COMM 2201 | Video Production I: Shooting & Editing (3) |
| COMM 3202 | Video Production II: Multi-Camera Studio (3) |
| COMM 3203 | Video Production III: Producing & Directing (3) |
| COMM 3204 | Video Production IV: Feature Film (3) |
| COMM 3205 | Photography (3) |
| COMM 3250 | Documentary Production (3) |
| COMM 3300 | Live Production I (3) |
| COMM 3301 | Live Production II (3) |
| COMM 3302 | Sound Design (3) |
| COMM 3303 | Radio Production I (3) |
| COMM 3304 | MIDI Production for Audio (3) |
| COMM 3305 | Radio Production II (3) |
| COMM 3306 | Advanced Sound Design (3) |
| COMM 3900 | History & Philosophy of American Media (3) |
| COMM 3901 | History & Philosophy of American Film (3) |
| COMM 4900 | Mass Media Law & Ethics (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 | <u>39 credits</u> |
| <i>TOTAL:</i> | <i>122 credits</i> |

***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 Selective; and (3) COMM 2901 Communication & Christian Faith as the Fine Arts Selective. The following course in this major fulfills a requirement for the Bible & Theology Major: ICST 4109 Mission Theology as the Bible/Theology Selective or the Theology Selective.

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 | <u>39 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***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 Selective; (3) ANTH 3300 Cultural Anthropology as the Social & Behavioral Sciences Selective; and (4) COMM 2901 Communication & Christian Faith as the Fine Arts Selective. The following course in this major fulfills a requirement for the Bible & Theology Major: ICST 4109 Mission Theology.

Global Community Health Major (launching Fall 2015 pending approval by SACSCOC*)

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.

***Accreditation.** The new Global Community Health Major has been approved by the Johnson University faculty and administration. This program is pending approval by SACSCOC. For the latest information, contact the Dean of the School of Arts & Sciences.

Modality. Johnson University offers the Global Community Health Major on-ground 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, Goals, and Objectives

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.

Goal 1: Develop cross-cultural workers who can articulate biblical, theological, and missiological foundations for their chosen ministry field.

Objective 1.1: Graduates articulate the narrative of Scripture conveying the mission of God

Objective 1.2: Graduates articulate a relevant theology of the mission of God as it applies to their own cross-cultural ministry.

Objective 1.3: Graduates articulate how their chosen ministry embodies the mission of God.

Objective 1.4: Graduates articulate how God's Word impacts and transforms the local culture of a context.

Objective 1.5: Graduates articulate a biblical theology of action for accomplishing missions relevant to the mission of God.

Goal 2: Develop cross-cultural workers who can successfully implement missional ministry within world contexts.

Objective 2.1: Graduates exhibit beginning skills for understanding ministry-area cultural dynamics to contextualize biblical theology, theology of action, and ministry action.

Objective 2.2: Graduates exhibit foundational skills for sharing the gospel through relevant communication with the local context.

Objective 2.3: Graduates exhibit foundational skills for servant leadership in a cross-cultural context.

Goal 3: Develop graduates who pursue Christian formational growth conducive to cross-cultural ministry.

Objective 3.1: Graduates articulate challenges to maintaining spirituality in a cross-cultural environment as a minister, a family, and a mission team member.

Objective 3.2: Graduates implement foundational strategies for sustaining and growing personal and familial spirituality in the field.

Objective 3.3: Graduates exhibit foundational skills in mentoring spirituality.

Goal 4: Acquaint students with the principles of lifetime health and fitness.

Objective 4.1: Students articulate a biblical and theological perspective on lifetime health and fitness and its impact on individual and community wellness.

Objective 4.2: Students demonstrate a working knowledge of the human body as it relates to disease causation, disease prevention and health promotion.

Objective 4.3: Students acquire and apply the principles of nutrition, fitness and weight management, substance abuse, environmental health, and other health

topics in pursuit of achieving optimal health and wellness.

Objective 4.4: Students identify the principal factors contributing to diseases and health-related conditions affecting one's lifetime health and wellness, and develop strategies for practicing healthy lifestyle behaviors.

Objective 4.5: Students articulate strategies for the implementation of health education and health promotion programs within the community.

Goal 5: Equip students with the practical knowledge and skills for the planning, implementation and the evaluation of disease prevention and health promotion programs within diverse communities.

Objective 5.1: Students incorporate principles of community organization in the planning and implementation of effective health promotion programs utilizing evidence based strategies.

Objective 5.2: Students develop a logical scope and sequence plan for health education programs based on philosophical concepts and theories of program planning.

Objective 5.3: Students employ a broad range of instructional methods and strategies in the design of health promotion programs within diverse communities.

Objective 5.4: Students use a wide variety of methods to evaluate the effectiveness of health education programs within schools and community.

Goal 6: Produce graduates who serve as health education resource persons and engage in health advocacy.

Objective 6.1: Students research and utilize community resources to provide individuals and communities with education and needed resources to improve, protect and promote overall health and wellness.

Objective 6.2: Students identify a variety of strategies, methods, and modes of communication to promote health education programs, health resources, and advocacy for health education.

Objective 6.3: Students identify educational institutions, health agencies and organizations to promote and advocate for health education programs.

Objective 6.4: Students identify and evaluate health-related policies, regulations and laws which promote the betterment of health for the individual, community, nation and globe.

Goal 7: Equip students to appreciate the distinctiveness and richness of diverse societies and cultures, and learn to view the world from perspectives other than their own.

Objective 7.1: Students encounter and engage with global cultures through a study of health practices from around the world.

Objective 7.2: 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.

Objective 7.3: Students cultivate a biblically informed worldview that seeks to

understand and to respectfully engage differing worldviews.

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 <i>or</i> | |
| ICST 3235 | Missiological Anthropology | 3 |
| ICMI 4600 | Living & Working Cross-Culturally | 3 |
| ICST 2131 | Missiology | 3 |
| *ICST 2133 | Intercultural Communication | 3 |
| *ICST 4109 | Mission Theology | 3 |
| PBHL 4220 | Global Community Health Internship | 3 |

Global Community Health Core (26 credits)

| | | |
|--------------------------------|--|-----------|
| *HLSC 2100 | Health & Fitness Science with Lab | 4 |
| *PBHL 2200 | Anatomy & Human Body Systems for Health Professionals | 3 |
| 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 3300 | Animal Biology with Lab | <u>4</u> |
| 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 | <u>47 credits</u> |
| TOTAL: | 129 credits |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) HLSC 2100 Health & Fitness Science with Lab; and (3) ICST 2133 Intercultural Communication as the Arts & Sciences Selective. The following course in this major fulfills a requirement for the Bible & Theology Major: ICST 4109 Mission Theology.

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. | 36 credits |
|-------------------------------|------------|

| | |
|-------------------------------|--------------------|
| Bible & Theology Major | 30 credits |
| General Electives | 7 credits |
| Global Community Health Major | <u>47 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) HLSC 2100 Health & Fitness Science with Lab; (3) SCIN 3300 Animal Biology with Lab as the Natural Sciences Selective; (4) ICST 2133 Intercultural Communication as the Arts & Sciences Selective; (5) ANTH 3300 Cultural Anthropology as the Social & Behavioral Sciences Selective; and (6) PBHL 2200 Anatomy & Human Body Systems for Health Professionals as the Arts & Sciences Selective. The following course in this major fulfills a requirement for the Bible & Theology Major: ICST 4109 Mission Theology.

Intercultural Studies Major (on-ground)

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 seven areas—namely, Chinese Studies, English as a Second Language (ESL)/English as a Foreign Language (EFL) Education, Islamic Studies, Latin American & Latino Studies, Linguistics, Missions, or Urban Studies. **[NOTE:** See below under “Modality” for the location(s) at which a given concentration is available.]

Since the Chinese Studies, Linguistics, and 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 remaining concentrations 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 ESL/EFL Education Concentration 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. Emphasis is placed on the role of teaching the English language in the Christian ministry, both within and outside the United States.

The Islamic Studies Concentration 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.

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 Linguistics Concentration introduces students to the world of linguistics and Bible translation through partnerships with three organizations active in the field. Students may complete the Linguistics courses *online* through Johnson University or spend Fall Term of the senior year in Dallas taking those courses at the Graduate Institute of Applied Linguistics (GIAL). After their sophomore year, students complete a summer internship with Pioneer Bible Translators (PBT) or Wycliffe Bible Translators (Wycliffe).

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.

The Urban Studies Concentration introduces students to social, political, and cultural structures that influence the presentation and reception of the gospel in urban environments (local, national, and international). The ministries of the church in the city and of the urban Christian are highlighted, including ministries of reconciliation and transformation.

Modality. Johnson University offers the Intercultural Studies Major on-ground 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 choosing the Linguistics Concentration may complete the relevant coursework online through Johnson University, or they may complete part of their studies at the Graduate Institute for Applied Linguistics (GIAL) in Dallas, Texas. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

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

Goal 1: Develop cross-cultural workers who can articulate biblical, theological, and missiological foundations for their chosen ministry field.

Objective 1.1: Graduates articulate the narrative of Scripture conveying the mission of God

Objective 1.2: Graduates articulate a relevant theology of the mission of God as it applies to their own cross-cultural ministry.

Objective 1.3: Graduates articulate how their chosen ministry embodies the mission of God.

Objective 1.4: Graduates articulate how God's Word impacts and transforms the local culture of a context.

Objective 1.5: Graduates articulate a biblical theology of action for accomplishing missions relevant to the mission of God.

Goal 2: Develop cross-cultural workers who can successfully implement missional ministry within world contexts.

Objective 2.1: Graduates exhibit beginning skills for understanding ministry-area cultural dynamics to contextualize biblical theology, theology of action, and ministry action.

Objective 2.2: Graduates exhibit foundational skills for sharing the gospel through relevant communication with the local context.

Objective 2.3: Graduates exhibit foundational skills for servant leadership in a cross-cultural context.

Goal 3: Develop graduates who pursue Christian formational growth conducive to cross-cultural ministry.

Objective 3.1: Graduates articulate challenges to maintaining spirituality in a cross-cultural environment as a minister, a family, and a mission team member.

Objective 3.2: Graduates implement foundational strategies for sustaining and growing personal and familial spirituality in the field.

Objective 3.3: Graduates exhibit foundational skills in mentoring spirituality.

Chinese Studies Concentration

Purpose: The Chinese Studies Concentration prepares students for cross-cultural work in Chinese settings, domestic and international.

Goal 4: Develop cross-cultural workers with the knowledge necessary for working with Chinese populations on the Mainland and around the world.

Objective 4.1: Graduates articulate key features of Chinese culture.

Objective 4.2: Graduates articulate basic features of Chinese language.

Objective 4.3: Graduates demonstrate knowledge of Chinese political trends.

Objective 4.4: Graduates articulate an understanding of the religious situation in China.

Goal 5: Develop cross-cultural workers with the skills necessary for working with Chinese populations on the Mainland and around the world.

Objective 5.1: Graduates demonstrate the ability to communicate credibly in Chinese.

Objective 5.2: Graduates demonstrate the ability to communicate effectively in the Chinese language.

Goal 6: Develop cross-cultural workers with the behaviors necessary for ministering to Chinese populations on the Mainland and around the world.

Objective 6.1: Graduates implement an approach to faith that is conducive to the Chinese context.

Objective 6.2: Graduates demonstrate an understanding of how China's religions impact the worldview of its people.

*English as a Second Language (ESL)/**English as a Foreign Language (EFL) Education Concentration*

Purpose: The ESL/EFL Concentration trains graduates in skills necessary to teach English language in cross-cultural contexts.

Goal 7: Develop cross-cultural workers for strategic, cross-cultural ESL/EFL vocations and professions worldwide.

Objective 7.1: Graduates articulate elements of linguistic knowledge necessary for teaching in ESL/EFL contexts.

Objective 7.2: Graduates articulate basic features of the Language Acquisition process for both the first and “second” languages.

Objective 7.3: Graduates articulate strengths and weaknesses of various ESL/EFL instructional methods.

Objective 7.4: Graduates demonstrate proficiency in various methods of ESL/EFL instruction through classroom practice.

Objective 7.5: Graduates articulate the definition, role, challenges, and advantages of “tent-making” in ESL/EFL vocational or professional contexts.

Islamic Studies Concentration

Purpose: The Islamic Studies Concentration prepares graduates for cross-cultural work in Islamic settings, domestic and international.

Goal 8: Develop cross-cultural workers who can work in Islamic contexts, domestic and international.

Objective 8.1: Graduates define the vocabulary to begin reading in and conversing about Islam.

Objective 8.2: Graduates articulate the historical development and processes by which Islam became so diverse.

Objective 8.3: Graduates describe basic doctrines and practices of Islam.

Objective 8.4: Graduates articulate points of congruence and conflict between Islam and the West.

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.

Goal 9: Develop cross-cultural workers with the foundational knowledge and skills necessary for work in Latin American and Latino settings around the world.

Objective 9.1: Graduates articulate the historical development and spread of Latin American cultures in diverse parts of the world.

Objective 9.2: Graduates articulate cultural issues which impact effective cross-cultural Latin American ministry.

Objective 9.3: Graduates describe the doctrines and historical development of Roman Catholic and indigenous religions in Latin American contexts.

Objective 9.4: Graduates articulate key principles for effective cross-cultural ministry in specified Latin American contexts.

Objective 9.5: Graduates successfully practice means of addressing issues in effective ministry in a Latin American context.

Objective 9.6: Graduates demonstrate the ability to initiate successful personal ministry within a Latin American context.

Linguistics Concentration

Purpose: The Linguistics Concentration prepares graduates for entry-level translation and literacy work and for further studies in Linguistics.

Goal 10: Develop graduates who are foundationally prepared for further studies as Bible translators or literacy workers.

Objective 10.1: Graduates articulate methodologies for linguistic analysis appropriate across cultural settings and languages.

Objective 10.2: Graduates demonstrate the ability to analyze cultural issues associated with a chosen language group.

Missions Concentration

Purpose: The Missions Concentration prepares Christian men and women for general, missional vocations.

Goal 11: Develop graduates who are missiologically prepared to minister cross-culturally.

Objective 11.1: Graduates demonstrate knowledge of terminology and vocabulary of cross-cultural missions.

Urban Studies Concentration

Purpose: The Urban Studies Concentration prepares graduates for work related to urban settings, domestic and international.

Goal 12: Develop cross-cultural workers with foundational knowledge for engaging urban issues, domestic and international.

Objective 12.1: Graduates discuss anthropological, sociological, and political terms crucial to understanding urban contexts.

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 <i>or</i> | |
| ICST 3235 | Missiological 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 3503 Chinese Studies Internship (3) (*see note below*)
- ICCS 4600 Social Institutions & Strategies (3)
- ICCS 4710 History of Modern China (3)
- ICCS 4720 Special Topics in Chinese Studies (3)

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)

ESL/EFL Education Concentration (18 credits)

- ENGL 2210 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 3503 English as a Second Language/EFL Internship (3) (*see note below*)
- ICEL 4700 Topics in English as a Second Language/EFL Instruction (3)

Islamic Studies Concentration (18 credits)

- ICIS 2310 Islam: History, Beliefs, and Practices (3)
- ICIS 3115 Modern Middle East (3)
- ICIS 3215 Living & Working in the Muslim World (3)
- ICIS 3360 Introduction to Arabic Language & Islamic Culture (3)
- ICIS 3503 Islamic Studies Internship (3) (*see note below*)
- ICIS 4710 Faith Communities in Muslim Contexts (3)

Latin American & Latino Studies Concentration (30 credits)

- ICLA 2200 History & Cultures of Latin America (3)
- ICLA 3300 Religions of Latin America (3)
- ICLA 3503 Latin American & Latino Studies Internship (3) (*see note below*)
- ICLA 4710 Mission Strategies in Latin America (3)

*Intercultural Studies Selectives (6)—choose two courses with prefix ANTH, ICCS, ICIS, ICLA, ICMI, 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)

Linguistics Concentration (30 credits)—choose either the Linguistics studies offered online by Johnson University or those offered on-ground in Dallas, Texas, by the Graduate Institute for Applied Linguistics (GIAL):

[*NOTE*: Linguistics Concentration courses from Johnson University are offered only in *online* format.]

Johnson University Linguistics Studies (18)

- ICLI 2610 Phonetics & Phonology (3)
- ICLI 3410 Grammatical Analysis (3)
- ICLI 3503 Linguistics Internship (3)
- ICLI 4410 Sociolinguistics (3)
- ICST 3136 Introduction to Linguistics (3)
- ICST 3237 Second Language & Culture Acquisition (3)

OR

GIAL Linguistics Studies (21)

- 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)
- ICLI 3503 Linguistics Internship (3) (*see note below*)

Greek or Hebrew Language requirements completed as part of the B.A. Arts & Sciences Core (12)—choose one language:

- *GREK 2100 Elementary Greek I (3)
- *GREK 2200 Elementary Greek II (3)
- *GREK 3200 Intermediate Greek I (3)
- *GREK 3210 Intermediate Greek II (3)

OR

- *HEBR 2100 Elementary Hebrew I (3)
- *HEBR 2200 Elementary Hebrew II (3)
- *HEBR 3200 Intermediate Hebrew I (3)
- *HEBR 3210 Intermediate Hebrew II (3)

Missions Concentration (18 credits)

- ICMI 3503 Cross-Cultural Internship (3) (*see note below*)
- ICST 3100 Survey of World Religions (3)
- ICMI 4720 Church Planting & Discipleship (3)
- ICST 3338 International Community Development (3)

Intercultural Studies Selectives (6)—choose two courses with prefix ANTH, ICCS, ICIS, ICLA, ICMI, or ICUR.

Urban Studies Concentration (18 credits)

- ICUR 2100 Dynamics of the City (3)
- ICUR 2200 Faith & the City (3)
- ICUR 3360 Urban Anthropology (3)
- ICUR 3503 Urban Internship (3) (*see note below*)
- ICUR 4600 Urban Strategies (3)

Intercultural Studies Selective (3)

Choose course with prefix ANTH, ICCS,
ICIS, ICLA, ICMI, or ICUR.

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)

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 | <u>48 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** 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 Selective; (3) ICST 2133 Intercultural Communication as the Arts & Sciences Selective; and (4) CHIN 2100-3210 Chinese I-IV as the World Languages Selectives. 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 ESL/EFL Education Concentration. To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies with an ESL/EFL Education 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 ESL/EFL Education Concentration | <u>36 credits</u> |

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 Selective. 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 Intercultural Studies with ESL/EFL Education Concentration. To earn the Bachelor of Science degree with a double major in Bible & Theology and Intercultural Studies with an ESL/EFL Education 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 ESL/EFL Education Concentration | <u>36 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***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 Selective; and (3) ANTH 3300 Cultural Anthropology as the Social & Behavioral Sciences Selective. 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 Islamic Studies Concentration. To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies with an Islamic Studies 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 Islamic Studies Concentration | <u>36 credits</u> |
| <i>TOTAL:</i> | <i>122 credits</i> |

***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 Selective. 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 Intercultural Studies with Islamic Studies Concentration. To earn the Bachelor of Science degree with a double major in Bible & Theology and Intercultural

Studies with an Islamic Studies 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 Islamic Studies Concentration | <u>36 credits</u> |
| 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 Selective; and (3) ANTH 3300 Cultural Anthropology as the Social & Behavioral Sciences Selective. 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 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. | <u>48 credits</u> |
| 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 Selective; and (3) SPAN 2100-3210 Spanish I-IV as the World Languages Selectives. 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 Linguistics Concentration. To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural Studies with a Linguistics 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 Linguistics Concentration | <u>48 credits</u> |
| 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 Selective; and (3) GREK 2100-3210 Greek or HEBR 2100-3210 Hebrew as the World Languages Selectives. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology. [NOTE:** GIAL 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.]

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 | <u>36 credits</u> |
| 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 Selective. 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 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 | <u>36 credits</u> |
| 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 Selective; and (3) ANTH 3300 Cultural Anthropology as the Social & Behavioral Sciences Selective. 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 Urban Studies Concentration. To earn the Bachelor of Arts degree with a double major in Bible & Theology and Intercultural

Studies with an Urban Studies 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 Urban Studies Concentration | <u>36 credits</u> |
| 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 Selective. 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 Intercultural Studies with Urban Studies Concentration. To earn the Bachelor of Science degree with a double major in Bible & Theology and Intercultural Studies with an Urban Studies 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 Urban Studies Concentration | <u>36 credits</u> |
| 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 Selective; and (3) ANTH 3300 Cultural Anthropology as the Social & Behavioral Sciences Selective. The following course in this major fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology.

Intercultural Studies Internships. Additional options for completing Intercultural Studies internship requirements may possibly be arranged in consultation with the student's advisor and the Internship Coordinator.

Intercultural Studies Major (online)

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.

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.

Purpose, Goals, and Objectives

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.

Goal 1: Develop cross-cultural workers who can articulate biblical, theological, and missiological foundations for their chosen ministry field.

Objective 1.1: Graduates articulate the narrative of Scripture conveying the mission of God.

Objective 1.2: Graduates articulate a relevant theology of the mission of God as it applies to their own cross-cultural ministry.

Objective 1.3: Graduates articulate how their chosen ministry embodies the mission of God.

Objective 1.4: Graduates articulate how God's Word impacts and transforms the local culture of a context.

Objective 1.5: Graduates articulate a biblical theology of action for accomplishing missions relevant to the mission of God.

Goal 2: Develop cross-cultural workers who can successfully implement missional ministry within world contexts.

Objective 2.1: Graduates exhibit beginning skills for understanding ministry-area cultural dynamics to contextualize biblical theology, theology of action, and ministry action.

Objective 2.2: Graduates exhibit foundational skills for sharing the gospel through relevant communication with the local context.

Objective 2.3: Graduates exhibit foundational skills for servant leadership in a cross-cultural context.

Goal 3: Develop student Christian formational growth conducive to cross-cultural ministry.

Objective 3.1: Graduates articulate challenges to maintaining spirituality in a cross-cultural environment as a minister, a family, and a mission team member.

Objective 3.2: Graduates implement foundational strategies for sustaining and growing personal and familial spirituality on the field.

Objective 3.3: Graduates exhibit foundational skills in mentoring spirituality.

For the Intercultural Studies B.A. (online) degree only:

Goal 4: Develop graduates who demonstrate the ability to begin work in a second language.

Objective 4.1: Graduates articulate knowledge of a second language.

Objective 4.2: Graduates exhibit the ability to communicate and/or write in a chosen ministry related language.

Objective 4.3: Graduates demonstrate an understanding of linguistics.

Required Courses. The Intercultural Studies Major (online) consists of the following courses:

| | | |
|--------------------------------|--|-----------|
| *ANTH 1100 | Encountering Cultures | 3 |
| ICST 2131 | Missiology | 3 |
| *ICST 2133 | Intercultural Communication | 3 |
| ICST 2232 | Foundations of Ministering Cross-Culturally | 3 |
| ICST 3134 | Cross-Cultural Church Planting & Growth | 3 |
| ICST 3136 | Introduction to Linguistics | 3 |
| *ICST 3235 | Missiological Anthropology | 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 4412 | Area Studies or ICST 4414 Area Studies: Animism & Folk Religions | 3 |
| ICST 4413 | Intercultural Studies Practicum | <u>3</u> |
| <i>TOTAL CREDITS IN MAJOR:</i> | | <i>39</i> |

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, 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 | <u>39 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; and (2) ICST 2133 Cross- Cultural 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 Selective.

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, 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 | <u>39 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICST 2133 Cross- Cultural Communication as the Arts & Sciences Elective; and (3) ICST 3235 Missiological 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 Selective.

Intercultural Studies Minor

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 on-ground 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, Goals, and Objectives

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.

Goal 1: Develop cross-cultural workers who can understand biblical, theological, and missiological foundations for their chosen ministry field.

Objective 1.1: Graduates articulate knowledge of the narrative of Scripture conveying the mission of God.

Objective 1.2: Graduates articulate the relevant theology of the mission of God as it applies to their own cross-cultural ministry.

Objective 1.3: Graduates articulate how their chosen ministry embodies the mission of God.

Objective 1.4: Graduates comprehend how God's Word can impact and transform the local culture of a context.

Goal 2: Develop cross-cultural workers who are prepared at the entry level to engage in missional ministry within world contexts.

Objective 2.1: Graduates exhibit foundational skills for understanding ministry-area cultural dynamics to contextualize biblical theology, theology of action, and ministry action.

Objective 2.2: Graduates exhibit foundational skills for sharing the gospel through relevant communications within the local context.

Objective 2.3: Graduates exhibit foundational skills for servant leadership in a cross-cultural context.

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 ICST 3235 Missiological Anthropology | 3 |

| | | |
|--|--|-----------|
| ICST 2131 | Missiology | 3 |
| *ICST 2133 | Intercultural Communication | 3 |
| <i>Intercultural Studies Selectives (9 credits)</i> —choose three: | | <u>9</u> |
| *ICCS 3200 | Culture, Art & Science in China (3) | |
| ICCS 3360 | Religion & Philosophy in China (3) | |
| ICCS 4600 | Social Institutions & Strategies (3) | |
| ICCS 4710 | History of Modern China (3) | |
| ICCS 4720 | Special Topics in Chinese Studies (3) | |
| ICEL 2100 | Foundations in Linguistics (3) | |
| ICEL 3360 | English as a Second Language/EFL Methods & Materials (3) | |
| ICIS 2310 | Islam: History, Beliefs, and Practices (3) | |
| ICIS 3215 | Living & Working in the Muslim World (3) | |
| ICIS 3360 | Introduction to Arabic Language & Islamic Culture (3) | |
| ICIS 4710 | Faith Communities in Muslim Contexts (3) | |
| ICLA 2200 | History & Cultures of Latin America (3) | |
| ICLA 3300 | Religions of Latin America (3) | |
| ICLA 4710 | Mission Strategies in Latin America (3) | |
| ICLI 2610 | Phonetics and Phonology (3) | |
| ICLI 3410 | Grammatical Analysis (3) | |
| ICLI 3503 | Linguistics Internship (3) | |
| ICLI 4410 | Sociolinguistics (3) | |
| ICMI 3503 | Cross-Cultural Internship (3) | |
| ICMI 4720 | Church Planting & Discipleship (3) | |
| ICST 2232 | Foundations of Ministering Cross-Culturally (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 4412 | Area Studies (3) | |
| ICST 4414 | Area Studies: Animism & Folk Religions (3) | |
| ICUR 2100 | Dynamics of the City (3) | |
| ICUR 2200 | Faith & the City (3) | |
| ICUR 3360 | Urban Anthropology (3) | |
| ICUR 4600 | Urban Strategies (3) | |
| TOTAL CREDITS IN MINOR: | | 21 |

Requirements for the On-Ground B.A. with an Intercultural Studies Minor. To earn the on-ground 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. | 53 credits |
| Bible & Theology Major | 33 credits |

| | |
|-----------------------------|--------------------|
| General Electives | 13 credits |
| Intercultural Studies Minor | <u>21 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICCS 3200 Culture, Art & Science in China as the Fine Arts Selective; and (3) ICST 2133 Intercultural Communication as the Arts & Sciences Selective. The following course in this minor fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology as the Theology Selective.

Requirements for the On-Ground B.S. with an Intercultural Studies Minor. To earn the on-ground 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. | 44 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 22 credits |
| Intercultural Studies Minor | <u>21 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICCS 3200 Culture, Art & Science in China as the Fine Arts Selective; (3) ANTH 3300 Cultural Anthropology as the Social & Behavioral Sciences Selective; and (4) ICST 2133 Intercultural Communication as the Arts & Sciences Selective. The following course in this minor fulfills a requirement for the Bible & Theology Major: (5) ICST 4109 Mission Theology as the Theology Selective.

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. | 49 credits |
| Online Bible & Theology Major | 27 credits |
| General Electives | 23 credits |
| Intercultural Studies Minor | <u>21 credits</u> |
| <i>TOTAL:</i> | <i>120 credits</i> |

***NOTE:** The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICCS 3200 Culture, Art & Science in China as the Fine Arts Selective; and (3) ICST 2133 Intercultural Communication as the Arts & Sciences Elective. The following course in this minor fulfills a requirement for the Bible & Theology Major: (4) ICST 4109 Mission Theology as the Theology Selective.

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.A. | 40 credits |
| Online Bible & Theology Major | 27 credits |
| General Electives | 32 credits |
| Intercultural Studies Minor | <u>21 credits</u> |
| TOTAL: | 120 credits |

***NOTE:** The following courses in this minor fulfill requirements for the Arts & Sciences Core: (1) ANTH 1100 Encountering Cultures; (2) ICCS 3200 Culture, Art & Science in China as the Fine Arts Selective; (3) ICST 2133 Intercultural Communication as the Arts & Sciences Elective; and (4) ICST 3235 Missiological Anthropology as the Social & Behavioral Sciences Elective. The following course in this minor fulfills a requirement for the Bible & Theology Major: (5) ICST 4109 Mission Theology as the Theology Selective.

Master of Arts in Intercultural Studies

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, Missional Church Leadership, Scripture Impact, 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 Missional Church Leadership Concentration was developed in partnership with Forge and Forge America. Alan Hirsch and Michael Frost founded this organization in 1996 in an effort to address the crisis of the church in the Western context by developing leadership that can understand the missional challenge and proactively develop strategies, approaches, and teams that can take the church into today's world. Forge works with churches and para-church organizations by developing mentored residency style training, operating a relational network of innovative and pioneering leaders and practitioners, and offering ongoing support in research and development in the areas of cultural trends and contexts faced by the church leadership and evangelism. Some Forge personnel teach and oversee residencies in Johnson University's Missional Church Leadership program.

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, Goals, and Objectives

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

Goal 1: Develop mission professionals who articulate critical thinking that is biblically, culturally, and missiologically informed.

Objective 1.1: Graduates demonstrate critical thinking about biblical concepts of ethnicity and diversity for developing relevant cross-cultural theological understanding.

Objective 1.2: Graduates articulate the biblical metanarrative in a manner relevant and applicable to various cultural contexts.

Objective 1.3: Graduates articulate dimensions of the Great Commission as a theological strategy resulting in faith communities planting culturally-relevant faith communities.

Goal 2: Develop mission professionals who demonstrate cultural and ethnic sensitivity in relationships and leadership for communicating the Gospel.

Objective 2.1: Graduates examine and evaluate cultural dynamics in professional settings for cross-cultural awareness.

Objective 2.2: Graduates exhibit sensitivity when ministering in cross-cultural situations.

Objective 2.3: Graduates value relationship-building in ministry, demonstrating an appreciation for missiological theories and practices related to incarnational ministry and cultural diversity.

Objective 2.4: Graduates examine their own worldview, assumptions, values, and beliefs in comparison to others, in order to work successfully in multicultural teams and settings.

Objective 2.5: Graduates participate in cross-cultural ministry.

Goal 3: Develop mission professionals who have knowledge and skills for pursuing mission vocations as participants in God's mission.

Objective 3.1: Graduates articulate how their called mission vocation integrates into the Mission of God.

Objective 3.2: Graduates identify and critically analyze cultural dimensions relevant to cross-cultural ministry.

Objective 3.3: Graduates demonstrate effective methods for language and culture learning in cross-cultural ministry contexts.

Objective 3.4: Graduates articulate and synthesize leadership and team dynamics theories for cross-cultural ministry contexts.

Goal 4: Develop mission professionals who value spiritual formation in their personal lives, families, and faith community.

Objective 4.1: Graduates demonstrate understanding of the cultural issues which contribute to maintaining and growing spiritually in a cross-cultural setting.

Objective 4.2: Graduates practice prayer, self-reflection, and both family and team spiritual care.

Objective 4.3: Graduates engage in multicultural team dynamics constructively and openly.

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.

Goal 5: Develop mission professionals who partner with underdeveloped communities and minority peoples of the world, focusing on specific needs and issues of the community in which the people live.

Objective 5.1: Graduates recognize the multifaceted dimensions of poverty.

Objective 5.2: Graduates demonstrate the ability to assess, analyze, and develop holistic intervention strategies for use among the poor in their specific contexts.

Objective 5.3: Graduates apply partnering principles to community development ministries.

Scripture Impact Concentration

Purpose. The Scripture Impact Concentration prepares cross-cultural missional leaders for professional contributions to the expansion of God's kingdom through church planting and dedicated Scripture use.

Goal 6: Develop mission professionals who transform lives of individuals and communities through using and encouraging the use of Scripture.

Objective 6.1: Graduates articulate the principles of cross-cultural church planting.

Objective 6.2: Graduates demonstrate the ability to identify and analyze issues involved in developing sustainable use of Scripture across cultural boundaries.

Objective 6.3: Graduates articulate principles for establishing faith communities in global settings.

Translation Concentration

Purpose. The Translation Concentration prepares cross-cultural missional leaders to be Scripture translation professionals for the Bible-Less people of the world.

Goal 7: Develop cross-cultural Bible translation professionals who exercise appropriate translation techniques across cultural boundaries.

Objective 7.1: Graduates demonstrate skills for addressing theological issues in effective biblical translations in a cross-cultural context.

Objective 7.2: Graduates demonstrate skills in linguistics necessary for effective bible translation.

Objective 7.3: Graduates demonstrate the ability to appropriately use translation theories and practices for effective bible translation in a cross-cultural setting.

Goal 8: Develop translation specialists 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.

Objective 8.1: Graduates demonstrate methodological skills necessary to research, learn, and analyze, the language of a people group for biblical translation.

Objective 8.2: Graduates demonstrate the working knowledge of biblical languages necessary for producing accurate and responsible translations of biblical texts.

Objective 8.3: Graduates participate in the production of usable translated Scripture.

Missional Church Leadership Concentration

Purpose. The Missional Church Leadership Concentration prepares cross-cultural missional leaders to birth and nurture missional churches in the mission fields of western contexts.

Goal 9: Develop missional church leaders who equip and empower new or existing churches to participate in God's mission in their local contexts.

Objective 9.1: Graduates demonstrate understanding of missional ecclesiology as it has developed in the missional church movement.

Objective 9.2: Graduates identify and practice key individual and communal disciplines that motivate and sustain mission.

Objective 9.3: Graduates articulate and synthesize missional church leadership theories for leadership in the local context.

Customized Concentration

Goal 10: Enable students with special training needs to develop a customized educational program that meets those needs.

Objective 10.1: In consultation with the Program Director, students develop a learning contract under which they choose 18+ credits of elective coursework that meet their ministry preparation needs. Those choices determine the purpose and learning objectives for the Concentration.

Required Courses. The M.A. in Intercultural Studies consists of the following courses:

Intercultural Studies Core (12 credits)

ICST 5011 Intercultural Studies Orientation

0

| | |
|--|---|
| ICST 5232 Missiological Anthropology | 3 |
| ICST 5234 Mission Theology | 3 |
| ICST 6032 Area Studies or ICST 6035 Area Studies: Animism & Folk Religions | 3 |
| ICST 6433 Intercultural Studies Integrative Project | 3 |

Total Core Credits: 12

Prerequisite for all Concentrations

ICST 3136 Introduction to Linguistics (3) (available online from Johnson University)

Choose one of the following concentrations (24-36 credits): 24-36

Community Development Concentration (24 credits)

- ICST 5131 Missiology (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 (3)
- ICST 6301 Micro-Finance for Mission (3)
- ICST 6302 Sustainable Development (3)

Selective (3)—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)

Scripture Impact Concentration (30 credits)

- BIBL 52XX Old Testament Book Study (3)
- BIBL 5335 New Testament Book Study (3)
- 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)

Translation Concentration (36 credits)

Translation Core (21)

- ICLI 5810 Translation Linguistics (3)
- ICLI 5820 Scripture Engagement (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 (3)

Translation Specialty (15)—choose one:

Old Testament Translation Specialty

- BIBL 6503 Old Testament Exegetical Methods (3)
- BIBL 6505 Translation & Exegesis of Old Testament Texts (3)
- HEBR 5530 Biblical Hebrew for Translators A (3)
- HEBR 5533 Biblical Hebrew for Translators B (3)
- ICST 5431 Critical Introduction to the Old Testament Translation (3) *[or equivalent]*

OR

New Testament Translation Specialty

- BIBL 6303 Translation & Exegesis of New Testament Texts (3)
- BIBL 6333 New Testament Exegetical Methods (3)
- GREK 5540 New Testament Greek for Translators A (3)
- GREK 5543 New Testament Greek for Translators B (3)
- ICST 5433 Critical Introduction to the New Testament Translation (3) *[or equivalent]*

Missional Church Leadership Concentration (27 credits)

- ICST 5131 Missiology (3)
- ICST 5133 Cross-Cultural Leadership . . . & Team Dynamics (3)
- ICST 6034 Area Studies: Western Context (3)
- ICST 6250 Residency 1: Missional God, Missional Church (4)
- ICST 6304 Social Justice & Culture (3)
- ICST 6337 The Gospel & Change Theory (3)
- ICST 6350 Residency 2: Spirituality, Sustainability & Discipleship (4)
- ICST 6450 Residency 3: Spirit-Led, Pioneering Leadership (4)

Customized Concentration (24+ credits)

- ICST 5131 Missiology (3)
- ICST 6031 Missionary Formation (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:

36-48

SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

Personnel

Dean of the School of Social & Behavioral Sciences

Sean M. Ridge, Ph.D. in Family Therapy—Professor of Social and Behavioral Sciences (TN)

Full-Time Faculty, School of Social & Behavioral Sciences

Nealy Brown, Ph.D. in Psychology—Associate Professor of Human Services (FL)

Lyle Bundy, M.Div. in Divinity, M.A. in Communication Science—Professor of Human Services (FL)

Pete N. Cummins, Ed.D. in Educational Administration—Professor of Social and Behavioral Sciences (TN)

Kristel W. Headley, Ph.D. in Counselor Education and Supervision—Assistant Professor of Social and Behavioral Sciences (TN)

Lisa M. Loar, M.A. in Marriage and Family Therapy, Ed.D. candidate in Higher Education and Executive Leadership—Assistant Professor of Human Services, Clinical Director (TN)

Cynthia M. Reece, M.A. in Marriage and Family Therapy—Assistant Professor of Human Services (TN)

Nicole Saylor, Psy.D. in Psychology—Associate Professor of Human Services (TN)

Core (Part-Time) Faculty, School of Social & Behavioral Sciences

David B. Grantham, Ed.D. in Education—Lecturer in Counseling, Clinical Supervisor (TN)

Laura M. Hebert, Ph.D. in Counselor Education—School Counseling Internship Coordinator (TN)

Part-Time Faculty, School of Social & Behavioral Sciences

Holli Bates, M.S. in Counseling—Lecturer in Human Services (TN)

Tim Bolen, M.S. in Community Counseling—Lecturer in Counseling (FL)

Mindi Braswell, M.A. in Child and Adolescent Psychology—Lecturer in Human Services (TN)

Sharon “Sherrie” Bruner, M.A. in Marriage and Family Therapy/Professional Counseling—Lecturer in Counseling (TN)

Bryce Foulke, M.A. in Marriage and Family Counseling—Lecturer in Counseling (FL)

Jonathan Hodge, M.S. in Counseling and Behavioral Health—Lecturer in Human Services (TN)

Tracy Ofenloch, M.A. in Professional Counseling—Lecturer in Human Services (TN)

Stanley Taylor, Jr., M.S.W. in Social Work—Lecturer in Human Services (TN)

Wendy Taylor, M.A. in Marriage and Family Therapy/Professional Counseling—Lecturer in Human Services (FL)

Interdisciplinary Faculty

Kimberly Boyd, Ed.D. in Educational Leadership—Lecturer in Education (FL)

Todd Hardin, D.Min. in Biblical Counseling—Lecturer in Congregational Ministry (TN)

Joseph D. Harvey, D.Min. in Pastoral Care—Assistant Dean of the School of Congregational Ministry, Associate Professor of Ministry (FL)

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

Administrative Faculty

Mark F. Pierce, Ph.D. in Psychology—Professor of Psychology, Vice Provost for Research and Planning (TN)

Staff

Jody Miller, M.Ed. in Educational Leadership—Office Manager (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 “CCV” for Christ’s Church of the Valley in Phoenix), but they may also operate at other sites or in other modalities.

Academic Programs

The School of Social & Behavioral Sciences oversees the following academic programs:

| JOHNSON UNIVERSITY SCHOOL/PROGRAM | Tennessee Campus | Florida Campus | Online Campus | Other |
|--|---------------------|-------------------|------------------|-------|
| School of Social & Behavioral Sciences | | | | |
| • A.S. in Human Services | ✓ | | | |
| • B.A./B.S. in Human Services | ✓ | ✓ | | |
| —Community & Family Concentration | ✓ | | | |
| —Counseling Concentration | ✓ | ✓ | | |
| • M.A. in Marriage & Family Therapy/Clinical Mental Health Counseling | ✓ HYBRID | | | |
| • M.A. in School Counseling | ✓ HYBRID | | | |
| 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 on-ground at certain sites HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground sessions at the site indicated ONLINE = Fully-online programs available anywhere in the world with an internet connection | | | | |

Associate of Science in Human Services

Overview: The two-year Associate of Science in Human Services provides students with a foundational preparation for work within the field of human services. Career possibilities include entry-level employment in strategic vocations or pursuit of a bachelor's degree.

Modality: Johnson University offers the A.S. in Human Services on-ground at its Tennessee campus.

Purpose, Goals, and Objectives

Purpose. The A.S. in Human Services provides foundational knowledge, skills, and competencies relevant to fulfilling entry-level employment in human services or pursuit of a bachelor's degree in a human services-related field.

Goal 1: Graduates have foundational understanding of the nature of Human Services and human systems

Objective 1.1: Knowledgeable of the history of human services and current social issues.

Objective 1.2: Basic understanding of development and relational systems

Goal 2: Graduates integrate awareness of self and others into ethical practice.

Objective 2.1: Develop a basic skill set to engage individuals and families as they are influenced by the broader social context, including social institutions, faith communities, policies, and cultural norms.

Goal 3: Graduates provide services consistent with professional practice in the field of Human Services.

Objective 3.1: Access, evaluate, and apply basic contemporary research in the human services field.

Objective 3.2: Competent in basic listening, interviewing, and counseling skills

Objective 3.3: Basic knowledge of concepts, techniques, and interventions of major models of counseling theories.

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

Arts & Sciences Core (24 hours)

| | | |
|-----------|------------------------------------|---|
| HUMN 1100 | Freshmen Cornerstone Experience OR | 3 |
| ANTH 1100 | Encountering Cultures | |
| HIST 1100 | World Civilizations I OR | 3 |
| HIST 1200 | World Civilizations II | |
| ENGL 1100 | Introduction to Literature | 3 |

| | | |
|--|--|-----------|
| HLSC 2100 | Health & Fitness Science with Lab OR | 4 |
| SCIN 3100 | Biological Science with Lab OR | |
| SCIN 3200 | Science Concepts & Methods with Lab | |
| ENGL 2200 | English Composition | 3 |
| COMM 2000 | Introduction to Speech | 3 |
| MATH 2100 | Quantitative Literacy | 3 |
| <i>Spiritual Formation (2 hours)</i> | | |
| PRMN 1500 | Chapel (4 semesters) | 2 |
| PRMN 1000 | Service Learning (4 semesters) | 0 |
| <i>Bible & Theology (15 hours)</i> | | |
| BIBL 1101 | Orientation to the OT I | 3 |
| BIBL 1201 | Orientation to the OT II | 3 |
| BIBL 2201 | Orientation to the NT | 3 |
| BIBL 2101 | Exegetical Methods for the English Bible | 3 |
| THEO 2100 | Fundamentals of the Christian Faith | 3 |
| <i>Professional Studies (24 hours)</i> | | |
| HSVC 1101 | Foundations of Human Services | 3 |
| SPSY 1100 | Interpersonal & Family Relationships | 3 |
| HSVC 1200 | Human Development | 3 |
| PSYC 2100 | Introduction to Psychology | 3 |
| HSVC 2100 | Interviewing & Counseling Skills | 3 |
| HSVC 2300 | Social Science Research & Writing | 3 |
| HSVC 3210 | Theories of Counseling & Psychotherapy | 3 |
| HSVC 3xxx | Human Services Selective | 3 |
| <i>TOTAL DEGREE CREDITS:</i> | | 63 |

Human Services Major

Overview. The Human Services Major consists of a Human Services Core plus a Concentration in Counseling or Community & Family. This major opens doors to a diverse group of social service fields focused on improving the quality of life for individuals, families, and communities by engaging and meeting the basic physical, emotional, and relational needs of those served. Individuals in this field often work as counselors, social workers, case managers, and other professionals in a variety of settings, such as federal and state agencies, counseling centers, school systems, private nonprofit organizations, 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. *Licensure as a Marriage and Family Therapist or Clinical Mental Health Counselor requires graduate education and successful completion of professional and state licensure examinations.*

Students who complete a Johnson University bachelor's degree containing the Human Services Major with a Community & Family Concentration are qualified to apply to the National Council on Family Relations (NCFR) to become a Certified Family Life Educator (CFLE).

Modality. Johnson University offers the Human Services Major with a Counseling Concentration

on-ground at its Tennessee and Florida campuses. The Community & Family Concentration is available hybrid only on the Tennessee campus. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

Purpose. The Human Services Major with Community & Family Concentration prepares students for work or advanced training in a variety of Human Services fields, with emphasis on the practice of family life education, consultation, and utilization of community resources.

The Human Services Major with Counseling Concentration prepares students for work or advanced training in a variety of human service fields, with particular attention given to the provision of direct services in a counseling setting.

Human Services Core

Goal 1: Graduates understand the nature of Human Services and human systems.

Objective 1.1: They are knowledgeable of the history of Human Services, including current conditions and projected trends.

Objective 1.2: They have a functional understanding of development and relationship dynamics.

Objective 1.3: They recognize various approaches to defining normality and abnormality as it relates to the human experience.

Goal 2: Graduates integrate awareness of self and others into ethical practice.

Objective 2.1: They critically examine contemporary questions and issues related to the intersection of Human Services, faith, and ethics in professional practice.

Objective 2.2: They develop a basic skill set to engage individuals and families as they are influenced by the broader social context, including social institutions, faith communities, policies, and cultural norms.

Objective 2.3: They demonstrate an awareness of self as a Christian servant, strategically trained and professionally competent to serve in the community and throughout the world.

Goal 3: Graduates provide services consistent with professional practice in the field of Human Services.

Objective 3.1: They access, evaluate, and utilize contemporary research in the Human Services field.

Objective 3.2: They are competent in basic listening, interviewing, and counseling skills.

Community & Family Concentration

Objective 3.3: They plan, implement, and evaluate comprehensive family services programs in a variety of contexts.

Objective 3.4: They help individuals and families make healthy decisions about developing and allocating resources, including time, money, material assets, energy, friends, neighbors, and space to meet their goals.

Counseling Concentration

Objective 3.5: They have a functional knowledge of concepts, techniques, and interventions of major models of counseling theories.

Required Courses. The Human Services Major consists of the following courses:

Human Services Core

| | | |
|-------------|---|---|
| *ANTH 1100 | Encountering Cultures | 3 |
| HSVC 1101 | Foundations of Human Services | 3 |
| +HSVC 1200 | Human Development | 3 |
| HSVC 2100 | Interviewing & Counseling Skills | 3 |
| +*HSVC 2200 | Human Sexuality or HSVC 3102 Theology & Human Sexuality | 3 |
| HSVC 2300 | Social Science Research & Writing | 3 |
| *HSVC 3100 | Abnormal Psychology | 3 |
| +HSVC 4100 | Human Services, Faith & Ethics | 3 |
| +HSVC 4911 | Human Services Field Experience | 3 |
| *PSYC 2100 | Introduction to Psychology | 3 |
| +*SPSY 1100 | Interpersonal & Family Relationships | 3 |

Concentration (choose one): 18

Community & Family Concentration

- +HSVC 3310 Family & Community Resource Management (3)
- +HSVC 3410 Parent Education & Guidance (3)
- +HSVC 3520 Families, Diversity & Social Policy (3)
- +HSVC 4210 Family Services (3)

Community and Family Selectives (6)—choose two:

- ANTH 3300 Cultural Anthropology (3)
- CMPR 4300 Conflict & Community in Ministry (3)
- ECON 3100 Personal & Family Economic Decision-Making (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)
- NPMG 2030 Principles of Organizational Behavior (3)
- Additional HSVC course not included in concentration (3)

Counseling Concentration

- HSVC 3210 Theories of Counseling & Psychotherapy (3)
- HSVC 3510 Understanding Diversity in Human Services (3)
- HSVC 4912 Human Services Advanced Field Experience (3)
- HSVC 4951 Counseling Lab (3)

Counseling Selectives (6)—choose two:

- ANTH 3300 Cultural Anthropology (3)
- CMPR 4300 Conflict & Community in Ministry (3)
- ECON 3100 Personal & Family Economic Decision-Making (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)
 NPMG 2030 Principles of Organizational Behavior (3)
 Additional HSVC course not included in concentration (3)

TOTAL CREDITS IN MAJOR:

49

+Required for CFLE certification

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.A. | 53 credits |
| Bible & Theology Major | 30 credits |
| General Electives | 0 credits |
| Human Services Major | <u>49 credits</u> |
| <i>TOTAL:</i> | <i>132 credits</i> |

***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; and (3) HSVC 3100 Abnormal Psychology as the Arts & Sciences Selective. The following course in this major fulfills a requirement for the Bible & Theology Major: (1) HSVC 3102 Theology & Human Sexuality.

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

| | |
|-------------------------------|--------------------|
| Arts & Sciences Core for B.S. | 44 credits |
| Bible & Theology Major | 30 credits |
| Human Services Major | <u>49 credits</u> |
| <i>TOTAL:</i> | <i>123 credits</i> |

***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 and Behavioral Sciences Selective; and (4) HSVC 3100 Abnormal Psychology as the Arts & Sciences Selective. The following course in this major fulfills a requirement for the Bible & Theology Major: (1) HSVC 3102 Theology & Human Sexuality as the Theology Selective.

Fingerprinting and Background Checks. The Johnson University faculty requires background checks for all senior level Human Services majors. Students are required to pay a fee (approximately \$36) to cover the cost of this requirement. Students may not enroll in HSVC 4951 Counseling Lab, HSVC 4911 Human Services Field Experience, or HSVC 4912 Human Services Advanced Field Experience 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 Human Services Major or applying to the Graduate

Counseling Program.

Master of Arts in Marriage & Family Therapy/ Clinical Mental Health Counseling

Overview. The M.A. program in Marriage & Family Therapy/Clinical Mental Health Counseling (MA-MFT/CMHC) provides a professional therapy education and experience. Graduates are eligible to pursue professional licensure in most states. In Tennessee, graduates with a degree in MFT/CMHC may pursue licensure as both Marital & Family Therapists and Professional Counselors with the Mental Health Service Provider designation. Students experience a unique blend of high quality theoretical training and clinical experience in a holistic Christian atmosphere. The program consists of 62 credit hours and maintains a student-faculty ratio less than 10:1. This allows for more direct interaction and engagement between faculty and students.

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. Students are encouraged to pursue and create internship opportunities in the community that match their personal goals and interests.

Modality. Johnson University offers the MA-MFT/CMHC 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. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

Purpose. The M.A. in Marriage & Family Therapy/Clinical Mental Health Counseling prepares students for work or advanced training with a professional therapeutic identity as they serve in diverse clinical settings.

Goal 1: Graduates provide counseling that is informed by ethical and professional best practices.

Objective 1.1: Students competently employ a variety of counseling skills as they engage clients in therapy (e.g., interviewing, joining, assessing, and referring).

Objective 1.2: Students develop treatment plans that are well-articulated, goal-oriented, comprehensive, strategic, and contain accurate diagnosis.

Objective 1.3: Students adhere to professional ethical standards in all relationships, including clients and their families, peers, and staff.

Goal 2: Graduates synthesize theory, research, and systemic understanding into professional practice.

Objective 2.1: Students accurately describe counseling theories and select relevant theoretical approaches when working with clients.

Objective 2.2: Students understand and apply research and assessment tools relevant to counseling.

Objective 2.3: Students formulate a clear systemic orientation in case conceptualization and treatment.

Goal 3: Graduates demonstrate self- and other-awareness as they provide culturally relevant counseling.

Objective 3.1: Students express a significant appreciation and respect for differences and diversity within the clients they serve.

Objective 3.2: Students are deeply aware of personal characteristics of self and the role of self as therapist.

Required Courses. The M.A. in Marriage & Family Therapy/Clinical Mental Health Counseling consists of the following courses:

Academic Core Coursework

| | | |
|-----------|---|---|
| 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/CMHC | 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 5581 | Counseling Skills & Techniques | 1 |
| 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 |

Practicum/Internship Coursework

| | | |
|------------|---|-----------|
| COUN 5720 | Marriage & Family Therapy/CMHC Practicum | 2 |
| *COUN 57xx | Marriage & Family Therapy/CMHC Internship | <u>10</u> |

TOTAL CREDITS IN DEGREE: 62

**Note: 10 credits of Internship coursework are required and consist of 1-, 2-, 3-, and 6-credit course options.*

Credit for Life Experience. Life experience may qualify graduate students for up to 6 credits toward the counseling prerequisites. Applicants should submit a comprehensive written description of their experience for evaluation by the MA-MFT/CMHC faculty. Demonstrated competency may come from skills learned in work situations, professional licenses, training from

military schools or experiences, and experience acquired through service in the church and/or community.

Bible & Theology Corequisite. Studies in Bible & Theology are 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 completing this corequisite must audit one Johnson University Bible & Theology course and submit a 4-6 page paper to their faculty mentor articulating opportunities and challenges for integration of the course content into the practice of counseling. Students may meet this requirement prior to entering the MA-MFT/CMHC program or concurrently while completing the first year of graduate studies. Those who have not completed the corequisite by the end of the first year may not register for the remaining counseling courses until this requirement is met.

Academic Standards. MA-MFT/CMHC 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. Students may repeat a course only once to improve the grade earned in that course, and no student may repeat more than two courses in the program. 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 on a quarterly basis 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. Apart from extenuating circumstances, the student may be dismissed from the MA-MFT/CMHC program.

Personalized Degree Options. Students may choose one of two different degree completion options:

Option 1: Students complete the academic coursework and practicum/internship requirements in 2 years. Practicum/internships may include either an on-campus or an approved off-campus location. Students choosing Option 1 should plan to begin coursework in July and complete all requirements in two calendar years.

Option 2: Students complete the academic coursework and internship requirements over 3-5 years. All internship work is completed at an approved off-campus location.

Graduation Requirements. To receive the M.A. in Marriage & Family Therapy/Clinical Mental Health Counseling, students must:

- Successfully complete all academic coursework and the practicum/internship
- Fulfill the Bible & Theology corequisite requirement
- Earn a minimum cumulative GPA of 3.0
- Earn a final grade of C or better in all M.A. coursework
- Earn no more than two grades below B- in all M.A. coursework
- Earn a final grade of B or better in all practicum/internship courses
- Not be on academic or clinical probation

- Pass a written comprehensive examination and an oral comprehensive examination
- Achieve competency in each of the CACREP domains
- Submit an *Intent to Graduate* form to the Registrar by the due date

Master of Arts in School Counseling

Overview. The M.A. program in School Counseling equips students with a broad range of educational and training experiences in a uniquely Christian atmosphere. 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 49 credit hours and maintains a student-faculty ratio of less than 10:1. This allows for more direct interaction and engagement between faculty and students. Upon graduation, students will have completed practicum and internship experiences in both primary as well as secondary education sites.

Modality. Johnson University offers the School Counseling degree 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. Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

Purpose. The M.A. in School Counseling prepares students for work or advanced training with a professional school counselor identity as they serve diverse educational environments.

Goal 1: Graduates provide counseling that is informed by ethical and professional best practices.

Objective 1.1: Graduates competently employ a variety of counseling skills as they engage students in a school counseling setting (e.g., interviewing, joining, assessing, and referring).

Objective 1.2: Graduates develop lesson plans and counseling strategies that are well-articulated, goal-oriented, and comprehensive.

Objective 1.3: Graduates adhere to professional ethical standards in all relationships, including students and their families, peers, and staff.

Goal 2: Graduates synthesize theory, research, and systemic understanding into professional practice.

Objective 2.1: Graduates accurately describe counseling theories and select relevant theoretical approaches when working with students.

Objective 2.2: Graduates understand and apply research and assessment tools relevant to school counseling.

Objective 2.3: Graduates formulate a clear systemic orientation in conceptualization and intervention within a school setting.

Goal 3: Graduates demonstrate self- and other-awareness as they provide culturally relevant

counseling.

Objective 3.1: Graduates express a significant appreciation and respect for differences and diversity within the student populations they serve.

Objective 3.2: Graduates are deeply aware of personal characteristics of self and the role of self as a professional school counselor.

Required Courses. The M.A. in School Counseling consists of the following courses:

Bible & Theology Corequisites (6-9 credits)

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 School Counseling program or concurrently while completing the first year of graduate coursework. Those who have not completed the corequisites by the end of the first year may not register for the remaining counseling courses until this requirement is met. Contact the Admissions Office or School of Social & Behavioral Sciences for course options.

Academic Core Coursework

| | |
|---|---|
| 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 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 5581 Counseling Skills & Techniques | 1 |
| COUN 5610 Foundations in School Counseling | 3 |
| COUN 5650 Contemporary Trends in School Counseling | 3 |

Practicum/Internship Coursework

| | |
|---|---|
| COUN 5830 School Counseling Practicum | 3 |
| COUN 5831 School Counseling Internship I | 3 |
| COUN 5832 School Counseling Internship II | 3 |

TOTAL CREDITS IN DEGREE: 49

Credit for Life Experience. Life experience may qualify graduate students for up to 6 credits in the counseling area and 6 credits fulfilling the corequisites in Bible and Theology. Applicants should submit a comprehensive written description of their experience for evaluation by the School Counseling faculty. Demonstrated competency may come from skills learned in work situations, professional licenses, training from military schools or experiences, and experience acquired through service in the church and/or community.

Bible & Theology Corequisite. Studies in Bible & Theology are 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 completing this corequisite must audit one Johnson University Bible & Theology course and submit a 4-6 page paper to their faculty mentor articulating opportunities and challenges for integration of the course content into the practice of counseling. Students may meet this requirement prior to entering the School Counseling program or concurrently while completing the first year of graduate studies. Those who have not completed the corequisite by the end of the first year may not register for the remaining counseling courses until this requirement is met.

Academic Standards. M.A. in School Counseling 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. Students may repeat a course only once to improve the grade earned in that course, and no student may repeat more than two courses in the program. 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 on a quarterly basis 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. Apart from extenuating circumstances, the student may be dismissed from the School Counseling program.

Personalized Degree Options. Students may choose one of two different degree completion options:

Option 1: Students complete the academic coursework and practicum/internship requirements in 2 years. All internship work is completed at approved off-campus school settings. Students choosing Option 1 should plan to begin coursework in July and complete all requirements in two calendar years.

Option 2: Students complete the academic coursework and internship requirements over 3-5 years. All internship work is completed at an approved off-campus school settings.

Graduation Requirements. To receive the M.A. in School Counseling, students must:

- Successfully complete all academic coursework and the practicum/internship
- Fulfill the Bible & Theology corequisite requirement
- Earn a minimum cumulative GPA of 3.0
- Earn a final grade of C or better in all M.A. coursework
- Earn no more than two grades below B- in all M.A. coursework
- Earn a final grade of B or better in all practicum/internship courses
- Not be on academic or clinical probation
- Pass a written comprehensive examination and an oral comprehensive examination
- Achieve competency in each of the CACREP domains

- Pass the School Guidance & Counseling (0420) Praxis examination (required for licensure in Tennessee as a Licensed Professional School Counselor)
- Submit an *Intent to Graduate* form to the Registrar by the due date

TEMPLAR SCHOOL OF EDUCATION

Personnel

Interim 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

Victoria Coppock, M.Ed. in Teacher Education—Assistant Professor of Elementary Education (FL)

Patricia B. Fuller, Ed.S. in Teacher Education and Elementary Education—Assistant Professor of Education (TN)

Wendy Guthrie, Ed.D. in Educational Psychology—Professor of Education, Assistant Dean of the Templar School of Education (FL)

Lila Holt, Ph.D. in Education—Professor of Education (TN)

Duan Hua, M.A. in Educational Technology—Assistant Professor of Education and Chinese History and Culture, Director of International Relations (TN)

John C. “Tony” Krug, Ph.D. in Curriculum and Instruction with an Emphasis in Educational Media—Professor of Educational Technology (TN)

Rachel M. Patten, Ph.D. in Education—Professor of Education, Director of Elementary Education (TN)

Chris M. Templar, Ph.D. in Religious Education—Professor of Education, Director of International Education (TN)

Nikki L. Votaw, Ph.D. in Science Education—Professor of Education, Director of Secondary Education (TN)

Part-Time Faculty, Templar School of Education

Tracy Best, M.A. in Educational Technology—Lecturer in Children’s Literature (TN)

Kimberly Boyd, Ed.D. in Educational Leadership—Lecturer in Education (FL)

Rebecca J. Eveland, M.A. in Holistic Education—Instructor in Early Childhood Education (TN)

Kim Hawkins, Ed.D. in Educational Leadership—Lecturer in Test Measurement and Assessment (TN)

Kimberly Kallenberg, Ed.S. in Administration and Supervision—Lecturer in English and World Languages Education (TN)

Amy “Katie” Layton, M.Ed. in Educational Leadership—Lecturer in Mathematics Methods (FL)

Jennifer Long, Ed.S. in Instructional Leadership—Lecturer in English as a Second Language (TN)

Michelle MacMillan, M.S. in Elementary Education—Lecturer in Language Arts Methods (FL)

Jannese W. Moore, Ed.D. in Educational Leadership and Policy Analysis—Lecturer in Elementary Education Methods (TN)

Karrie Morris, M.A. in Holistic Education—Lecturer in Early Childhood Methods (TN)
 Stephanie F. Owens, M.A. in Holistic Education—Lecturer in Instructional Media and Math Concepts (TN)
 Cathy S. Pierce, M.S. in Education—Student Teacher Supervisor (TN)
 James O. Pierson, M.A. in English, D.Litt. (Honorary)—Associate Professor of Special Disabilities Education, Special Services Coordinator (TN)
 Anthony Pointer, Doctor of Educational Ministry—Lecturer in Teaching in the Christian School (TN)
 Scott Porter, Ed.D. in Executive Leadership—Lecturer in Teaching Biology (TN)
 Keri Prigmore, Ed.D. in Educational Leadership and Policy Analysis—Lecturer in Middle School Methods (TN)
 John Robinette, Ed.D. in Educational Leadership and Policy Analysis—Lecturer in Mathematics Education (TN)
 L. Pat Robinette, M.S. in Education, Educational Administration—Intern Coordinator of Education (TN)
 Janet Sexton, Ed.S. in Curriculum and Instruction—Lecturer in Elementary Education Methods (TN)
 Karen Shelley, M.A. in Teaching English to Speakers of Other Languages—Lecturer in Education (FL)
 Derek Staves, M.Ed. in Reading, Ph.D. candidate in Education Leadership—Lecturer in Education (FL)
 Noelle Stuteville, M.A. in Educational Leadership—Lecturer in Exceptional Children (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 Public Administration, Ethics, and Leadership (OL)
 J. Jerome Princeton, Ed.D. in Educational Administration—Professor of Bible and Education, Chief Assessment Coordinator (TN)
 Twila Sias, M.Ed. in English and Language Arts Education—Professor of Education (FL)

Administrative Faculty

David N. Eveland, M.A. in Holistic Education—Instructor in Educational Technology, Instructional Designer and Technologist (TN)
 John C. Ketchen, Ph.D. in Educational Psychology—Associate Provost for Online Education, Professor of Speech and Education (TN)
 Mark F. Pierce, Ph.D. in Psychology—Professor of Psychology, Vice Provost for Research and Planning (TN)

Staff

Katrina L. Call, M.A. in Holistic Education with Early Childhood Education Concentration with Grades PreK-3 Licensure—Early Childhood Learning Center Lead Teacher (TN)
 Karen Eastep, B.S. in Bible and Children's Ministry & Preschool/Day Care Director—Field Experience Coordinator (TN)
 Lisa Hale, B.A. in Bible and Christian Education—Teacher Resource Coordinator (TN)
 Karla Hunt, B.A. in Business Management—Office Coordinator (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 “CCV” for Christ’s Church of the Valley in Phoenix), but they may also operate at other sites or in other modalities.

Academic Programs

The Templar School of Education oversees the following academic programs:

| JOHNSON UNIVERSITY SCHOOL/PROGRAM | Tennessee Campus | Florida Campus | Online Campus | Other |
|--|-----------------------------|---------------------------|--------------------------|---|
| Templar School of Education | | | | |
| • A.S. in Early Childhood Education (Pre-Kindergarten & Kindergarten) | ✓ | | | |
| • B.A./B.S. in Child Development (Pre-Kindergarten & Kindergarten) | ✓ | | | |
| • B.A./B.S. in Interdisciplinary Studies (Early Childhood Education Grades PreK-3) | ✓ | | | |
| • B.A./B.S. in Interdisciplinary Studies (Elementary Education Grades K-5) | ✓ | | | |
| • B.A./B.S. in Interdisciplinary Studies (Ele- mentary Education Grades K-5 & English as a Second Language Education Grades PreK-12) | ✓ | ✓ | | |
| • B.A./B.S. in Interdisciplinary Studies (English as a Second Language Education Grades PreK-12) | ✓ | | | |
| • B.A./B.S. in Sport & Fitness Leadership (Physical Education Grades K-12) | ✓ | | | |
| • M.A. in Educational Technology | ✓ | | | ✓ Some coursework available at China sites |
| • M.A. in Holistic Education | ✓ HYBRID | | | |
| —Early Childhood Education Concentration with Grades PreK-3 Licensure | ✓ HYBRID | | | |
| —Elementary Education Concentration with Grades K-5 Licensure | ✓ HYBRID | | | |
| —Elementary Education & English as a Second Language Education Concentration with | ✓ HYBRID | | | |

| | | | | |
|--|-------------|--|--|--|
| Grades K-5 and Grades K-12 ESL Licensure | | | | |
| —Middle School Education Concentration with Grades 4-8 Licensure | ✓ HYBRID | * Accepting no new students due to changes in Tennessee state regulations. | | |
| • M.A. in Post-Baccalaureate Elementary Education with Grades K-5 Licensure | ✓ HYBRID | | | |
| • M.A. in Post-Baccalaureate Middle School Education with Grades 4-8 Licensure | ✓ HYBRID | * Accepting no new students due to changes in Tennessee state regulations. | | |
| • M.A. in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure in Biology, Chemistry, Economics, English, Geography, Government, History, Mathematics, or Physics | ✓ HYBRID | | | |
| • M.A. in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology | ✓ HYBRID | | | |
| • M.A. in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure | ✓ HYBRID | | | |
| • Endorsement in English as a Second Language Education (Continuing Education) | ✓ ADULTS | | | |
| • Endorsement in Gifted Education (Continuing Education) | ✓ ADULTS | | | |
| • Endorsement in Gifted Education (Undergraduate) | ✓ | | | |
| 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 on-ground at certain sites HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive on-ground 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, practica, 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

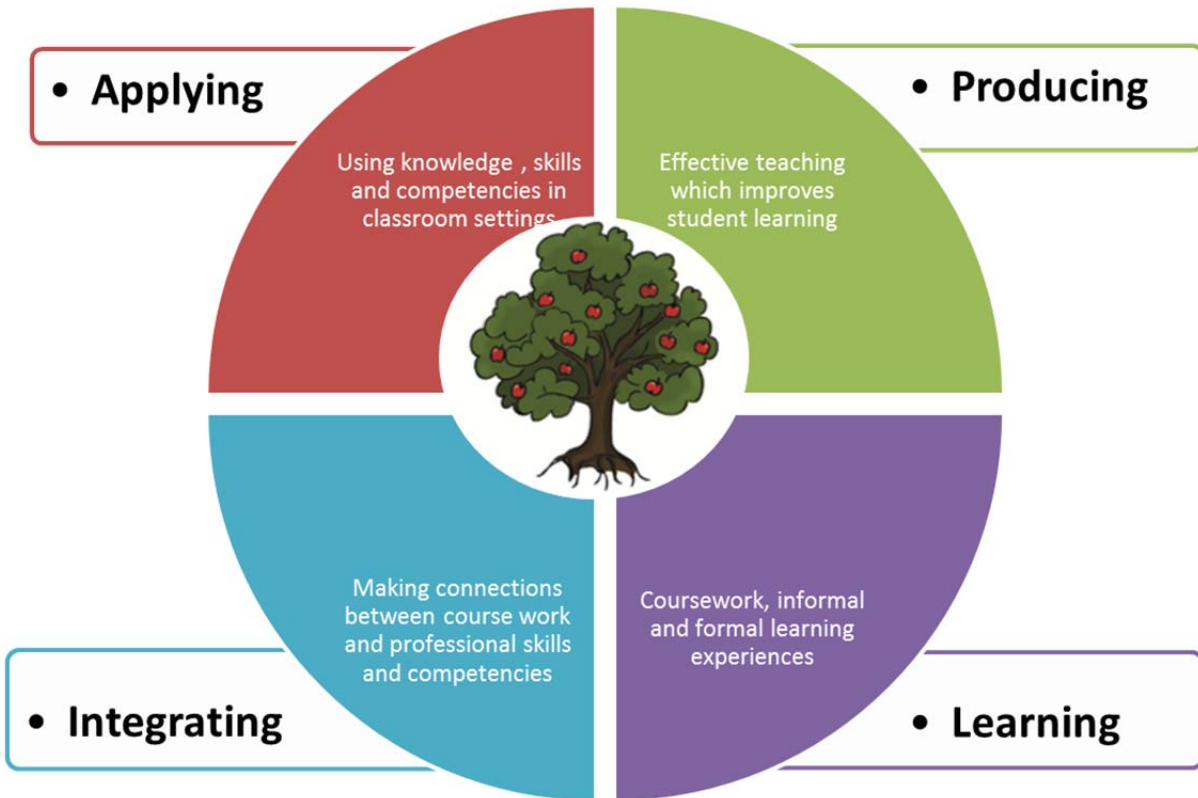
human beings with a global conscience, a vision of love and intelligence, and an emphasis on the importance of spirituality and wholeness (Nava 2001).

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, through 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, practica, 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.

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.

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:

1. **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 19 ACT (1350 SAT) for students applying for Teacher Education in accordance with Johnson University'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 at least two of the following four criteria: (1) 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; (2) 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; (3) passing scores on the PRAXIS I Core Academic Skills Test; (4) age 22 or older.
 - 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.*

2. ***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 2.60 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
3. ***Graduation:*** Students must successfully complete all requirements for a bachelor's degree in Teacher Education, earning a minimum cumulative GPA of 2.6 on a 4-point scale (see "Graduation Requirements" in the section of this *Catalog* devoted to "Academic Policies & Procedures").
4. ***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 6-credit student teaching placement or 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 6-credit student teaching placement or 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.

Associate of Science in Early Childhood Education (Pre-Kindergarten & Kindergarten)

Overview. The two-year Associate of Science degree program in Early Childhood Education is designed to familiarize international students with teaching strategies and methods used in American schools. Johnson University promotes teaching that meets the cognitive, social, emotional, spiritual, and physical needs of all young children, including those with disabilities and developmental delays. The program includes general studies in the Arts and Sciences, along with

professional studies in early childhood development, child psychology, educational philosophy, and specialized teaching methodologies. Field experiences expose students to the full range of early childhood education in Tennessee, including public and private preschools and childcare centers.

Modality. Johnson University offers the A.S. in Early Childhood Education on-ground at its Tennessee campus. (Some students complete part of the required coursework at partner schools in Zhengzhou, China.) Students should consult the Jenzabar enrollment system to determine which courses are available at a given time, location, and modality.

Purpose, Goals, and Objectives

Purpose. The A.S. in Early Childhood Education familiarizes international students with teaching strategies and methods used in American schools, including holistic approaches promoted by Johnson University.

Goal 1: Equip students with a working knowledge of child development, child psychology, and factors that influence growth and learning.

Objective 1.1: Graduates understand that all young children have universal and unique patterns of learning and development that vary individually in cognitive, social, emotional, and physical areas.

Objective 1.2: Graduates understand the multiple influences on development and learning, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, children's health status and disabilities, children's individual developmental variations and learning styles, family and community characteristics, opportunities to play and learn, technology, and the media.

Objective 1.3: Graduates understand and value the importance and complex characteristics of children's families and communities, and they communicate effectively with families.

Objective 1.4: Graduates use their understanding of young children's characteristics and needs to create environments that are healthy, respectful, supportive, and challenging for all young children.

Goal 2: Equip students with professional skills in early childhood education.

Objective 2.1: Graduates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic

disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Objective 2.2: Graduates demonstrate the ability to write lesson plans that integrate all the content areas and fine arts with effective instructional strategies.

Objective 2.3: Graduates understand typical and atypical communication and language development in young children, and they embed in educational programs

rich oral language to create the foundations for literacy and cognitive development.

Objective 2.4: Graduates make the most of the environment and routines, effectively managing classroom time and materials.

Objective 2.5: Graduates effectively utilize large and small groupings of children to teach through social interactions.

Objective 2.6: Graduates create support for learning through play.

Objective 2.7: Graduates effectively address children's challenging behaviors.

Objective 2.8: Graduates take into consideration medical care and physical management for premature and low-birth-weight children and other young children with medical and health conditions in designing the learning environment.

Objective 2.9: Graduates use universal healthcare precautions to ensure the safety and health of the young children and staff.

Goal 3: Equip students with a working knowledge of assessment principles and practices.

Objective 3.1: Graduates understand the goals, benefits, and uses of assessment.

Objective 3.2: Graduates understand and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to influence positively each child's development, learning and behavior.

Objective 3.3: Graduates demonstrate the ability to link assessment and evaluation with measurable learning objectives.

Required Courses. The A.S. in Early Childhood Education consists of the following courses:

Arts & Sciences (22 credits)

| | | |
|-----------|---------------------------------|-----|
| ENGL 1110 | Ancient Near Eastern Literature | 3 |
| ENGL 1150 | Greco-Roman Literature I | 3 |
| ENGL 1500 | English Language Group I | 0.5 |
| ENGL 1600 | English Language Group II | 0.5 |
| ENGL 2200 | English Composition | 3 |
| ENGL 2250 | Greco-Roman Literature II | 3 |
| HIST 1210 | Early Hebrew History | 3 |
| HUMN 1101 | Introduction to Service | 3 |
| PSYC 2100 | Introduction to Psychology | 3 |

History Selective (3)—choose one: 3

HIST 1100 World Civilizations I (3)

HIST 1200 World Civilizations II (3)

World Literature Selective (3)—choose one: 3

ENGL 2110 Survey of World Literature I: Ancient (3)

ENGL 2120 Survey of World Literature II: Modern (3)

Natural Science or Mathematics Elective (3)—choose course with prefix MATH or SCIN or equivalent 3

Additional Arts & Sciences Electives (9)—choose courses in world languages, literature, history, philosophy, natural sciences, social and behavioral sciences, and/or fine arts 9

Early Childhood Education (21 credits)

| | | |
|-----------|---|----------|
| CPED 2023 | Introduction to Educational Technology | 3 |
| ECED 2013 | Introduction to Teaching: Early Childhood Education | 3 |
| ECED 2100 | Development of the Child | 3 |
| ECED 3225 | Early Childhood Methods | 3 |
| EDUC 2200 | Instructional Strategies in Content Areas | 3 |
| EDUC 3212 | Survey of Persons with Disabilities | 3 |
| EDUC 4113 | History & Philosophy of Christian Education | <u>3</u> |

TOTAL CREDITS IN DEGREE: 61

Residency Requirement. Students must complete a minimum of 31 credits in residence at Johnson University. They may transfer a maximum of 30 credits from other colleges and universities, provided that they earn a minimum grade of “B” (3.0 on a 4-point scale).

Child Development (Pre-Kindergarten & Kindergarten) Major

Overview. This program introduces students to the fundamentals of teaching young children in preschool and kindergarten classrooms. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Child Development (Pre-Kindergarten & Kindergarten) 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. Special attention is given to developmentally appropriate practices for young children. Students 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 preschools and childcare centers.

Modality. Johnson University offers the Child Development program on-ground 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, Goals, and Objectives

Purpose: The Child Development (PreK-K) program prepares students for entry-level teaching positions in public and Christian preschool and kindergarten classrooms.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in elementary classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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 Child Development (PreK-K) Major:

Child Development Major (30 credits)

| | | |
|------------|---|---|
| *ANTH 1100 | Encountering Cultures | 3 |
| CMCH 3400 | Administration of Early Childhood Education Programs | 3 |
| *ECED 2100 | Development of the Child | 3 |
| ECED 4018 | Mathematics for the Young Child | 3 |
| EDUC 2013 | Introduction to Teaching: Elementary Education | 3 |
| EDUC 3212 | Survey of Persons with Disabilities | 3 |
| EDUC 4014 | Classroom Management with Regular & Special Populations | 3 |
| *ENGL 2100 | Literature for Children & Adolescents | 3 |
| *PHIL 2100 | Philosophical Inquiry & Critical Thinking | 3 |
| *SPSY 1100 | Interpersonal & Family Relationships | 3 |

Professional Studies (28 credits)

| | | |
|-----------|---|-----|
| CPED 2023 | Introduction to Educational Technology | 3 |
| ECED 3225 | Early Childhood Methods | 3 |
| ECED 4530 | Student Teaching: Pre-Kindergarten—Kindergarten | 12 |
| EDUC 1013 | Instructional Media | 1 |
| EDUC 4111 | Reading Methods | 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 2221 | Field Experience: Daycare | 0.5 |
| FLED 2222 | Field Experience: Early Childhood Learning Center | 0.5 |
| FLED 3314 | Practicum: Day in School | 0.5 |
| FLED 4208 | Practicum: Public Preschool | 0.5 |

General Education (19 credits)

| | | |
|-----------|-----------------------------|---|
| MATH 1100 | Introduction to Mathematics | 2 |
|-----------|-----------------------------|---|

| | |
|---|------------------|
| *MATH 2110 Mathematics Concepts | 3 |
| *SCIN 3100 Biological Science with Lab | 4 |
| *SCIN 3200 Science Concepts & Methods with Lab | 4 |
| <i>World Literature Selective (3 credits)—choose one:</i> | <i>3</i> |
| ENGL 2110 Survey of World Literature I: Ancient (3) | |
| ENGL 2120 Survey of World Literature II: Modern (3) | |
| * <i>American History Selective (3 credits)—choose one:</i> | <u><i>3</i></u> |
| HIST 2100 American History I (3) | |
| HIST 2200 American History II (3) | |
| <i>TOTAL CREDITS IN MAJOR PROGRAM:</i> | <i>77</i> |

Requirements for the B.A. in Child Development (PreK-K). To earn the Bachelor of Arts degree with a double major in Bible & Theology and Child Development (PreK-K), students must complete the following degree components:

| | |
|------------------------------------|-----------------------------|
| Arts & Sciences Core for B.A. | 39.5 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Child Development (PreK-K) Program | <u>77 credits</u> |
| <i>TOTAL:</i> | <i>149.5 credits</i> |

***NOTE:** Normally, the following courses fulfill requirements for the Arts & Sciences Core, but for this program they fulfill requirements for the Child Development (PreK-K) program: (1) ENGL 2100 Literature for Children & Adolescents in place of ENGL 1100 Introduction to Literature; (2) ANTH 1100 Encountering Cultures; (3) PHIL 2100 Philosophical Inquiry & Critical Thinking; (4) SPSY 1100 Interpersonal & Family Relationships; (5) SCIN 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (6) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; (7) the American History Selective as the Arts & Sciences Selective; and (8) ECED 4530 Student Teaching: Pre-Kindergarten—Kindergarten in place of one term of PRMN 1500 Chapel. Note also that Teacher Education students (9) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (10) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; and (11) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Requirements for the B.S. in Child Development (PreK-K). To earn the Bachelor of Science degree with a double major in Bible & Theology and Child Development (PreK-K), students must complete the following degree components:

| | |
|------------------------------------|-----------------------------|
| Arts & Sciences Core for B.S. | 27.5 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Child Development (PreK-K) Program | <u>77 credits</u> |
| <i>TOTAL:</i> | <i>137.5 credits</i> |

***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) ANTH 1100 Encountering Cultures; (3) PHIL 2100 Philosophical Inquiry & Critical Thinking; (4) SPSY 1100 Interpersonal & Family Relationships; (5) ECED 2100 Development of the Child as the Social & Behavioral Sciences Selective; (6) SCIN 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (7) SCIN 3200 Science Concepts & Methods with Lab as the Natural Sciences Selective; (8) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; (9) the American History Selective as the Arts & Sciences Selective; and (10) ECED 4530 Student Teaching: Pre-Kindergarten—Kindergarten in place of one term of PRMN 1500 Chapel. Note also that Teacher Education students (11) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (12) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; and (13) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Interdisciplinary Studies (Early Childhood Education Grades PreK-3) Major

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 on-ground 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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in elementary classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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 Interdisciplinary Studies (Early Childhood Education Grades PreK-3) Major:

Interdisciplinary Studies Major (31 credits)

*ENGL 2100 Literature for Children & Adolescents 3

*ENGL 2200 English Composition 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 3100 Biological Science with Lab 4

*SCIN 3200 Science Concepts & Methods with Lab 4

**American History Selective (3)—choose one:* 3

HIST 2100 American History I (3)

HIST 2200 American History II (3)

Literature Selective (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 (37.5 credits)

CPED 2023 Introduction to Educational Technology 3

ECED 3225 Early Childhood Methods 3

EDUC 4115 Math Methods 3

EDUC 1013 Instructional Media 1

| | | |
|--|---|-------------|
| EDUC 2013 | Introduction to Teaching: Elementary Education | 3 |
| *EDUC 3212 | Survey of Persons with Disabilities | 3 |
| EDUC 3311 | Language Arts Methods | 3 |
| EDUC 3323 | Bible & Social Studies Methods | 3 |
| EDUC 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 |
| <i>General Education (3 credits)</i> | | |
| ECED 2100 | Development of the Child | <u>3</u> |
| TOTAL CREDITS IN MAJOR PROGRAM: | | 71.5 |

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 | 33 credits |
| General Electives | 0 credits |
| Interdisc. Studies (ECE PreK-3) Program | <u>71.5 credits</u> |
| TOTAL: | 144.5 credits |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2200 English Composition; (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 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (6) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; and (7) the American History Selective as the Arts & Sciences Selective. Note also that Teacher Education students (8) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (9) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; 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 | 33 credits |
| General Electives | 0 credits |
| Interdisc. Studies (ECE PreK-3) Program | <u>71.5 credits</u> |
| <i>TOTAL:</i> | <i>132.5 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2200 English Composition; (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 Selective; (6) SCIN 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (7) SCIN 3200 Science Concepts & Methods with Lab as the Natural Sciences Selective; (8) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; and (9) the American History Selective as the Arts & Sciences Selective. Note also that Teacher Education students (9) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (10) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; and (11) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Interdisciplinary Studies (Elementary Education Grades K-5) Major

Overview. This program introduces students to the fundamentals of teaching in the elementary school. In addition to the Arts & Sciences Core, the Bible & Theology Major, and the Interdisciplinary Studies (Elementary Education Grades K-5) Major, this program includes general education courses and professional studies in early childhood development, child psychology, educational philosophy, and specialized teaching methodologies. 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) program on-ground 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, Goals, and Objectives

Purpose: The Interdisciplinary Studies (Elementary Education Grades K-5) program prepares students for entry-level positions teaching in public and Christian elementary schools.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in elementary classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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 Interdisciplinary Studies (Elementary Education Grades K-5) Major:

Interdisciplinary Studies Major (31 credits)

| | |
|---|---|
| *ENGL 2100 Literature for Children & Adolescents | 3 |
| *ENGL 2200 English Composition | 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 3100 Biological Science with Lab | 4 |
| *SCIN 3200 Science Concepts & Methods with Lab | 4 |
| * <i>American History Selective (3)—choose one:</i> | 3 |
| HIST 2100 American History I (3) | |
| HIST 2200 American History II (3) | |

Literature Selective (3)—choose one: 3

| | |
|---|--|
| ENGL 2110 Survey of World Literature I: Ancient (3) | |
| ENGL 2120 Survey of World Literature II: Modern (3) | |
| ENGL 3410 19 th Century Russian Writers (3) | |
| ENGL 3420 20 th 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 (37.5 credits)

| | |
|--|---|
| CPED 2023 Introduction to Educational Technology | 3 |
| EDUC 1013 Instructional Media | 1 |

| | | |
|-----------|---|-----|
| EDUC 2013 | Introduction to Teaching: Elementary Education | 3 |
| EDUC 3212 | Survey of Persons with Disabilities | 3 |
| EDUC 3311 | Language Arts Methods | 3 |
| EDUC 3323 | Bible & Social Studies Methods | 3 |
| EDUC 3324 | Science, Health & Physical Education Methods | 3 |
| EDUC 4014 | Classroom Management with Regular & Special Populations | 3 |
| EDUC 4111 | Reading Methods | 3 |
| EDUC 4112 | Research, Integration & Learning | 3 |
| EDUC 4113 | History & Philosophy of Christian Education | 3 |
| EDUC 4115 | Mathematics Methods | 3 |
| FLED 1031 | Field Experience: School Observations | 0.5 |
| FLED 2022 | Field Experience: Tutoring | 0.5 |
| FLED 3310 | Field Experience: Team Teaching | 0.5 |
| FLED 3312 | Field Experience: General | 0.5 |
| FLED 3314 | Practicum: Day in School | 0.5 |
| FLED 3513 | Practicum: Christian School | 0.5 |
| FLED 4124 | Senior Practicum | 0.5 |

General Education (3 credits)

*EPSY 2112 Educational Psychology 3

TOTAL CREDITS IN MAJOR PROGRAM: ***71.5***

Requirements for the B.A. in Interdisciplinary Studies (Elementary Education Grades K-5).

To earn the Bachelor of Arts degree with a double major in Bible & Theology and Interdisciplinary Studies (Elementary Education Grades K-5), students must complete the following degree components:

| | |
|--|-----------------------------|
| Arts & Sciences Core for B.A. | 40 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Interdisc. Studies (Elem Ed K-5) Program | <u>71.5 credits</u> |
| <i>TOTAL:</i> | <i>144.5 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2200 English Composition; (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 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (6) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; and (7) the American History Selective as the Arts & Sciences Selective. Note also that Teacher Education students (8) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (9) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; and (10) 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).

To earn the Bachelor of Science degree with a double major in Bible & Theology and Interdisciplinary Studies (Elementary Education Grades K-5), students must complete the following degree components:

| | |
|--|-----------------------------|
| Arts & Sciences Core for B.S. | 28 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Interdisc. Studies (Elem Ed K-5) Program | <u>71.5 credits</u> |
| <i>TOTAL:</i> | <i>132.5 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2200 English Composition; (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 Selective; (6) SCIN 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (7) SCIN 3200 Science Concepts & Methods with Lab as the Natural Sciences Selective; (8) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; and (9) the American History Selective as the Arts & Sciences Selective. Note also that Teacher Education students (10) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (11) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; and (12) 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***

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 K-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) on-ground at its Tennessee and Florida campuses, 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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in Elementary classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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 Interdisciplinary Studies (Elementary Education Grades K-5 & English as a Second Language Education Grades PreK-12) Major:

Interdisciplinary Studies Major (31 credits)

| | |
|---|---|
| *ENGL 2100 Literature for Children & Adolescents | 3 |
| *ENGL 2200 English Composition | 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 3100 Biological Science with Lab | 4 |
| *SCIN 3200 Science Concepts & Methods with Lab | 4 |
| * <i>American History Selective (3)—choose one:</i> | 3 |
| HIST 2100 American History I (3) | |
| HIST 2200 American History II (3) | |

Literature Selective (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 (43.5 credits)

- CPED 2023 Introduction to Educational Technology 3
- EDUC 1013 Instructional Media 1
- EDUC 2013 Introduction to Teaching: Elementary Education 3
- EDUC 3212 Survey of Persons with Disabilities 3
- EDUC 3311 Language Arts Methods 3
- EDUC 3323 Bible & Social Studies Methods 3
- EDUC 3324 Science, Health & Physical Education Methods 3
- EDUC 4014 Classroom Management with Regular & Special Populations 3
- EDUC 4111 Reading Methods 3
- EDUC 4112 Research, Integration & Learning 3
- EDUC 4113 History & Philosophy of Christian Education 3
- EDUC 4115 Mathematics Methods 3
- ESED 3133 ESL Methods & Materials for Teacher 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
- ICEL 2100 Foundations in Linguistics 3

General Education (9 credits)

- *EPSY 2112 Educational Psychology 3

**World Languages Selective (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 MAJOR PROGRAM:

83.5

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 | 33 credits |
| General Electives | 0 credits |
| Interdisc. Studies (K-5 & ESL PreK-12) Prog. | <u>83.5 credits</u> |
| <i>TOTAL:</i> | <i>150.5 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2200 English Composition; (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 Selectives; (6) SCIN 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (7) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; and (8) the American History Selective as the Arts & Sciences Selective. Note also that Teacher Education students (9) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (10) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; 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 | 33 credits |
| General Electives | 0 credits |
| Interdisc. Studies (K-5 & ESL PreK-12) Prog. | <u>83.5 credits</u> |
| <i>TOTAL:</i> | <i>144.5 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2200 English Composition; (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 Selective; (6) SCIN 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (7) SCIN 3200 Science Concepts & Methods with Lab as the Natural Sciences Selective; (8) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics

requirement; and (9) the American History Selective as the Arts & Sciences Selective. Note also that Teacher Education students (10) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (11) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; 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***

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 on-ground 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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in Elementary classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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 Interdisciplinary Studies (English as a Second Language Education Grades PreK-12) Major:

Interdisciplinary Studies Major (31 credits)

| | |
|--|---|
| *ENGL 2100 Literature for Children & Adolescents | 3 |
| *ENGL 2200 English Composition | 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 3100 Biological Science with Lab | 4 |
| *SCIN 3200 Science Concepts & Methods with Lab | 4 |
| * <i>American History Selective (3)</i> —choose one: | 3 |
| HIST 2100 American History I (3) | |
| HIST 2200 American History II (3) | |

Literature Selective (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 credits)

| | |
|---|-----|
| CPED 2023 Introduction to Educational Technology | 3 |
| EDUC 1013 Instructional Media | 1 |
| EDUC 2013 Introduction to Teaching: Elementary Education | 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 4113 History & Philosophy of Christian Education | 3 |
| ESED 3133 ESL Methods & Materials for Teacher Education | 3 |
| ESED 4527 Student Teaching: English as a Second Language | 12 |
| 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 |
| ICEL 2100 | Foundations in Linguistics | 3 |

General Education (9 credits)

| | | |
|------------|----------------------------|---|
| *EPSY 2112 | Educational Psychology (3) | 3 |
|------------|----------------------------|---|

**World Languages Selective (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 MAJOR PROGRAM: ***80***

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. | 33.5 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Interdisciplinary Studies (ESL PreK-12) Prog. | <u>80 credits</u> |
| <i>TOTAL:</i> | <i>146.5 credits</i> |

****NOTE:*** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2200 English Composition; (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 Selectives; (6) SCIN 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (7) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; (8) the American History Selective as the Arts & Sciences Selective; 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 2000 Introduction to Speech to fulfill the Oral Communication requirement; (11) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; 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. | 27.5 credits |
| Bible & Theology Major | 33 credits |
| General Electives | 0 credits |
| Interdisciplinary Studies (ESL PreK-12) Prog. | <u>80 credits</u> |
| TOTAL: | 140.5 credits |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) ENGL 2200 English Composition; (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 Selective; (6) SCIN 3100 Biological Science with Lab in place of HLSC 2100 Health & Fitness Science with Lab; (7) SCIN 3200 Science Concepts & Methods with Lab as the Natural Sciences Selective; (8) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; (9) the American History Selective as the Arts & Sciences Selective; and (10) ECED 4530 Student Teaching: Pre-Kindergarten—Kindergarten in place of one term of PRMN 1500 Chapel. Note also that Teacher Education students (11) must complete COMM 2000 Introduction to Speech to fulfill the Oral Communication requirement; (12) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; and (13) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

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

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 (CSRMR). 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 on-ground 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, Goals, and Objectives

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.

Goal 1: Acquaint students with the principles of lifetime health and fitness.

Objective 1.1: Students demonstrate a basic working knowledge of exercise anatomy, physiology, and biomechanics.

Objective 1.2: Students articulate principles of healthy nutrition and physical fitness.

Objective 1.3: Students accurately assess persons' needs and recommend fitness regimens appropriate to their age, health, and ability.

Objective 1.4: Students demonstrate mastery of sports safety principles, first aid (including CPR and AED), and the care and prevention of common athletic injuries.

Goal 2: Equip students with practical knowledge and skills for teaching and mentoring in sports-related settings.

Objective 2.1: Students plan and implement physical education programs appropriate for their target audience, using effective methods and tools.

Objective 2.2: Students demonstrate awareness of the needs of special populations and effectively address those needs.

Objective 2.3: Students demonstrate a basic working knowledge of the aims and techniques of strength training and conditioning.

Objective 2.4: Students employ insights from sport psychology and coaching theory to motivate athletes toward peak performance.

Goal 3: Equip students with foundational knowledge, skills, and attitudes essential for effective leadership in sports professions.

Objective 3.1: Students effectively perform a variety of administrative tasks related to sports professions.

Objective 3.2: Students make positive contributions to team building among both athletes and staff.

Objective 3.3: Students set goals and assess outcomes for sports and fitness programs.

Objective 3.4: Students demonstrate effective servant leadership in a mentored practicum experience.

Objective 3.5: Students display high legal, ethical, and professional standards.

Objective 3.6: Students articulate their personal philosophy of sports leadership and ministry.

Goal 4: Produce graduates whose knowledge, skills, and high standards qualify them for professional certification.

Objective 4.1: Students earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED).

Objective 4.2: Students earn at least two of the following professional certifications in accordance with their interests and career goals:

- American College of Sports Medicine Certified Group Exercise Instructor [ACSM-GEI]
- American College of Sports Medicine Certified Health Fitness Specialist [ACSM-HFS]
- American College of Sports Medicine Certified Personal Trainer [ACSM-CPT]
- Association of Church Sports and Recreation Ministers Certification, Level I [CSRM 1]
- Association of Church Sports and Recreation Ministers Certification, Level II [CSRM 2]
- National Strength and Conditioning Association Certified Personal Trainer [NSCA-CPT]
- National Strength and Conditioning Association Certified Strength and Conditioning Specialist [NSCA-CSCS]
- Tennessee State Board of Education Endorsement in Physical Education K-12

Goal 5: Equip students to pursue the teaching profession as servants of Christ.

Objective 5.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 5.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 6: Equip students with professional skills for teaching K-12 PE.

Objective 6.1: Integrate methodologies and content into teaching.

Objective 6.2: Develop multicultural, and diversity competencies.

Objective 6.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 6.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 6.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 6.6: Develop a professional concern for lifelong learning and educational improvement.

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

Sport & Fitness Leadership Major (37 credits)

| | | |
|------------|---|---|
| EXSC 2100 | Kinesiology | 3 |
| *EXSC 2110 | Sport & Exercise Psychology | 3 |
| EXSC 3200 | Motor Learning | 3 |
| EXSC 3210 | Applied Exercise Anatomy & Physiology | 3 |
| EXSC 3220 | Health & Fitness Testing, Evaluation & Prescription | 3 |
| EXSC 3230 | Essentials of Strength Training & Conditioning | 3 |

| | | |
|------------|--|---|
| *HLSC 2100 | Health & Fitness Science with Lab | 4 |
| *HSVC 1200 | Human Development | 3 |
| PHED 3210 | Introduction to Coaching | 3 |
| SMGT 4200 | Legal, Ethical & Professional Standards for Sports Professionals | 3 |
| SMIN 3100 | Sports Ministry Models | 3 |

Health and Fitness Selectives (3)—choose three: 3

| | | |
|-----------|------------------------------------|--|
| PHED 1010 | Aerobics (1) | |
| PHED 1020 | Basketball (1) | |
| PHED 1030 | Biggest Winner Fitness Program (1) | |
| PHED 1040 | Golf (1) | |
| PHED 1050 | Lifesaving (1) | |
| PHED 1060 | Racquetball (1) | |
| PHED 1070 | Running (1) | |
| PHED 1080 | Self Defense (1) | |
| PHED 1090 | Soccer (1) | |
| PHED 1110 | Softball (1) | |
| PHED 1120 | Swimming (1) | |
| PHED 1130 | Tennis & Badminton (1) | |
| PHED 1140 | Volleyball (1) | |
| PHED 1150 | Weight Training (1) | |
| PHED 2010 | Women's Volleyball: Varsity (1) | |
| PHED 2020 | Women's Soccer: Varsity (1) | |
| PHED 2030 | Men's Soccer: Varsity (1) | |
| PHED 2040 | Cross-Country: Varsity (1) | |
| PHED 2050 | Women's Basketball: Varsity (1) | |
| PHED 2060 | Men's Basketball: Varsity (1) | |
| PHED 2070 | Men's Baseball: Varsity (1) | |
| PHED 2175 | Cheerleading: Varsity (1) | |
| PHED 2080 | Tennis: Varsity (1) | |

Professional Studies (24.5 credits)

| | | |
|-----------|---|-----|
| CPED 2023 | Introduction to Educational Technology | 3 |
| EDUC 2013 | Introduction to Teaching: Elementary Education | 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 |
| * <i>American History Selective (3)</i> —choose one: | 3 |
| HIST 2100 American History I (3) | |
| HIST 2200 American History II (3) | |
| * <i>Natural Sciences Selective (4)</i> —choose one: | <u>4</u> |
| SCIN 3100 Biological Science with Lab (4) | |
| SCIN 3200 Science Concepts & Methods with Lab (4) | |

TOTAL CREDITS IN MAJOR PROGRAM: 73.5

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 | 33 credits |
| General Electives | 0 credits |
| Sport/Fitness Leadership (PE K-12) Prog. | <u>73.5 credits</u> |
| <i>TOTAL:</i> | <i>152.5 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HSVC 1200 Human Development in place of SPSY 1100 Interpersonal & Family Relationships; (2) HLSC 2100 Health & Fitness Science with Lab; (3) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; and (4) the American History Selective as the Arts & Sciences Selective. 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 2000 Introduction to Speech to fulfill the Oral Communication requirement; (7) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; 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 | 33 credits |
| General Electives | 0 credits |
| Sport/Fitness Leadership (PE K-12) Prog. | <u>73.5 credits</u> |
| <i>TOTAL:</i> | <i>140.5 credits</i> |

***NOTE:** The following courses in this major fulfill requirements for the Arts & Sciences Core: (1) HSVC 1200 Human Development in place of SPSY 1100 Interpersonal & Family Relationships; (2) HLSC 2100 Health & Fitness Science with Lab; (3) the Natural Sciences Selective as the Natural Sciences Selective; (4) MATH 2110 Mathematics Concepts in fulfillment of the Mathematics requirement; (5) EXSC 2110 Sport & Exercise Psychology as the Social and Behavioral Sciences Selective; and (6) the American History Selective as the Arts & Sciences Selective. 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 2000 Introduction to Speech to fulfill the Oral Communication requirement; (9) must choose either ARTS 3100 Art Appreciation or MUSC 3100 Music Appreciation as their Fine Arts Selective; and (10) fulfill the requirements for PRMN 1000 Service Learning through field placements and practicums.

Master of Arts in Educational Technology

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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Graduates reflect the person and work of Jesus Christ, the Master Teacher, as they demonstrate the dispositions found in 2 Peter 1:5-8.

Objective 1.2: Graduates visualize teaching as a Christian profession through which they minister to children and their families.

Goal 2: Equip students with professional skills related to educational technology.

Objective 2.1: Graduates integrate biblical and technological insights into their current knowledge base.

Objective 2.2: Graduates effectively communicate from a Christian worldview.

Objective 2.3: Graduates appreciate and integrate global and multicultural perspectives.

Objective 2.4: Graduates facilitate the management and maintenance of technology resources in their school or work setting, including hardware maintenance and network development.

Objective 2.5: Graduates understand and apply principles of human development within their technological instructional setting.

Objective 2.6: Graduates demonstrate the technical skills required for competent instruction of learners using technology.

Objective 2.7: Graduates understand the factors that influence the school's or system's curriculum and philosophy as it relates to the implementation of school-wide or system-wide technology and training.

Objective 2.8: Graduates demonstrate a professional concern for the ethical use of technology.

Objective 2.9: Graduates develop and implement a plan for staying current in educational technology.

Objective 2.10: Graduates meet the National Educational Technology Standards (NETS) set by the International Society for Technology in Education (ISTE).

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 5101 | Computer Architecture | 3 |
| CPED 5202 | Putting Your School on the Web | 3 |
| CPED 5204 | Mobile Computing | 3 |
| CPED 5205 | Web 2.0 | 3 |
| *CPED 5301 | Special Issues: Multimedia | 3 |
| *CPED 5401 | 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 | <u>3</u> |
| 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

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, nor is it designed for students who hold a degree from another department, college, or university. 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. 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.

Licensure apart from the Master's Degree. Candidates who desire to earn licensure without obtaining the M.A. degree must complete all degree requirements with the exception of the final course, HLED 5500 Culminating Learning Experience.

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, Goals, and Objectives

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.

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in the classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

Required Courses. The M.A. in Holistic Education consists of the following courses:

Holistic Education Core Curriculum (21 credits)

| | |
|------------------------------|---|
| CPED 5605 Tools for Teachers | 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 |
| HLED 5500 Culminating Learning Experience | 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)

*Middle School Education Concentration with Grades 4-8 Licensure (12
credits)*

MSED 5115 Middle School Education Internship I (6)

MSED 5225 Middle School Education Internship II (6)

TOTAL CREDITS IN DEGREE: 33

Master of Arts in Post-Baccalaureate Elementary Education with Grades K-5 Licensure

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 semester-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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in Elementary classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

Required Courses. The M.A. program in Post-Baccalaureate Elementary Education with Grades K-5 Licensure consists of the following courses:

| | |
|--|-----------|
| BIBL 5160 Integrating Biblical Values & Education | 3 |
| CPED 5005 Introduction to Educational Technology | 3 |
| EDUC 5031 Mathematics & Science Methods | 4 |
| EDUC 5218 Brain-Based Learning | 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 |
| ELED 5400 Student Teaching: Elementary Education | <u>6</u> |
| TOTAL CREDITS IN DEGREE: | 33 |

***Master of Arts in Post-Baccalaureate
Middle School Education with Grades 4-8 Licensure***

Accepting no new students due to changes in Tennessee state regulations.

Overview. The M.A. program in Post-Baccalaureate Middle School Education with Grades 4-8 Licensure introduces students who completed a bachelor's degree in a field other than education to the fundamentals of teaching in the middle 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 semester-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 Middle School Education with Grades 4-8 Licensure through 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, Goals, and Objectives

Purpose. The M.A. program in Post-Baccalaureate Middle School Education with Grades 4-8 Licensure equips college graduates in a field other than education to teach in middle schools.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Graduates reflect the person and work of Jesus Christ, the Master Teacher, as they demonstrate the dispositions found in 2 Peter 1:5-8.

Objective 1.2: Graduates visualize teaching as a Christian profession through which they minister to children and their families.

Goal 2: Equip students with professional skills in education.

Objective 2.1: Graduates effectively communicate from a Christian worldview.

Objective 2.2: Graduates appreciate and integrate global and multicultural perspectives.

Objective 2.3: Graduates develop and implement a Christian system of discipline and classroom management appropriate for the middle school setting.

Objective 2.4: Graduates understand and apply principles of human development within the middle grades classroom.

Objective 2.5: Graduates demonstrate the technical skills required for competent classroom instruction.

Objective 2.6: Graduates understand the factors that influence the school's curriculum and philosophy.

Objective 2.7: Graduates demonstrate a professional concern for the improvement of education.

Objective 2.8: Graduates utilize holistic strategies, methods, assessment, and reflection appropriate for middle grades settings.

Objective 2.9: Graduates integrate knowledge and skills from the various fields of learning, including content and methodology.

Objective 2.10: Graduates meet the standards required for licensure in middle school Education (4-8).

Required Courses. The M.A. program in Post-Baccalaureate Middle School Education with Grades 4-8 Licensure consists of the following courses:

| | | |
|---------------------------------|---|----------|
| BIBL 5160 | Integrating Biblical Values & Education | 3 |
| CPED 5005 | Introduction to Educational Technology | 3 |
| EDUC 5031 | Mathematics & Science Methods | 4 |
| EDUC 5218 | Brain-Based Learning | 3 |
| EDUC 5225 | Diversity & Special Education | 3 |
| MSED 5014 | Reading in the Content Area | 4 |
| MSED 5107 | Middle School Methods | 4 |
| MSED 5806 | Student Teaching: Middle School Education | 6 |
| SCED 5012 | Introduction to Secondary Education | <u>3</u> |
| <i>TOTAL CREDITS IN DEGREE:</i> | | 33 |

***Master of Arts in Post-Baccalaureate Secondary Education with
Grades 6-12 Licensure in Biology, Chemistry, Economics, English,
Geography, Government, History, Mathematics, or Physics***

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 semester-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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in the Secondary 6-12 classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

Required Courses. The M.A. program in Post-Baccalaureate Secondary Education with Grades 6-12 Licensure consists of the following courses:

| | |
|---|-----------|
| BIBL 5160 Integrating Biblical Values & Education | 3 |
| CPED 5005 Introduction to Educational Technology | 3 |
| EDUC 5218 Brain-Based Learning | 3 |
| EDUC 5225 Diversity & Special Education | 3 |
| SCED 5012 Introduction to Secondary Education | 3 |
| SCED 5014 Reading in the Content Area | 3 |
| SCED 5022 Teaching in the Christian School | 3 |
| SCED 5116 Test Measurement & Assessment | 3 |
| SCED 5200 Student Teaching: Secondary Education | 6 |
| <i>Selective (3 credits)—choose one:</i> | <u>3</u> |
| 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: | 33 |

Master of Arts in Post-Baccalaureate Secondary Education with Grades 9-12 Licensure in Psychology or Sociology

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 semester-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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in the Secondary 9-12 classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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:

| | |
|---|-----------|
| BIBL 5160 Integrating Biblical Values & Education | 3 |
| CPED 5005 Introduction to Educational Technology | 3 |
| EDUC 5218 Brain-Based Learning | 3 |
| EDUC 5225 Diversity & Special Education | 3 |
| SCED 5012 Introduction to Secondary Education | 3 |
| SCED 5014 Reading in the Content Area | 3 |
| SCED 5022 Teaching in the Christian School | 3 |
| SCED 5116 Test Measurement & Assessment | 3 |
| SCED 5136 Teaching Psychology | 3 |
| SCED 5200 Student Teaching: Secondary Education | <u>6</u> |
| TOTAL CREDITS IN DEGREE: | 33 |

***Master of Arts in Post-Baccalaureate
World Languages Education with Grades PreK-12 Licensure***

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 semester-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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in World Languages PreK-12 classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

Required Courses. The M.A. program in Post-Baccalaureate World Languages Education with Grades PreK-12 Licensure consists of the following courses:

| | |
|---|----------|
| BIBL 5160 Integrating Biblical Values & Education | 3 |
| CPED 5005 Introduction to Educational Technology | 3 |
| EDUC 5218 Brain-Based Learning | 3 |
| EDUC 5225 Diversity & Special Education | 3 |
| SCED 5012 Introduction to Secondary Education | 3 |
| SCED 5014 Reading in the Content Area | 3 |
| SCED 5022 Teaching in the Christian School | 3 |
| SCED 5116 Test Measurement & Assessment | 3 |
| SCED 5126 Teaching World Languages PreK-12 | 3 |
| SCED 5200 Student Teaching: Secondary Education | <u>6</u> |
| <i>TOTAL CREDITS IN DEGREE:</i> | 33 |

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 on-ground 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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in the ESL classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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 (Grades K-5) | 0.5 |
| FLED 4034 Practicum: English as a Second Language II (Grades 6-12) | 0.5 |
| ICEL 2100 Foundations in Linguistics | 3 |
| * <i>World Languages Selective (6)</i> —choose any living verbal language, such as: | <u>6</u> |
| 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 on-ground 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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in the Gifted classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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 |
| EDUC 5218 Brain-Based Learning | 3 |
| EDUC 5225 Diversity & Special Education | 3 |
| ELED 5400 Student Teaching: Elementary Education | 6 |
| FLED 3310 Field Experience: Team Teaching | <u>0.5</u> |
| 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, Goals, and Objectives

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.

Goal 1: Equip students to pursue the teaching profession as servants of Christ.

Objective 1.1: Demonstrate the attitude of Jesus in their ethical and moral attitudes and actions as they work with all children.

Objective 1.2: Students would specifically develop the dispositions of faith, goodness, knowledge, self-control, perseverance, godliness, kindness and love.

Goal 2: Equip students with professional skills for teaching in Gifted classrooms.

Objective 2.1: Integrate methodologies and content into teaching.

Objective 2.2: Develop multicultural, and diversity competencies.

Objective 2.3: Develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

Objective 2.4: Understand and apply of principles of human development with a holistic view of the child to the classroom.

Objective 2.5: Demonstrate technological and technical skills required for competent classroom instruction.

Objective 2.6: Develop a professional concern for lifelong learning and educational improvement.

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 | <u>3</u> |
| TOTAL CREDITS IN ENDORSEMENT: | 18.5 |

Note: Pages 290-298 were removed when making corrections to the Templar School of Education chapter, 8/4/15.

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.

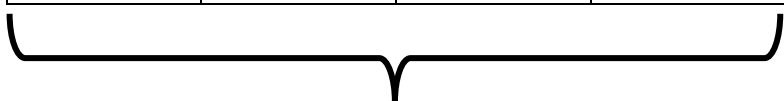
Communication

All electronic communications from the University are sent to students’ Johnson University email addresses. Students are responsible for checking their University Email regularly.

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 late April or 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, 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 member of the Registrar’s Office staff advises new on-campus undergraduates as they prepare for initial enrollment. Initial contact is made through students’ Johnson University email address. 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 address 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 address 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 meet with 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 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 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.

Late Registration Fee. Continuing residential students who are not enrolled in courses before students arrive on campus are subject to a late registration fee of \$100.

Directed Independent Studies

Individual students or groups of students may request to engage in a Directed Independent Study (DIS) under the supervision of a Johnson University professor. Such studies provide an opportunity to remedy unavoidable course scheduling conflicts or to explore an area of interest not covered by Johnson University's standard curricula. 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 DIS 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 DIS by completing the *Request for a Directed Independent Study* form available from the Registrar's Office. The form must be accompanied by a DIS course syllabus designed by the intended instructor. The DIS must be approved by the instructor, the student's academic advisor, the appropriate school dean, and the Vice Provost in Tennessee or the Associate Provost in Florida. Johnson University can approve only a very limited number of DIS courses due to the already heavy demands on faculty members' time.

Students are assessed a \$50 per credit DIS fee—above and beyond normal tuition—which compensates the faculty supervisor. The Vice Provost or Associate Provost may waive the fee if Johnson University created the need for the DIS through, for example, an unavoidable course scheduling conflict. (*NOTE:* The DIS policy and fee do not apply to Elective Concentrations within the Ph.D. program.)

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 on-ground and online learning activities and group discussions. Written and/or graded assignments are optional. Students who audit a course do not receive a final letter grade. Instead, their transcripts indicate "Audit" in place of a grade. Audited courses may not be used to meet graduation requirements for any degree program.

Students registered for credit may not apply for the audit privilege after the third course week. Nor will credit be extended to auditing students after this same deadline.

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.

Final Examinations

For traditional on-ground 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. Does not affect GPA. |
| PT | | N/A | Passing Transfer Course. 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. |
| WF | | 0.00 | Withdrawal Failing after deadline due to poor academic performance or other considerations. Treated as “F” for GPA. |
| WX | | 0.00 | Withdrawal Due to Excessive Absences. Treated as “F” for 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. The instructor must submit to the Registrar’s Office an *Incomplete Grade Request Form* or *Emergency Grade Request Form* with a course completion plan and timeline.

- **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.

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 course.*

“I” grades are awarded within the framework of the Johnson University Attendance Policy (see below). This means that students who exceed the total allowed absences for a course may not file an *Incomplete Grade Request Form*, but must withdraw from the course and retake it at a later time.

- **Emergency (“E”) Grade.** A grade of “E” is given when an emergency situation interrupts otherwise satisfactory coursework for an extended period of time.

Instructors *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,

- The quality point value of the letter grade for each course (see above under “Grades and Quality Points”) is multiplied by the number of credit hours in the course to determine the grade points for each course.
- The total grade points for all courses divided by the total credit hours yields the grade point average or “GPA” ($41.9 \div 15 = 2.79$).

| Course | Grade | Quality Points | | Credit Hours | Grade Points for Course |
|-----------|-------|----------------|---|--------------|-------------------------|
| ABCD 1001 | A | 4.00 | x | 3.0 | 12.0 |
| ABCD 1002 | B | 3.00 | x | 3.0 | 9.0 |
| ABCD 1003 | C+ | 2.33 | x | 3.0 | 6.9 |
| ABCD 1004 | C | 2.00 | x | 3.0 | 6.0 |
| ABCD 1005 | B- | 2.67 | x | <u>3.0</u> | <u>8.0</u> |
| Totals: | | | | 15.0 | 41.9 |
| | | | | GPA: | 2.79 |

Grade Information. Students may view their grades in Jenzabar at mid-term and following each term. Students may view their transcripts at any time on Jenzabar.

Attendance Policy for Traditional On-Campus Undergraduate Programs

Attendance Philosophy. Johnson University attendance regulations are based on the belief that students benefit from the discussion and interaction that take place in a traditional classroom setting. By missing class sessions, students experience a loss that may not be reflected in a final grade, but is nevertheless real. Accordingly, the following regulations encourage faithful class attendance while making allowances for necessary absences.

Tardiness. Students are considered tardy or late for class if they arrive after roll has been taken. Three tardies are counted as one absence.

Types of Absences. The faculty of Johnson University recognizes two types of class absences:

- **Administrative Absences.** The Provost's Office grants "administrative absences" only in cases where students must miss class due to an official University event or activity. Examples include absences related to approved (1) intercollegiate athletic competitions, (2) music ensemble performances, (3) groups or individuals exercising public relations responsibilities, (4) professional meetings, (5) field trips, and (6) special course assignments. Items 4, 5, and 6 must appear in the course syllabus, be approved by the school dean, and require no more than one absence per course. Students incur no grade penalties for administrative absences.

To qualify for an administrative absence, students must (1) present to the class professor—prior to the absence—authorization from the appropriate authority, such as an athletic coach, choir director, or director of public relations; (2) submit assignments due on the date of the absence on or before that date; and (3) complete any assigned make-up work no more than one week following the day of the absence.

- **Personal Absences.** The faculty understands that there may be legitimate reasons for missing a class and allows for "personal absences" to meet those needs. *Personal absences are not "skip days." Students should hold them in reserve in case of unavoidable absences due to sickness, severe weather, family problems, weddings, funerals, service learning events, and the like.* Johnson University encourages commuter students to use good judgment in deciding whether or not to travel to campus in severe weather conditions.

Students who take a personal absence must (1) submit assignments due on the date of the absence on or before that date; and (2) complete any assigned make-up work no more than one week following the day of the absence. Failure to complete make-up work on time or failure to complete it satisfactorily results in a reduction of the final grade for the course.

Total Allowed Absences. Students are generally allowed no more than four "administrative absences" per term for a given course. Any absences beyond the four are treated as "personal absences." Exceptions are made for athletic teams who place in national championship tournaments.

Students are allowed two "personal absences" per course per term without penalty. More than two absences results in a grade penalty described in the course syllabus.

If a student adds a course after the start of the term or session, any class sessions missed prior to enrollment are not counted as absences.

The total number of absences (administrative and personal) for a given course may not exceed the equivalent of three weeks of course sessions (e.g. six absences from a course that meets twice each week or three absences from a course that meet once each week). If the total absences exceed this number, students are automatically withdrawn from the course.

Excessive absences and course failures may seriously impact students' financial aid eligibility.

Absence Appeals. Occasionally, students must exceed the total number of allowed absences due to circumstances beyond their control, such as serious illness or injury. In such cases, students may submit a written Absence Appeal to the Registrar. Such petitions must include an explanation and appropriate documentation (e.g. a note from a physician) of the absences for which the students

seek relief. If the Registrar (in consultation with the Vice Provost in Tennessee and Associate Provost in Florida) grants the appeal, students incur no grade penalties for the absences.

Attendance Policy for Online, Adult Studies, Hybrid, and Graduate Programs

Johnson University has deemed its non-traditional programs (online, adult studies, hybrid, and graduate programs) as “Non-Attendance Tracking Programs” as defined by the U.S. Department of Education. In such programs, 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. Professors must avoid tracking attendance after this date. If they wish to assess student participation as part of the evaluation process, they must choose methods other than attendance, such as quizzes, classroom discussions, online discussions, participation in study groups, documentation of access to the *Sakai* course website, submitted assignments, tests, and direct interaction with the instructor.

If professors determine through such methods that a student has ceased to participate in a course, they must notify the Registrar, who effects an administrative withdrawal. The midpoint date of the term is recorded as the last date of attendance (LDA) and the student receives a grade of “WX” (Withdrawn Due to Excessive Absences). The University may make this determination up to 30 days beyond the end of the term.

Adding, Dropping, or Withdrawing from Courses

Adding a Course. Students may add a course through the University’s online enrollment system or Registrar’s Office 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. If a student adds a course after the start of the term or session, any class sessions missed prior to enrollment are not counted as absences.

| | 16-Week Term | 8-Week Session |
|------------------------|--|---|
| Adding a Course | Before 5:00 p.m. EST on the second Wednesday after courses begin | Before 5:00 p.m. EST on the Wednesday after courses begin |

Dropping a Course. Students may drop a course through the University’s online enrollment system or Registrar’s Office 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.

| | 16-Week Term | 8-Week Session |
|--------------------------|--|---|
| Dropping a Course | Before 5:00 p.m. EST on the second Wednesday 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. However, if a student does not attend, the professor reports non-attendance to the Registrar's Office and the staff removes the student from the course. The student is financially responsible.

| | 16-Week Term | 8-Week Session |
|--|--|---|
| Administrative Drop from a Course | If reported before 5:00 p.m. EST on the second Wednesday 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 Registrar's Office. Forms are available in the Registrar's Office 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.

| | 16-Week Term | 8-Week Session |
|----------------------------------|---|--|
| 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 |

Administrative Withdrawal from a Course. Students who do not meet attendance requirements are administratively withdrawn from a course. Such students receive a grade of "WX" (Withdrawn Due to Excessive Absences). 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.

| | 16-Week Term | 8-Week Session |
|--|--|-----------------------------------|
| Administrative Withdrawal from a Course | Student has exceeded the total allowed absences. | Student has ceased participation. |

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 “WX” (Withdrawn Due to Excessive Absences) 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 Registrar’s Office. 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 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 enter 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. 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.

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 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 Registrar or their Veterans Administration (VA) representative 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. A normal course load is 15.5 to 18.5 credit hours per term. 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. Likewise, students who exceed the limit only because they are participating in a varsity sport are exempt from the 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. 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.

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 credits hours for each 7-week session).

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 each term.

Academic Probation. Students who fail to meet the required cumulative GPA of 2.0 are placed on academic probation. Students on academic probation must enroll in no more than 12.5 credits per term. They should repeat any failed courses in order to raise their cumulative grade point average. Students on probation are required to meet with personnel in the Academic Support Center for academic coaching and encouragement. Students with a cumulative GPA of 3.0 may waive the 12.5 credit limit and Academic Support Center requirements.

Students on academic probation may not participate in intercollegiate sports, 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. For at least one of those terms, they must hold a term GPA of 2.0 or higher.

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 are suspended from the University. Suspension occurs automatically when a student:

- Has a term GPA of 0.0.
- Does not maintain a term GPA of 2.0 or higher and a cumulative GPA of 2.0 or higher after two consecutive terms on probation.

After the first suspension, students may not return to Johnson University for two 16-week terms. They should use that time to reflect on their purpose and goals.

After the second suspension, students may not return for three terms (one full academic year). To qualify for readmittance, 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.

Readmission After Suspension. Students who have been suspended may seek readmission to the University through a two-stage process:

- First, they must send a letter to the Credentials Committee in care 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 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 Credentials Committee is comprised of the Provost, Registrar, Vice President for Student Services, and Vice President for Enrollment Services, or their agents. This Committee is charged with the responsibility to review and determine the *academic status* of students with serious academic problems. The Committee has the authority to place students on or remove students from academic probation or suspension as deemed advisable in each situation. The Credentials Committee informs the Admissions Committee of such decisions and makes a recommendation regarding readmission.

- Second, students must reapply for admission to the University by submitting (1) a *Returning Student Application*; (2) all necessary financial aid paperwork; and (3) financial clearance to resume enrollment from the Student Accounts Office. The application 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 Committee 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.

Academic Probation. If graduate students’ 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 Registrar's Office. New faculty advisors are assigned prior to the next scheduled registration.

Applying Graduate Courses to Undergraduate Degrees ("Swing Courses")

Johnson University occasionally allows senior undergraduate students to enroll in master's courses. The University allows a maximum of 15 graduate units to apply to a bachelor's degree and a maximum of 9 graduate units to apply to *both* a master's degree and a bachelor's degree. Enrollment in these "swing courses" must be approved by the instructor, the student's academic advisor, and the appropriate school dean. Students enrolled in a bachelor's program complete such "swing courses" at the undergraduate tuition rate. (*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—on-ground, 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—on-ground, online, or hybrid—count toward meeting this "residency requirement."

Transcripts

The Registrar's office furnishes students with complimentary credit transcripts upon written request. *Transcript Request* forms are available on the Johnson University website and at the Registrar's Office. Students should complete the form and deliver it to the Registrar's office. 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 Registrar's Office in consultation with the school deans and Provost. 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 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 have completed the transferred courses, earning a minimum grade of "C" (or "P" if the courses were offered on a Pass/Fail basis).
- 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 fulfil.
- 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 | |
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| Johnson University Requirement | Transfer Guidelines |
| <i>Written Communication</i> | Johnson University accepts courses designed to improve students' <i>writing skills</i> . Examples include English Grammar (with writing emphasis), Freshman Composition, English Composition, College Writing, Research Writing, and Creative Writing. |
| ENGL 2200 English Composition (3) | |
| <i>Oral Communication</i> | Johnson University accepts courses designed to improve students' <i>public speaking skills</i> . Examples include Speech, Debate, and Rhetoric. |
| COMM 2000 Introduction to Speech (3) | |
| <i>History, Literature, & World Civilizations</i> | |
| ENGL 1100 Introduction to Literature (3) | Johnson University accepts courses focusing on <i>critical analysis and interpretation of literary texts</i> . Examples include World Literature, Literature of the Western World, Shakespeare, or any introduction to a particular genre of literature. (<i>Critical Thinking</i> 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. (<i>Critical Thinking</i> involves skills of analysis, conceptualization, evaluation, logical reasoning, and argumentation.) |
| <i>Religion & Ethics</i> | |
| HIST 4200 History of the Restoration Movement (3) | Johnson University accepts courses that focus on the American Restoration Movement originating in the 19 th century (the Stone-Campbell Movement) or a church history course that includes significant material on the Restoration Movement. |
| HUMN 1100 Freshman Cornerstone Experience (3) | Johnson University accepts general orientation courses that focus on preparation for academic success for first-time college freshman 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 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 |

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| | course on Ethics. |
| <i>Fine Arts</i> | |
| ARTS 3100 Art Appreciation (3) COMM 2901 Communication & Christian Faith (3) MUSC 3100 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). |
| <i>World Languages Selectives</i> | 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 Selective requirements. |
| <i>Social & Behavioral Sciences</i> | |
| 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. (<i>Critical Thinking</i> 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' <i>relational skills</i> . Examples include Family Systems Theory, Marriage and Family, Cross- Cultural Communication, and Sociology. |
| Social & Behavioral Sciences Selectives (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. |
| <i>Natural Sciences</i> | Johnson University accepts courses focusing on the <i>physical uni- verse</i> , 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: <ul style="list-style-type: none"> • All baccalaureate students must complete at least one 3- or 4-credit Natural Science course that includes a lab. Such courses may transfer for HLSC2100. • A second Natural Science course, with or without a lab, may transfer as a Natural Sciences Selective. • 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 |
| HLSC 2100 Health & Fitness Science with Lab (4) | |
| Natural Sciences Selectives (3) | |

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| | 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. |
| <i>Mathematics</i> | Johnson University accepts courses designed to improve students' <i>quantitative reasoning skills</i> . Examples include college- level Mathematics, Algebra, Geometry, Trigonometry, and Calculus. |
| MATH 2100 Quantitative Literacy (3) | |
| <i>Spiritual Formation</i> | 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 <i>Lectio Divina</i> . |
| <i>Arts & Sciences Selectives</i> | 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. |

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 fulfil:

| | AP Examinations | Johnson University Course Equivalents | Credits |
|-------------|------------------------|--|----------------|
| Arts | Art History | Fine Arts Selective | 3 + 3 elective |
| | Music Theory | Fine Arts Selective or music major requirements (see below*) | 3 |
| | Studio Art 2-D Design | Fine Arts Selective | 3 + 3 elective |
| | Studio Art 3-D Design | Fine Arts Selective | 3 + 3 elective |
| | Studio Art Drawing | Fine Arts Selective | 3 + 3 elective |

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| English | English Language and Composition | ENGL 2200 English Composition | 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 2100 Principles of Economics | 3 |
| | Microeconomics | ECON 2100 Principles of 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 | 3 |
| | Calculus BC | MATH 1100 Introduction to Mathematics MATH 2100 Quantitative Literacy MATH 2110 Mathematics Concepts MATH 2200 College Algebra | 3 + 3 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 | 3 |
| Natural Sciences | Biology | Natural Sciences Selective for all students SCIN 3100 Biological Science with Lab for Teacher Education students | 4 to 6 |
| | Chemistry | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 to 6 |
| | Environmental Science | Natural Science Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 |
| | Physics C: Electricity and Magnetism | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 |
| | Physics C: Mechanics | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 |
| | Physics 1 | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 |

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| | Physics 2 | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 |
| World Languages & Cultures | Chinese Language and Culture | <i>under review by AP</i> | 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 | <i>under review by AP</i> | 0 |
| | Latin | <i>under review by AP</i> | 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 SPAN 2100, 2200, 3200, and SPAN 3210 Spanish IV | 6 to 12 |
| | Spanish Literature and Culture | <i>under review by AP</i> | 0 |
| *Music Theory: <ul style="list-style-type: none"> 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 fulfil. 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 Selective | 3 |
| | Film | Fine Arts Selective | 3 |
| | Music | Fine Arts Selective | 3 |
| | Theatre Arts | Fine Arts Selective | 3 |
| | Visual Arts | Fine Arts Selective | 3 |
| Experimental Sciences | Biology | Natural Sciences Selective or SCIN 3100 Biological Science with Lab | 4 |
| | Chemistry | Natural Sciences Selective | 4 |
| | Environmental Systems and Societies | Natural Sciences Selective | 4 |
| Experimental Sciences | Physics | Natural Sciences Selective | 4 |
| | Sports, Exercise and Health Science | HLSC 2100 Health & Fitness Science with Lab | 4 |
| Individuals & Societies | Business and Management | General Elective | 3 |
| | Economics | ECON 2100 Principles of Economics or Arts & Sciences Selective | 3 |
| | Geography | Arts & Sciences Selective | 3 |
| | History | HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Selective | 3 |
| | History: Africa | HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Selective | 3 |
| | History: Americas | HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Selective | 3 |
| | History: Asia/Oceania | HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Selective | 3 |

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| | History: Europe and Middle East | HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Selective | 3 |
| | History: Medieval Europe and Islamic World | HIST 1100 World Civilizations I, HIST 1200 World Civilizations II, or Arts & Sciences Selective | 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 Selective | 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 Selective | 6 |
| | Language B: Japanese | World Languages Selective | 6 |
| Languages | Language B: Mandarin | World Languages Selective | 6 |
| | Language B: Spanish | World Languages Selective | 6 |
| | Language B: Swedish | World Languages Selective | 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 their final term at Johnson University. 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 fulfil. 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 |
|--|---|--|---|---------------------------|
| B U S I N E S S | Financial Accounting | 50 (65) | General Elective | 3 |
| | Information Systems and Computer Applications | 50 (59) | General Elective | 3 |
| | Introductory Business Law | 50 (60) | NPMG 4040 Ethics & Business Law | 3 |
| | Principles of Management | 50 (63) | NPMG 4010 Human Resource Management | 3 |
| | Principles of Marketing | 50 (65) | NPMG 3040 Marketing & Public Relations | 3 |
| L I T E R A T U R E | American Literature | 50 (58) | ENGL 3430 Contemporary Ethnic American Lit. | 3 + 3 A&S Selective |
| | Analyzing and Interpreting Literature | 50 (60) | ENGL 1100 Introduction to Literature | 3 + 3 elective |
| | English Literature | 50 (62) | ENGL 3420 20 th Century British Writers | 3 + 3 A&S Selective |
| | Humanities | 50 (56) | Fine Arts Selective and Arts & Science (Literature) Selective | 3 or 6 |
| H I S T O R Y & S O C I A L S C I E N C E | American Government | 50 (63) | HIST 2100 American History I or HIST 2200 American History II | 3 |
| | History of the US I | 50 (56) | HIST 2100 American History I | 3 |
| | History of the US II | 50 (57) | HIST 2200 American History II | 3 |
| | Human Growth and Development | 50 (63) | HSVC 1200 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 Selective | 3 |
| | Principles of Macroeconomics | 50 (62) | ECON 2100 Principles of Economics | 3 |
| | Principles of Microeconomics | 50 (64) | ECON 2100 Principles of Economics or Arts & Sciences Selective | 3 |

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| S C I | 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 |
| M A T H | 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 |
| N A T S C I | Biology | 50 (57) | Natural Sciences Selective for all students SCIN 3100 Biological Science with Lab for Teacher Education students* | 3 to 6 |
| | Chemistry | 50 (65) | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students* | 3 to 6 |
| | Natural Sciences | 50 (62) | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students* | 3 to 6 |
| L A N G U A G E S | 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 FREN 3210 French IV | 12 |
| | 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 <i>and either</i> Chemistry or Natural Science CLEP examinations to fulfill program requirements. | | | | |

DANTES Subject Standardized Tests (DSST). Students who enroll at Johnson University may also secure credit through the U.S. military's Defense Activity for Non-Traditional Educational Support tests (DANTES), which cover more than 50 disciplines. The American Council on Education recommends that universities award credit for the scores appearing on the table below. Johnson University follows these recommendations.

To allow time for processing before graduation, students should complete all DANTES exams prior to their final term at Johnson University. If a student fails a Johnson University course and then passes a DANTES equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The following table lists available DANTES exams, the minimum scores required to earn Johnson University credit, the number of credits Johnson University awards for successful completion of each exam, and Johnson University course requirements those exams may fulfil.

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 Selective | 3 |
| Astronomy | 48 (52) 400 (434) | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 |
| Business Ethics and Society | 400 (434) | NPMG 4040 Ethics & 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 Selective or Arts & Sciences Selective | 3 |
| Drug & Alcohol Abuse (now Substance Abuse) | 49 (53) 400 (434) | Social & Behavioral Sciences Selective or Arts & Sciences Selective | 3 |
| Environment and Humanity | 46 (53) | Natural Sciences Selective | 3 |

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| | 400 (434) | | |
| Ethics in America | 46 (50) 400 (434) | General Elective | 3 |
| Foundations of Education | 46 (50) 400 (434) | Social & Behavioral Sciences Selective or Arts & Sciences Selective | 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) | HSVC 1101 Foundations of Human Services or Social & Behavioral Science Selective | 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 2100 Health & Fitness Science with Lab | 3 |
| History of the Vietnam War | 44 (49) 400 (434) | World Civilizations Elective or Arts & Sciences Selective | 3 |
| Human Resource Management | 46 (53) 400 (434) | NPMG 4010 Human Resource Management | 3 |
| Human/Cultural Geography | 48 (54) 400 (434) | Social & Behavioral Science Selective | 3 |
| Introduction to Business | 46 (54) 400 (434) | Social & Behavioral Science Selective | 3 |
| Introduction to Computing | 45 (51) 400 (434) | General Elective | 3 |
| Introduction to Law Enforcement | 45 (52) 400 (434) | Social & Behavioral Sciences Selective or Arts & Sciences Selective | 3 |
| Introduction to the Modern Middle East | 47 (51) | ICIS 3115 Modern Middle East, World Civilizations Elective, or Arts & Sciences Selective | 3 |
| Introduction to World Religions | 48 (52) 400 (434) | World Civilizations Elective or Arts & Sciences Selective | 3 |
| Lifespan Developmental Psychology | 46 (51) 400 (434) | HSVC 1200 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) | NPMG 2030 Principles of Organizational Behavior | 3 |

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| Personal Finance | 46 (51) 400 (434) | ECON 3100 Personal & Family Economic Decision-Making | 3 |
| Physical Geology | 46 (53) | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 |
| Principles of Finance | 46 (53) 400 (434) | NPMG 4030 Finance | 3 |
| Principles of Financial Accounting | 47 (55) | General Elective | 3 |
| Principles of Physical Science | 47 (52) 400 (434) | Natural Sciences Selective for all students SCIN 3200 Science Concepts & Methods with Lab for Teacher Education students | 3 |
| Principles of Public Speaking | 47 (52) 400 (434) | COMM 2000 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 Selective | 3 |
| Substance Abuse (formerly Drug & Alcohol Abuse) | 400 (434) | Social & Behavioral Sciences Selective or Arts & Sciences Selective | 3 |
| Technical Writing | 46 (50) 400 (434) | Arts & Science Selective | 3 |
| Western Europe Since 1945 | 45 (49) | HIST 1200 World Civilizations II or Arts and Science Selective | 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. The faculty recognizes that some students come to Johnson University with university-level competencies that have been developed experientially or attained outside the traditional classroom. Students who enroll in Johnson University degree programs may obtain credit for such competencies by assembling appropriate evidence for each claimed competency and submitting it to the Registrar. 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 the knowledge, skills, and philosophical grounding typically taught in specific courses offered by Johnson University.*

After receiving these materials, the Registrar, in consultation with the appropriate school dean(s), appoints a CDC committee consisting of Johnson University faculty members with expertise in the area(s) under consideration. The Committee then evaluates the evidence and sends its written recommendations to the school dean(s). Based upon the recommendations, the dean(s) may award academic credit according to the level of mastery displayed by the student, waive a required course(s) in the student's degree program or substitute a more advanced course in the same area, or deny the student's petition for credit based on demonstrated competency.

To cover expenses associated with the CDC Committee, Johnson University charges a fee of \$50.00 for each credit awarded to the student.

For more information, see the *Credit by Demonstrated Competency Student Handbook* available from the Registrar's Office.

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.

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—on-ground, 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 bachelors'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 Double 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.

To earn a second 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.

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*.

Early Commencement. Johnson University students who, at the time of commencement, do not hold a posted degree may participate in the ceremony under the following conditions:

- Students must file a ***Petition to Walk*** for Spring Commencement or August Commencement. The *Petition* must include a *Completion Plan* and the graduation fee.
- The Registrar must approve the students' *Completion Plan*. To qualify for approval, the *Plan* must meet three criteria:
 - It must list specific coursework students will take to complete degree requirements, including the institution(s) offering those courses and the scheduled dates.
 - *It must show that students will be within 6 credits of completing all degree requirements at the time of commencement—or that they will be completing all other degree requirements simultaneously with those 6 credits.*
 - The anticipated completion date for all remaining coursework must be in reasonable proximity to the commencement ceremony—typically within one term of the ceremony.

PLEASE NOTE: *Students who take advantage of this "Early Commencement" privilege cannot qualify for graduation honors (described below) because, technically, they are not part of the graduating class. Such honors are based on students' grade point average (GPA), and the final GPA remains unknown until all coursework is completed and the degree is posted.*

Students must notify the Registrar's Office when degree requirements have been met. The degree will be posted at the end of the term in which the degree was completed.

If students do not complete their degree within one year of the commencement ceremony, they must meet the requirements of the current catalog in order to graduate.

Academic Honors

Undergraduate Deans List and Honors List. As an incentive to academic achievement, the Registrar publishes two lists at the end of each term—the Honors List and the Deans List. All degree-seeking undergraduate students who complete at least 12 credits and have a term grade point average (GPA) of 3.50 to 3.66 appear on the Honors List. Those who complete at least 12 credits and have a term GPA of 3.67 to 4.00 appear on the Dean's List. Students on disciplinary probation or who do not fulfill Chapel or Service Learning requirements do not qualify for the Honors List or Deans 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.

Zeta Upsilon Honor Society. The Zeta Upsilon Honor Society was created by the founding faculty of Johnson University Florida to honor graduating seniors who have demonstrated the qualities of scholarship, character, service, and leadership during their years in the University. The Greek letters that form its name are taken from the phrase *zōē huīou*, which means “Life in the Son.”

Latin Honors. Johnson University awards Latin Honors to students who demonstrate academic excellence throughout their *entire* undergraduate career, both before and during their time 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.

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.

Prospective students desiring to enroll or seeking further information about University programs may communicate with the Admissions Office as follows:

Johnson University Tennessee or Online
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 \$1,000 deposit is required for on-ground 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 his/her enrollment and pays his/her account. On-ground 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 Director of Financial Aid 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 Director of Financial Aid 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 students and the Music Reading Diagnostic Examination for music students) appear in the academic programs section of this *Catalog*.

- ❖ **Acceptable Undergraduate Application Form** available on the University website (www.JohnsonU.edu/Apply)
- ❖ **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 (SAT 1300) must earn a GED and score of 2,250 or above with no score lower than 410 on any of the five tests.
- ❖ **ACT or SAT scores**
 - Not required of students over age 24 who have not already taken one of the tests (except for Teacher Education students, who must have the ACT score even when older than 24)
 - Minimum score of 19 ACT (1350 SAT) for students applying for Teacher Education in accordance with Johnson University'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 at least two of the following four criteria: (1) 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; (2) 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; (3) passing scores on the PRAXIS I Core Academic Skills Test; (4) age 22 or older.
- ❖ **Transcripts** from *all* colleges and universities attended

- ❖ **Letters of reference** using the undergraduate Applicant Reference form (www.JohnsonU.edu/ApplicationForms)
 - From the applicant's minister
 - From the applicant's employer or educator
 - A third reference may be required based on information in the application process
- ❖ **Commitment to the Johnson University Lifestyle.** Students must read and adhere to the Johnson University lifestyle by signing the commitment form.
- ❖ **Admission essay**
 - Must be well written and normally 500-1,000 words
 - Must state the applicant's reason for applying to Johnson University including Christian commitment, life goals, and a purpose in harmony with that of Johnson University
 - Must indicate the applicant's previous church involvement
 - May be used to argue a student's case if some area of the application is weak
- ❖ **Photo.** Applicants for *online* programs are asked to provide a recent photo 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 an application before enrolling in subsequent terms. **Students who have attended Johnson University at some time in the past** must submit the following:

- ❖ **Acceptable Undergraduate Application Form** available on the University website (www.JohnsonU.edu/Apply)
- ❖ **Application Fee** Submit the \$15 non-refundable application fee via check, credit card or online (www.JohnsonU.edu/Apply).
- ❖ **Letter of reference** (if the student has been away two consecutive terms or more) from the applicant's minister using the undergraduate Applicant Reference form (www.JohnsonU.edu/ApplicationForms)
- ❖ **Transcripts** from *all* colleges and universities attended since leaving Johnson University
- ❖ **Commitment to the Johnson University Lifestyle**
- ❖ **Appeal letter** to the Credentials Committee if the student left not in good standing

Undergraduate International Student Admissions Documents

Applicants from countries outside the United States and its territories are international students. International students must submit the following:

- ❖ **Acceptable Undergraduate Application Form** available on the University website (www.JohnsonU.edu/Apply)
- ❖ **Application Fee.** Submit the \$35 non-refundable application fee via check, credit card or online (www.JohnsonU.edu/Apply).

- ❖ **Admissions Essay** (For a description, see above under “Undergraduate Admissions Documents.”)
- ❖ **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, or
 - Assurance of the applicant’s English language competency from a University-approved source
- ❖ **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 form 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>)
- ❖ **Letters of Reference** using the undergraduate Applicant Reference form (www.JohnsonU.edu/ApplicationForms)
 - From the applicant's minister
 - From the applicant's employer or educator
 - A third reference may be required based on information in the application process.

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,

- Applications should be received by June 1 and files must be completed by July 1 for Fall Term.
- Applications should be received by November 1 and files must be completed by December 1 for Spring Term.
- Applications should be received by March 15 and files must be completed by April 15 for Summer Term.

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 very limited number of students, who do not otherwise meet admission standards, may receive a type of conditional admittance called “Academic Caution.” Students admitted on “Academic Caution” are limited to 12.5 – 14.0 credits during their first term and must enroll in JASC 0100 Skills for Academic Success, a 0-credit course offered by the Academic Support Center (ASC). Students required to take this course must pass it and meet normal academic requirements to continue studies at Johnson University.

Students on “Academic Caution” may not participate in intercollegiate sports, 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).

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 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 may be made concurrent with application for admission to the University. For more information, see “Student Finances and Housing” (below).

Other Undergraduate Admission/Enrollment Considerations

Applicants Separated from Spouses. Applicants separated from their spouses are not typically admitted to the University because Johnson University believes such persons should devote their time to the relationship. Appeals made to the Vice President for Enrollment Services will be considered.

English Composition Requirement. Students who earn a score of 25+ on the English section of the ACT or 650+ on the English section of the SAT may take ENGL 1000 English Composition I for English Majors or ENGL 3200 Advanced Composition in place of ENGL 2200 English Composition.

Mathematics Requirement. Students who earn a score of 26+ on the math section of the ACT or 650+ on the math section of the SAT are exempt from Mathematics requirement in the Arts & Sciences Core (typically fulfilled through MATH 2100 Quantitative Literacy). This exemption does not apply to students whose programs require MATH 2110 Mathematics Concepts.

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 a 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 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+ grade point average 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 Marriage & Family Therapy/CMH Counseling | 3.0 |
| Master of Arts in School Counseling | 3.0 |
| Master of Business Administration | 3.0 |
| 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 admission (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 on the 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 on-ground 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 New Testament | 27 | 6 |
| 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 Arts in School Counseling | 9 | 6 |
| 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 |
|--|------------|--------------------------------|
| Master of Arts in New Testament | Fall | July 15 |
| | Spring | December 15 |
| Master of Arts in Intercultural Studies | Fall 1 | July 15 |
| | Fall 2 | September 15 |
| | Spring 1 | December 15 |
| | Spring 2 | February 15 |
| | Summer 1 | April 15 |
| | Summer 2 | June 15 |
| Master of Arts in Educational Technology | Summer | May 1 |
| | Fall | July 1 |
| | Spring | November 1 |
| Master of Arts in Post-Baccalaureate Teacher Education | Summer | March 1 |
| Master of Arts in Holistic Education | Summer | March 20 |
| Master of Arts in Marriage & Family Therapy/CMHC | Summer 2 | January 15 |
| | Spring | October 15 |

| | | |
|-----------------------------------|----------|-------------|
| Master of Arts School Counseling | Summer 2 | January 15 |
| | Spring | October 15 |
| Master of Business Administration | Fall | July 15 |
| | Spring | December 15 |
| Master of Strategic Ministry | Summer | 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.

❖ **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* (www.JohnsonU.edu/ApplicationForms). 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 hours varies by program. *NOTE: The Tennessee State Department of Education permits Teacher Education students to transfer only coursework from regionally accredited institutions.*

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>)

❖ **Photo.** Applicants are asked to provide a recent photo of themselves in print or digital form.

❖ **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 Admission Requirements for Certain Master's Programs

The following master's degree programs include additional admission requirements:

Master of Arts in New Testament. Applicants who desire to pursue the M.A. in New Testament with a Preaching Concentration should have completed six semester hours of Homiletics or the equivalent, including an introduction to inductive preaching. 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 ten 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.

Applicants who desire to pursue the Contract Concentration must have a background in the contract area that the faculty considers adequate for advanced study in the field.

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.

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. Submit a standard résumé delineating academic experience, work history, volunteer time, honors and awards history, and other pertinent information.
2. Submit typewritten answers to the following questions, using a separate sheet of paper 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, middle, or secondary 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 elementary age children.)

As a part of the application process, MAP students are also required to complete either the PRAXIS I or the appropriate PRAXIS II test for the academic program in which the student desires to enroll. In place of PRAXIS I, students may substitute an ACT score of 23+ 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.

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 occur until after this interview.

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.

Master of Arts in Marriage & Family Therapy/Clinical Mental Health Counseling or School 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 Marriage & Family Therapy/Clinical Mental Health Counseling (MFT/CMHC) degree requires 18+ credit hours, and the School Counseling degree 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.

Credit for Life Experience. Life experience may qualify graduate students for up to 6 credits in the counseling area and 6 credits fulfilling the corequisites in Bible and Theology. Applicants should submit a comprehensive written description of their experience for evaluation by the MA-MFT/CMHC faculty. Demonstrated competency may come from skills learned in work situations, professional licenses, training from military schools or experiences, and experience acquired through service in the church and/or community.

UCC Application. The *Application for Practicum/Internship at the University Counseling Center* is required only for MFT/CMHC students applying to complete their internship at the UCC.

Miller Analogies Test. Applicants must complete the Miller Analogies Test (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 the website at 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.

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. For the writing sample, the Modern Language Association (MLA) style guide or the *Chicago Manual of Style* (CMS) is also acceptable.

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. 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. Students will not be allowed to enroll in practicum/internship until the School of Social & Behavioral Sciences receives a photocopy of the membership letter, which includes professional liability insurance.

Master of Business Administration. Applicants to the M.B.A. program must provide scores for the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT) completed within the past five years. Average scores for these examinations appear below:

| GMAT | | | GRE | | |
|----------------------|---------------|---------------|--------------|---------------|---------------|
| Category | Highest Score | Average Score | Category | Highest Score | Average Score |
| Verbal | 60 | 35 | Verbal | 800 | 600 |
| Quantitative | 60 | 40 | Quantitative | 800 | 600 |
| Analytical Writing | 6 | 5 | Writing | 6.0 | 5.0 |
| Integrated Reasoning | 8 | 6 | | | |
| Composite | 800 | 600 | | | |

The Admissions Committee will consider waiving the GRE/GMAT for applicants who meet one or more of the following criteria. Admission is not guaranteed.

- A STEM bachelor's or master's degree from an accredited university
- A master's degree in a business-related field from an accredited university
- A terminal degree, such as a Ph.D., M.D., or J.D.

The following course is a prerequisite for entering the M.B.A. program: MATH 2100 Quantitative Literacy or BUSN 5050 Business Analytics & Decision-Making (3 credits). The Admissions Committee waives this prerequisite for applicants who meet one or more of the following criteria.

- Undergraduate business- or science-related degree with work experience in the for-profit, nonprofit, and/or public sectors

- 10+ years' work experience in the for-profit, nonprofit, and/or public sectors with a GRE Quantitative Score greater than 680 or a GMAT Quantitative Score of 45

Master of Strategic Ministry. Applicants must apply and be accepted to the Christ Church of the Valley Leadership Institute to be accepted in the Johnson University Master of Strategic Ministry program. Contact Steve Gross at Christ Church of the Valley (SteveGross@ccvonline.com) for application details. Submit a Leadership Institute letter of acceptance to the Admissions Office at Johnson University Tennessee.

Doctoral Program Admissions

Purpose and Mission Fit. At the doctoral level, Johnson University offers the Ph.D. in Leadership 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 (www.JohnsonU.edu/Online/Future-Students/Admissions). Applicants must submit the form by May 1 and complete their files by June 15 for August enrollment. They must submit the application by October 1 and complete their files by November 15 for 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 Graduate Reference Form** (www.JohnsonU.edu/Online/Future-Students/Admissions) with three references—preferably from a minister/church leader, educator, and employer/ colleagues.
- ❖ **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* (www.JohnsonU.edu/ApplicationForms). Those interested in transferring doctoral-level coursework to Johnson University should seek approval from the Dean of the School of Business & Public Leadership.

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 grade point average (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.** Applicants are asked to provide a recent photo of themselves in print or digital form.

❖ **Admissions Essay.** Applicants must submit a two- to three-page 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
- Personal career goals and how the Ph.D. will help accomplish those goals
- Additional information the faculty should know as it considers the application

❖ **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.

❖ **Interview.** An interview with members of the faculty may be required.

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/Graduate-Admissions)

- ❖ **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).
- ❖ **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* (www.JohnsonU.edu/ApplicationForms).
- ❖ **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 items before registering for classes:

- Recent 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

Students pay only a fraction of what it actually costs for them to attend Johnson University. This reduced cost is made possible by the responsible use of investment income and gifts of faithful churches, alumni, and friends of the University.

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 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 receive a statement each month indicating the status of their student account. They also have 24/7 access to this 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 register for 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. A late fee of \$100 will be assessed.

- **Monthly Payment Plan—Tennessee.** Enrolling in Tuition Management Systems (TMS) enables students to pay for their education in interest-free, in 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 the Student Accounts Office or visit JohnsonU.afford.com.

Johnson University acknowledges that a given student's circumstances may justify a special payment arrangement. To negotiate a special arrangement, students must contact the Student Accounts Manager well in advance of the term start.

Tuition and Fees: Tennessee Campus

NOTE: Johnson University sets tuition rates based on the costs associated with offering a given academic program. Online programs, for example, are generally less expensive than on-ground programs because online students don't utilize many of the services used by on-ground students (e.g. dormitories, cafeteria, computer labs, athletic fields).

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 on-ground undergraduate program take an online course, they pay the on-ground rate rather than the online rate for that course. They are charged the on-ground rate because they utilize on-ground services.

Tennessee Traditional On-Ground Undergraduate Tuition

| | <i>Per Term</i> |
|---|------------------------|
| Full-Time Tuition (12-15.5 credit hours) | \$5,900 |
| Full-Time General Fees (12.0+ credit hours) | 425 |
| | <i>Per Credit Hour</i> |
| Part-Time Tuition (1-11.9 credit hours) | \$385 |

Other Tennessee Traditional On-Ground Undergraduate Tuition Charges

| | <i>Per Credit Hour</i> |
|--|------------------------|
| Normal Excess Load Fee | |
| 16.0+ credit hours (with GPA 3.49 or less) | \$100 |
| Reduced Excess Load Fee | |
| 16.0+ credit hours (with GPA 3.50 or higher) | 50 |
| 16.0+ credit hours (Honors Program students) | 0 |
| Audit Fee | 30 |
| Summer Term Internship | 100 |
| Summer School (No General Fees) | 320 |

Tennessee Non-Traditional On-Ground Adult Evening Studies and Graduate Tuition

| | <i>Per Credit Hour</i> |
|-------------------------------------|------------------------|
| BA/BS Business Administration | \$290 |
| BA/BS Lay Counseling Ministry | 290 |
| BA/BS Management of Nonprofit Orgs. | 290 |
| BA/BS Ministry Leadership | 290 |
| Endorsement ESL Education | 320 |
| Endorsement Gifted Education | 320 |

| | |
|--|-----|
| MA Educational Technology | 320 |
| MA Holistic Education | 320 |
| MA Post-Baccalaureate | 320 |
| MA MFT/Clinical Mental Health Counseling | 430 |
| MA School Counseling | 430 |
| Master of Strategic Ministry | 430 |

Tennessee Traditional Undergrad General Fees*

| | <i>Per Term</i> |
|--|------------------------|
| Full-Time General Fees (12.0+ credit hours) | \$425 |
| | <i>Per Credit Hour</i> |
| Part-Time General Fees (1-11.9 credit hours) | \$35 |

Tennessee Non-Traditional On-Ground Adult Evening Studies and Graduate General Fees

| | <i>Per Term</i> |
|-----------------------------------|-----------------|
| MA Educational Technology* | \$100 |
| MA Holistic Education* | 100 |
| MA Marriage & Family Therapy/CMHC | 200 |
| MA Post-Baccalaureate* | 100 |
| MA School Counseling | 200 |

Tennessee Campus Housing

| | <i>Per Term</i> |
|--|-----------------|
| Johnson and Brown Halls | |
| Single Room (when available) | \$1,900 |
| Double Occupancy Room | 1,360 |
| Triple Occupancy Room (when available) | 1,160 |
| Clark Hall | |
| Single Room (when available) | 1,160 |

| | | | |
|---|-----------------|--|-----------------|
| Senior Transitional Housing | | Housing Unit Transfer Fee | 250 |
| Duplex | 2,200 | Housing Unit Utility Charge | varies |
| Family Housing Units | | Late Financial Arrangement Fee | 100 |
| Duplex | 3,043 | Late Registration Fee | 100 |
| Townhouse | 2,763 | Library Collections Fee | 5 |
| Mobile Home | | Library Late Return Charge | varies |
| 14x66 (3 Bedroom) | 2,577 | Library Lost Material Charge | varies |
| 14x56 (2/3 Bedroom) | 2,474 | Lifetime Transcript Fee | 25 |
| Bell Hall | | Lost Key Charge—Building/Equipment (per key) | 25 |
| 1 Room Efficiency | 1,801 | Lost Key Charge—Housing (per key) | 25 |
| 1 ½ Room Studio | 2,060 | Lost Key Charge—Post Office Box (per key) | 25 |
| 2 Room Medium | 2,287 | Moving Violation—First Offense | 35 |
| 2 Room Large | 2,525 | Moving Violation—Second Offense | 50 |
| 2 Room X-Large | 2,701 | Parking Citation | 30 |
| 2 Room XX-Large | 2,908 | Parking Decal Replacement Fee | 10 |
| Single Students Shared Housing, per person | | Returned Check Fee (per check) | 25 |
| Duplex | 2,200 | Student ID Replacement Fee | 10 |
| Townhouse | 2,200 | Teacher Education Liability Insurance | 20 |
| Mobile Home | 2,000 | Teacher Education Project Binding Fee | 50 |
| Bell Hall Apartments | 2,000 | Textbooks | varies |
| Term Break Housing | varies | Thesis Binder Fee | 85 |
| | | Vehicle Registration/Decal Citation | 30 |
| | | Vehicle Registration Fee | |
| | | First Vehicle | 90 |
| | | Each Additional Vehicle | 45 |
| | | Adult Evening Student Vehicle Registration Fee | 30 |
| | | Each Additional Vehicle | 15 |
| | <i>Per Week</i> | Course Fees | <i>Per Term</i> |
| Summer School Room Rates | 40 | COUN 5540 Group Dynamics, Theories, & Tech. | \$45 |
| Tennessee Meal Plans | | COUN 5720 MFT/CMHC Practicum | 80 |
| | <i>Per Term</i> | COUN 5732 MFT/CMHC Internship | 50 |
| 17 Traditional or 225 Block Meal Plan | \$1,670 | COUN 5583 Testing & Appraisal II | 20 |
| 13 Traditional or 190 Block Meal Plan | 1,515 | EDUC 2013 Introduction to Teaching: Elem. Ed. | 10 |
| 9 Traditional or 130 Block Meal Plan | 1,360 | HLSC 2100 Health & Fitness Science with Lab | 50 |
| <i>*Fall and Spring Terms only</i> | | HSVC 1101 Foundations of Human Services | 35 |
| Other Fees | | HSVC 4911 Human Services Field Experience | 76 |
| Capstone Program Fee | \$12 | HSVC 4212 Human Services Advanced Field Exp. | 25 |
| Copier and Printing Charge | varies | HSVC 4921 Human Serv. Intensive Field Exper. | 86 |
| Credit by Demonstrated Competency per credit | 50 | SCIN 3100 Biological Science with Lab | 50 |
| Directed Independent Study (DIS) Fee per credit | 50 | SCIN 3200 Science Concepts & Methods w/ Lab | 50 |
| Fob Replacement Fee | 10 | Private Music Lessons: | |
| Graduation Fee | 135 | ½ hr/wk instrument lessons per term | 300 |
| Handicap Parking Citation | 200 | 1 hr/wk instrument lessons per term | 600 |
| Housing Unit Cleaning Fee | varies | ½ hr/wk voice lessons per term | 365 |
| Housing Unit Damage Fee | varies | 1 hr/wk voice lessons per term | 665 |
| Housing Unit Pet Violation Fee | 500 | <i>Voice lesson fee includes accompaniment fee</i> | |

Tuition and Fees: Florida Campus

NOTE: Johnson University sets tuition rates based on the costs associated with offering a given academic program. Online programs, for example, are generally less expensive than on-ground programs because online students don't utilize many of the services used by on-ground students (e.g. dormitories, cafeteria, computer labs, athletic fields).

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 on-ground undergraduate program take an online course, they pay the on-ground rate rather than the online rate for that course. They are charged the on-ground rate because they utilize on-ground services.

Florida Traditional On-Ground Undergraduate Tuition (less than 90 credits entering Fall 2014)

| | <i>Per Term</i> |
|---|------------------------|
| Full-Time Tuition (12-15.5 credit hours) | \$6,600 |
| Full-Time General Fees (12.0+ credit hours) | 535 |
| | <i>Per Credit Hour</i> |
| Part-Time Tuition (1-11.9 credit hours) | \$440 |

Florida Traditional On-Ground Undergraduate Tuition (90+ credits entering Fall 2014)

| | <i>Per Term</i> |
|---|------------------------|
| Full-Time Tuition (12-15.5 credit hours) | \$5,425 |
| Full-Time General Fees (12.0+ credit hours) | 535 |
| | <i>Per Credit Hour</i> |
| Part-Time Tuition (1-11.9 credit hours) | \$365 |

Other Florida Traditional On-Ground Undergraduate Tuition Charges

| | <i>Per Credit Hour</i> |
|--|------------------------|
| Normal Excess Load Fee | |
| 16.0+ credit hours (with GPA 3.49 or less) | \$100 |
| Reduced Excess Load Fee | |
| 16.0+ credit hours (with GPA 3.50 or higher) | 50 |
| 16.0+ credit hours (Honors Program students) | 0 |
| Audit Fee | 30 |
| Summer Term Internship | 100 |
| Summer School (No General Fees) | 310 |

Florida Non-Traditional On-Ground Adult Evening Studies Tuition

| | <i>Per Credit Hour</i> |
|-------------------------------|------------------------|
| BA/BS Business Administration | \$280 |

Florida Traditional Undergraduate General Fees*

| | <i>Per Term</i> |
|--|------------------------|
| Full-Time General Fees (12.0+ credit hours) | \$535 |
| | <i>Per Credit Hour</i> |
| Part-Time General Fees (1-11.9 credit hours) | \$45 |

Florida Campus Housing

| | <i>Per Term</i> |
|--|-----------------|
| Single Student Housing | |
| Single Occupancy Room (when available) | \$1,950 |
| Double Occupancy Room | 1,600 |
| Family Housing | |
| Efficiency Apartment | 3,170 |
| 2-Bedroom Apartment | 3,940 |
| 3-Bedroom Apartment | 4,250 |
| 4-Bedroom Apartment | 4,400 |
| Term Break Housing | varies |

Other Fees

| | |
|---|--------|
| Capstone Program Fee | \$12 |
| Copier and Printing Charge | varies |
| Credit by Demonstrated Competency per credit | 50 |
| Directed Independent Study (DIS) Fee per credit | 50 |
| Graduation Fee | 135 |
| 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 |
| Late Financial Arrangement Fee | 100 |
| Late Registration Fee | 100 |
| Library Collections 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 |

**Fall and Spring Terms only*

| | |
|--|--------|
| Lost Key Charge—Post Office Box (per key) | 2 |
| Moving Violation—First Offense | 35 |
| Moving Violation—Second Offense | 50 |
| Parking Citation | 30 |
| Parking Decal Replacement Fee | 10 |
| Private Music Lessons per ½ credit hour | 300 |
| Returned Check Fee (per check) | 25 |
| Student ID Replacement Fee | 10 |
| Teacher Education Insurance & Activity Fee | 60 |
| Textbooks | varies |
| Vehicle Registration/Decal Citation | 30 |

Course Fees

| | <i>Per Term</i> |
|--|-----------------|
| CMPR 4300 Conflict & Community in Min. | \$100 |
| EDUC 2013 Introduction to Teaching: Elem. Ed. | 25 |
| HLSC 2100 Health & Fitness Science with Lab | 50 |
| HSVC 1101 Foundations of Human Services | 15 |
| HSVC 2100 Interviewing & Counseling Skills | 25 |
| HSVC 3210 Theories of Counseling & Psych. | 30 |
| SCIN 3100 Biological Science with Lab | 50 |
| SCIN 3200 Science Concepts & Methods w/ Lab | 50 |
| SPSY 1100 Interpersonal & Family Relationships | 85 |

Tuition and Fees: Online Campus

NOTE: Johnson University sets tuition rates based on the costs associated with offering a given academic program. Online programs, for example, are generally less expensive than on-ground programs because online students don't utilize many of the services used by on-ground students (e.g. dormitories, cafeteria, computer labs, athletic fields).

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 on-ground undergraduate program take an online course, they pay the on-ground rate rather than the online rate for that course. They are charged the on-ground rate because they utilize on-ground services.

Online Undergraduate Tuition

| | <i>Per Credit Hour</i> |
|--|------------------------|
| Intercultural Studies Certificate (online) | \$290 |
| AA/AS Biblical Studies (online) | 290 |
| AS Intercultural Studies (online) | 290 |
| BA/BS Intercultural Studies (online) | 290 |
| BA/BS Lay Counseling Ministry (online) | 290 |
| BA/BS Ministry Leadership (online) | 290 |

Online Graduate Tuition

| | <i>Per Credit Hour</i> |
|--|------------------------|
| MA New Testament (online) | \$320 |
| MA Intercultural Studies (online) | 320 |
| Master of Business Administration (online) | 430 |
| PhD Leadership Studies (online) | 440 |

Other Fees

| | <i>Per Term</i> |
|--|-----------------|
| Credit by Demonstrated Competency per credit | \$50 |
| Graduation Fee | 135 |
| Late Financial Arrangement Fee | 100 |
| Late Registration Fee | 100 |
| Lifetime Transcript Fee | 25 |
| MA New Testament Continuation Fee (per term) | 300 |
| MA New Testament Retreat Fee | varies |
| MA Business Admin. General Fee (assessments) | 200 |
| PhD Leadership Studies General Fee (assessments) | 200 |
| Returned Check Fee (per check) | 25 |
| Textbooks | varies |
| Thesis Binder Fee | 85 |

Course Fees

| | <i>Per Term</i> |
|---------------------------------------|-----------------|
| JACS 0100 Skills for Academic Success | \$100 |

Explanation of Fees

Audit Fee. This fee is charged per credit hour for any campus or online audit courses.

Capstone Program Fee. Each Fall Term, all on-campus undergraduate students are charged this fee to help off-set a portion of the cost for the Senior Capstone Seminar required of seniors. This fee applies to traditional undergraduate programs only.

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 Independent Study (DIS) Fee. This fee applies to students who request a Directed Independent Study (DIS) under the supervision of a Johnson University instructor. Students are assessed a \$50 per credit fee—above and beyond normal tuition—which compensates the faculty supervisor. The Vice Provost in Tennessee or Associate Provost in Florida may waive the fee if Johnson University created the need for the DIS through, for example, an unavoidable course scheduling conflict. This fee does not apply to Elective Concentrations within the Ph.D. program.

Excess Load Fee. This fee applies to students enrolled in on-campus traditional undergraduate programs only. Students are charged \$100 per credit hour above 16.0 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.

Fob Replacement Fee. This fee is charged to students who must have the key fob for their campus housing replaced.

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, intramural athletics, open gymnasium, swimming pool, and other services during the academic year. Students enrolled in online programs have access to online library resources and computer support. General fees support such services.

Students who elect to provide their own computers have wireless access to the computer network from their residence hall room and other on-campus locations. Suggested computer configurations are available from the Information Technology staff.

Graduation Fee. This fee is assessed at the beginning of the term a student is scheduled to graduate. 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 Registrar's Office.

Handicap Parking Citation. University Security may 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 Violation Fee. This fee is assessed when a student violates the "NO pet rule" found in the *Student Handbook* and in the housing lease 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. This fee is paid to the Student Services Offices.

Housing Unit Utility Charge. This fee is charged to students living in certain housing units to cover water, electricity, and/or gas.

Late Financial Arrangement Fee. This fee applies to students who do not settle their accounts by the deadlines set by the Student Accounts Office.

Late Registration 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.

Library Collection Fee. The librarians assess this fee when patrons have not returned overdue library materials 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. 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 Registrar's Office 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. It is 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.

Moving Violation Fee. This fee is assessed if a student violates traffic regulations, such as speed limits and stop signs.

Normal Excess Load Fee. This fee applies only to students enrolled in on-campus traditional undergraduate programs. Students are charged \$100 per credit hour above 16.0 credit hours. This fee is waived for participants in the Honors Program.

Parking Citation. University Security may issue citations to people who park in restricted areas.

Parking Decal Replacement Fee. This fee is charged to students who must have their parking decal replaced.

Private Music Lessons. These fees apply only to traditional undergraduate students who enroll in private lessons for voice or musical instruments.

Reduced Excess Load Fee. This fee applies only to students enrolled in on-campus traditional undergraduate programs. Students who have a cumulative GPA of 3.5 or an ACT score of 26 or above are charged \$50 per credit hour above 16.0 credit hours. This fee is waived for participants in the Honors Program.

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 Project Binding Fee. This fee applies only to students enrolled in the M.A. in Holistic Education program. The fee covers the cost for binding their Culminating Learning Experience.

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 at www.johnsonu.bkstr.com.

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 Registration/Decal Citation. University Security may issue citations to people who have not renewed their vehicle registration or do not display their parking decal.

Vehicle Registration Fee. All students who park a vehicle on the Tennessee campus must register the vehicle(s). The registration fee is \$180 for the first vehicle plus \$90 per additional vehicle per academic year. Students enrolled only in evening school classes may purchase a tag valid after 4:00 p.m. weekdays for parking in commuter lots and unreserved staff lots. The evening school tag fee is \$60 per academic year. On the Florida campus, there may be a separate fee for a second vehicle if extra parking space is available.

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 *Married Student Housing Agreement*.

Resident Halls. Charges for housing in residence halls are based on a 16.5-week term with two students per room. Students may purchase long distance phone service through the University or from other providers. Single rooms, when available, may be purchased for an additional fee. See the *Undergraduate Cost Information* brochure for details regarding housing rates.

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 the *Undergraduate Cost Information* brochure for details. Waterbeds may be used in certain units with special permission from the University.

Rental charges are computed on a per-term basis (4½ months) for Fall and Spring. If a student lives on campus during the summer, a summer rental fee 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 electrical service.

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 Non-Traditional Student Housing:

1. Upon receipt of an acceptance letter from the Admissions Office, request a housing application from the Admissions Office or download the form from www.JohnsonU.edu.

2. Return the completed housing application along with the appropriate housing damage deposit to the Admissions Office.

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

Florida Campus Dining Arrangements. The Johnson University Florida campus features apartment-style student living units equipped with full kitchens. Students purchase their own food and do their own cooking.

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. 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 the *Undergraduate Cost Information* brochure 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 Fall Term to Spring Term, but they do not carry forward from Spring to Summer or Fall.

Health Insurance

The University requires all undergraduate students taking courses on campus to have health insurance. Policy information is available on request from the Student Accounts Office. Students may review Health Insurance information for the Tennessee campus on the University website.

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.

Tuition Refund

General Information. Johnson University recognizes the occasional necessity for students to withdraw totally from coursework for a variety of valid reasons. The University acknowledges that a refund policy must be reasonable and equitable for both the student and the University. The student, through registration, makes a financial commitment to the University upon which the institution determines its expenditure patterns and obligations. Since the University is unable to reduce its costs significantly if a student partially or totally withdraws, the refund policy includes a time schedule with reasonable and equitable withdrawal refund deadlines. 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.

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, on-ground 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, on-ground 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 1 st 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.

Adult Studies Cohorts Beginning Before July 1, 2013. If students withdraw from a course after the course has started, no refund is given.

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.

Financial Aid

Philosophy. Johnson University has a long tradition of providing financial aid to students who are unable to pay the total 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)* and the *Johnson Financial Aid Check-In* by the priority deadline of March 1 for continuing students, or the later of April 1 or 30 days after acceptance for new students. 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.

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 both the *FAFSA* and the *Johnson Financial Aid Check-In*. 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 \$900 annually for up to three years. If students achieve a 4.0 cumulative GPA for their first year, they receive \$1,800 annually for up to three more years. 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. The student must maintain a 2.75+ GPA for continuation of these awards.

Ashley S. Johnson Minority Scholarship. Students are deemed eligible for this scholarship based on their self-reported ethnicity on the *Acceptance Follow-Up Form* returned to the Admissions Office during the enrollment process, the Registrar's survey, and/or their high school transcripts. No separate application is necessary. Students receive \$1,000 annually.

Minority Student Teaching Scholarship. 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 \$2,000 annually, students receive 1/2 off tuition. If aid exceeds \$2,000, students receive 1/3 off tuition. An application is necessary. The award cannot be used in conjunction with the Ashley S. Johnson Minority 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 \$500 are available for Tennessee campus students enrolled in Children's Ministry, Human Services, Chinese Studies, ESL/EFL Education, Communication, Islamic Studies, Latin American & Latino Studies, Linguistics, Missions, Urban Studies, Management of Nonprofit Organizations, Music & 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. If students are working eight or more hours per week on work-study, the award is \$1,000 annually. Otherwise, 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 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.

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 Marriage & Family Therapy/Clinical Mental Health Counseling or School Counseling programs on the Tennessee campus are eligible to apply. 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, essay, and letters of recommendation postmarked before January 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 and other Restoration Movement school seniors who continue directly from their senior year into the M.A. in New Testament 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 \$5,730 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 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. 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.

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. Recipients may qualify for up to \$5,250 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 \$2,250 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 \$2,750 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. Recipients may qualify for up to \$5,250 annually.

Florida Access to Better Learning and Education Grant Program. 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 varies each year and is determined by the Florida Department of Education. 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.

Veterans Benefits

Eligible U.S. military 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.

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.

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.

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.ed.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 may vary each year due to the availability of funds.
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 (including transfer credits). 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 SAP Committee. The Financial Aid SAP committee is comprised of at least five members, including the Director of Financial Aid, Registrar, and Academic Support Coordinator. The Director of Financial Aid chairs the committee.

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 (including transfer credits). 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 SAP Committee. The Financial Aid SAP committee is comprised of at least five members, including the Director of Financial Aid, Registrar, and Academic Support Coordinator. The Director of Financial Aid chairs the committee.

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), “WF” (Withdrawal Failing), and “WX” (Withdrawal Due to Excessive Absences). 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 101 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:

- *Alumni Memorial Chapel* (AMC, 1961), at the top of the hill, seats about 450 students and is used for smaller campus worship services and special music events. The lower level houses a music facility that includes practice rooms, piano labs, a choir room, and faculty offices. There is also a prayer room just below the steeple.
- *Athletic Facilities* include two gymnasiums, soccer field, baseball field, running track, cross-country course, disc golf course, three tennis courts, two racquetball courts, outdoor volleyball court, and indoor swimming pool. Table tennis, billiards equipment, and fitness facilities are located in the Eubanks Activities Center. A *Curves*-style women's fitness center is located in Clark Hall. Brown Hall and Johnson Hall also feature cardio facilities.
- *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.

- *Clark Hall* (1905) is used for student housing, as well as guest and summer worker housing. A women's fitness center is located on the ground floor.
- *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 second floor 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), the newest building on campus, 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.
- *Glass Memorial Library* (1965) provides students with a convenient place for research and study. It also houses one of the four 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 a gymnasium, 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, Career Services Office, 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.* Enrollment Services provides admissions and financial aid counseling to students. Contact the Admissions Office to schedule an appointment (Telephone: 800.827.2122; Email: JohnsonU@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 (<http://tn.johnsonu.edu/ServiceEvents/Career-Services.aspx>). 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 Richardson Hall, Room 265.
- *Communications.* The University equips each residence hall room with a telephone. The campus post office assigns each student a mailbox in the mailroom in the Gally Commons. Post office personnel post both U.S. mail and campus mail daily. The Dean of Students prepares announcement sheets twice each week for distribution by email. A calendar of events is available on the campus portal. 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.* 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, staff, their families and the community at large. 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 Office on the Tennessee campus evaluates requests and determines appropriate accommodations. The Academic Support Center provides appropriate assistance. Nearly all campus facilities are handicap accessible.
- *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 Galley 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. 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.

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 request from the Student Accounts Office. Health Insurance

information for the Tennessee campus is available on the Johnson University website (<http://tn.johnsonu.edu/Future-Students/Student-Accounts/HealthInsurance.aspx>).

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 (11:30 p.m. weeknights and 1:00 a.m. on weekends).

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 student 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 (<http://tn.johnsonu.edu/handbook>).

- *Information Technology (IT).* The University provides an email address and on-campus Internet access to all students. Students may use the computer labs located in Richardson Hall, the Russell Preaching Center, the Glass Memorial Library. Student-owned computers used in the resident facilities require a network card to connect to the Johnson University network.
- *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 expected 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* (<http://tn.johnsonu.edu/handbook>), which prospective students should read before enrolling in Johnson University.

- *Textbook Services* are offered online through Follett (www.JohnsonU.bkstr.com), 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 (<http://tn.johnsonu.edu/handbook>). 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 (<http://tn.johnsonu.edu/Community/Current-Students/Area-Churches.aspx>) 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 Student Ministry. 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), the *Johnsonian* (yearbook), 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. One apartment houses Residence Director.
- *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 study room, 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 the Florida Christian College.

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.* Enrollment Services provides admissions and financial aid counseling to students. Contact the Admissions Office to schedule an appointment (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 lobby of the Chapman Center, near 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 (<http://tn.johnsonu.edu/ServiceEvents/Career-Services.aspx>). 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. A monthly calendar of events is available from the Student Life Office, posted on the Events bulletin board in the Student Union Building (SUB), and distributed to student mailboxes. 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 ([www.JohnsonU.edu/FL/Student Handbook](http://www.JohnsonU.edu/FL/Student%20Handbook)). 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. Staff from the Special Services Office on the Tennessee campus evaluates requests and determines appropriate accommodations. The Academic Support Center provides appropriate assistance. Nearly all campus facilities are handicap accessible.
- *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 ([www.JohnsonU.edu/FL/Student Handbook](http://www.JohnsonU.edu/FL/Student%20Handbook)).

- *Food Services.* Student apartments at Johnson University Florida are equipped with kitchens for food preparation. There is no cafeteria or other type of food service available on the Florida campus. 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 undergraduate students living on campus to have health insurance. Policy information is available on request from the Student Accounts Office. 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.* 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 eFollett (www.JohnsonU.bkstr.com), 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 one morning 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.

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 (www.JohnsonU.edu/FL/Student Handbook). 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 Life Office exists to enhance campus life by helping students (1) demonstrate

Christian character, exhibit social maturity, and evidence physical and emotional discipline; (2) adjust to the demands of a Christian worldview and Christian service; (3) be enthusiastic about the campus experience, ministry, and service; and (4) have their out-of-the-classroom needs met through, for example, a safe campus environment and opportunities for social interaction.

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* ([www.JohnsonU.edu/FL/Student Handbook](http://www.JohnsonU.edu/FL/Student%20Handbook)).

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, Senior 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 spring training complex for the Houston Astros across the street; Osceola Heritage Park, home of the Silver Spurs Rodeo; 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 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, 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 Thursdays 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 clubs around particular interests. Normally, these organizations are requested by students and function with the advisement of a faculty or staff sponsor. Timothy Club (preaching focus) and M.O.V.E. (missions outreach focus) are examples of standing clubs.
- *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 under the guidance of a faculty member and staff member who serve as class sponsors. 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 member of the National Christian College Athletic Association (NCCAA) Division II and the Florida Christian College Conference. Additional games are scheduled each year with select colleges. Johnson University Florida currently fields varsity teams in men’s basketball, men’s soccer, women’s volleyball, women’s soccer, and men’s and women’s cross country. 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, blue, and white.

Opportunities for recreation on campus include an outdoor swimming pool (48’ x 32’, 3’-6’ deep); a sand volleyball court; 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; a fenced play area for children; 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 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.
- *Jenzabar*, 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 staff from the Special Services Office on the Tennessee campus evaluates requests 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, Skype, 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* 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* offered online through eFollett (www.JohnsonU.bkstr.com) 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 Alumni Council of Seventy for three-year terms with approval by the board. Members come from the ranks of the ministry and various other professions representing supporting constituencies of the University. A majority of the members must be alumni of the University. The major responsibility of the Board of Trustees is to give general direction and oversight to the operation of the University. As the governing body of Johnson University, the trustees establish broad institutional policies, aid in securing financial resources to support the work of the University, select the chief administrative officer, and upon his recommendation, approve the other administrative officers.

CHAIRMAN.....L.D. Campbell
 VICE CHAIRMAN.....Ralph Carnathan
 SECRETARY.....Jeff Whitlock

Term Expires 2015:

W. Perry Bailey.....Retired Corporate Executive, Salem, Virginia
 Carol Clifford.....Retired Travel Consultant, Louisville, Kentucky
 Kenneth Funk.....Disney Executive, Kissimmee, Florida
 Jeff Whitlock.....Senior Minister, Memphis, Tennessee
 Richard E. Woods.....Engineering Consultant and Educator, Knoxville, Tennessee

Term Expires 2016:

Martha Raile Alligood.....Professor and Educational Consultant, Chocowinity, North Carolina
 Jim Book.....Senior Minister, Kissimmee, Florida
 Ralph D. Carnathan.....Retired Economic Development Consultant, Knoxville, Tennessee
 Gregory J. Grant.....Senior Minister, Morristown, Tennessee
 Drew Mentzer.....Senior Minister, Danville, Illinois

Term Expires 2017:

L.D. Campbell.....Pastor, Nashville, IN
 Jeff Case.....Business Owner and Educator, Knoxville, TN
 George W. Haley.....Attorney and Former U.S. Ambassador, Silver Spring, MD
 Sam Widener.....Business Owner, Johnson City, TN

Ex Officio:

Gary E. Weedman.....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), Christ's Church of the Valley (CCV), or elsewhere.

GARY E. WEEDMAN, President (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)

MICHAEL L. CHAMBERS, Chancellor and Vice Provost for Academics Johnson University Florida (2015); B.A. in Church Growth and World Mission, Lincoln Christian College; M.A. in Doctrine and Philosophy, Lincoln Christian Seminary; M.Div. in Divinity, Lincoln Christian Seminary; Ph.D. in Ancient Philosophy, Warnborough University in England. (FL)

DAVID L. EUBANKS, President Emeritus of Johnson University and Chancellor Emeritus of Johnson University Florida (1958); B.A. in Bible/Ministry 1957, Johnson University; M.Th. in Theology 1958, Johnson University; D.D. (Honorary) 1984, Johnson University; B.S. in History 1960, Ph.D. in History 1965, University of Tennessee (FL)

CINDY BARNARD, Vice President for Finance (2010); B.S. in Accounting 2001, Carson-Newman University; Master of Business Administration 2011, Milligan College (TN)

PHILIP A. EUBANKS, Vice President for Development (1996); B.A. in Bible and Preaching 1981, Johnson University; B.S. in Mechanical Engineering 1988, University of Tennessee; M.S. in Industrial Engineering 1992, University of Cincinnati (TN)

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 University of Tennessee (TN)

CLIFFORD C. McCARTNEY, Chief Information Officer (2011); B.S. in Management 1996, Shorter College; M.B.A. in Business Administration 2010, Georgia Institute of Technology (TN)

MARK F. PIERCE, Vice Provost for Research and Planning, Professor of Psychology (2003); B.A. in Christian Ministry 1973, Atlanta Christian College; M.Div. in Christian Ministry 1978, Emmanuel Christian Seminary; M.A. in Psychology 2003, Ph.D. in Psychology 2004, University of Tennessee (TN)

L. THOMAS SMITH, JR., Vice President for Academic Affairs/Provost, 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, University of Tennessee (TN)

TIMOTHY W. WINGFIELD, Vice President for Enrollment Services (1999); B.A. in Preaching 1987, Johnson University; M.Div. in Divinity 1995, Southern Baptist Theological Seminary; D.Min. in Ministry 2006, Gordon-Conwell Theological Seminary (TN)

WILLIAM F. WOLF, Dean of the Chapel (2011); B.S. in Bible/Media Communications 2003, Johnson University; M.A. in New Testament Exposition and Research 2013, Johnson University (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), Christ's Church of the Valley (CCV), or elsewhere.

L. THOMAS SMITH, JR., Vice President for Academic Affairs/Provost, 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, University of Tennessee (TN)

MICHAEL L. CHAMBERS, Chancellor and Vice Provost for Academics, Johnson University Florida (2015); B.A. in Church Growth and World Mission, Lincoln Christian College; M.A. in Doctrine and Philosophy, Lincoln Christian Seminary; M.Div. in Divinity, Lincoln Christian Seminary; Ph.D. in Ancient Philosophy, Warnborough University in England. (FL)

MARK F. PIERCE, Vice Provost for Research and Planning, Professor of Psychology (2003); B.A. in Christian Ministry 1973, Atlanta Christian College; M.Div. in Christian Ministry 1978, Emmanuel Christian Seminary; M.A. in Psychology 2003, Ph.D. in Psychology 2004, University of Tennessee (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, Associate Provost for Accreditation, Professor of New Testament (2006); B.A. in Bible and Preaching 1982, Johnson University; M.Div. in Christian Ministry 1985, 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)

CYNTHIA S. LEWIS, Assistant Provost for Academic Records and Advising (2015); B.S. in Organizational Management 2003, Palm Beach Atlantic College; M.S. in Organizational Leadership 2006, Palm Beach Atlantic 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, University of Tennessee (TN)

JOY 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 (CCV), or elsewhere.

MATTHEW BROADDUS, Dean of the School of Communication & Creative Arts; Associate 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, University of Oklahoma; Ph.D. in Communication and Information 2012, University of Tennessee (TN)

ALICIA D. CRUMPTON, Dean of the School of Business & Public Leadership, Professor of Leadership (2009); B.A. in Christian Education 1983, Lincoln Christian College; M.S. in Information Science 1998, University of Michigan; Ph.D. in Leadership Studies 2008, Gonzaga University (TN, OL)

ROY V. MILLER, Interim Dean of the Templar School of Education, Professor of Education (2015); B.S. in Education 1982, The University of Tennessee; 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)

DANIEL OVERDORF, Dean of the School of Congregational Ministry, Professor of Pastoral Ministry (2005); B.A. in Preaching 1995 Johnson University; M.Div. in Leadership Ministry 2001, Lincoln Christian Seminary; D.Min. in Preaching 2005, Gordon-Conwell Theological Seminary (TN)

SEAN M. RIDGE, Dean of the School of Social & Behavioral Sciences, Professor of Social and Behavioral Sciences (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)

GARY DAVID STRATTON, Dean of the School of Arts & Sciences, University Professor of Worldview and Spiritual Formation (2015); B.A. in Christian Education 1980, Wheaton College; M.A.T.S. 1991, Talbot Seminary; Ph.D. in Spiritual Formation 2009, Talbot Seminary (TN)

JON WEATHERLY, Dean of the School of Bible & Theology, 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)

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, Fuller Theological Seminary; Ph.D. in Intercultural Studies 2003, Fuller Theological Seminary (TN)

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), Christ's Church of the Valley (CCV), or elsewhere. A professor based at one location may teach at other Johnson University locations as well.

STACY ABERNATHY, Lecturer in Bible (2014); B.S. in Building Construction Contracting 1992, Purdue University; M.A. in New Testament 2009, Johnson University (OL)

DIANE ADAMS, Associate Registrar (1999); B.A. in Bible 2008, Florida Christian College (FL)

GREG ALLEN, Lecturer in Arts and Sciences (2012); B.S. in Mathematics 2001, University of Tennessee; M.S. in Education 2002, University of Tennessee (OL)

ROBERT ANDRINGA, Lecturer in Strategic Ministry (2013); B.A. in Marketing 1963, Michigan State University; M.A. in Guidance and Personnel 1964, Michigan State University; Ph.D. in Higher Education 1967, Michigan State University (CCV)

DOUGLAS KIRK BANISTER, Lecturer in Urban Ministry (2013); B.S. in Journalism 1983, Northwestern University; M.Div. in Divinity 1987, Talbot School of Theology; D.Min in Ministry 1997, Gordon Conwell Divinity School; M.A. in Medieval Studies 2007, University of Tennessee (TN)

ASHLEY JAMES BARKER, Lecturer in Intercultural Studies (2013); B.A. in Theology 1989, Harvest Bible College, Melbourne; M.A. in Ministry 1995, Pacific College of Graduate Studies, Melbourne/Missouri; Ph.D. in Divinity 2012, MCD University of Divinity, Melbourne; Certificate in Ministry, Tabor College, Adelaide (OL)

HOLLI BATES, Lecturer in Abnormal Psychology (2015); B.S. in Psychology 2003, Mercer University; M.S. in Counseling 2008, Carson Newman University (TN)

RICHARD BEAM, Professor of English (1978); A.B. in Bible 1965, Kentucky Christian University; M.A. in English 1975, Morehead State University; Ed.D. in Higher Education 1981, University of Kentucky; additional studies Malone University, Duquesne University (TN)

CHARLES W. BECKETT, Lecturer in Bible (2009); B.S. in Accounting 1974, University of Akron; B.A. in Bible 1977, Kentucky Christian University; M.Div. in New Testament 1982, Cincinnati Bible Seminary; additional studies Trinity Evangelical Divinity School (TN)

ANTONY BECKHAM, Lecturer in Economics of Organizational Architecture and Strategy (2015); B.A. in Biological Science 1978, Moorehouse College; M.B.A. in Nonprofit Organizations 1988, Azusa Pacific University; M.A. in Religion 2003, Vanguard University; Ph.D. in Intercultural Education 2009, Biola University (OL)

TIM E. BERRY, Lecturer in Radio Production (2005); University of Tennessee; Chief Engineer, radio broadcasting (TN)

TRACY BEST, Lecturer in Children’s Education (2004); B.S. in Bible and Interdisciplinary Studies/Teacher Education 1996, M.A. in Educational Technology 2004, Johnson University (TN)

DENNIS BLOODWORTH, Lecturer in Strategic Ministry (2013); B.A. in Bible and Pastoral Ministry 1994, Manhattan Christian College; M.A. in Ministry 2000, Hope International University (CCV)

SHERI BOEYINK, Lecturer in Strategic Ministry (2013); B.A. in Psychology 1998, Southwest Minnesota State University; M.A. in Counseling 1991, University of Iowa (CCV)

TIM BOLEN, Lecturer in Counseling (2011); B.A. in Bible and Christian Ministry 1991, Florida Christian College; M.S. in Community Counseling 2006, Columbus State University (FL)

TROY BORST, Lecturer in Communication and Speech (2012); B.A. in Bible 1999, Johnson University; M.Div. in Divinity 2006, Ashland University; Ph.D. candidate in Communication, Regent University (FL)

KIMBERLY D. BOYD, Lecturer in Education (2001); B.S. in Mental Retardation/Elementary Education 1987, Georgia Southern University; M.Ed. in Special Education 1991, West Georgia College; Ed.D. in Educational Leadership 2000, University of Central Florida (FL)

MINDI BRASWELL, Lecturer in Interpersonal and Family Relationships (2014); B.A. in Counseling 2001, Florida Christian College; M.A. in Child/Adolescent Psychology 2012, Chicago School of Professional Psychology (TN)

BRENT L. BREWER, Associate 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 Missions 2007, Columbia International University (TN)

CARL B. BRIDGES, Professor of New Testament (1987); B.A. in Bible and Ministry 1972, Johnson University; M.Div. in Divinity 1976, Lincoln Christian Seminary; Th.M. in Theology 1984, Ph.D. in Biblical Studies 1990, Union Theological Seminary; additional studies Ghana Christian College and Seminary, University of Oklahoma, University of Tennessee, Virginia Commonwealth University (TN)

CATHERLYN BRIM, Lecturer in Strategic Human Resource Management (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)

MATTHEW BROADDUS, Dean of the School of Communication & Creative Arts, Associate 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, University of Oklahoma; Ph.D. in Communications 2012, University of Tennessee (TN)

NEALY PARDEE BROWN, Associate Professor of Human Services (2015); B.S. in Psychology 1995, University of Illinois; M.A. in Counseling and M.Div. in Divinity 2002, Lincoln Christian Seminary; Ph.D. in Psychology 2007, Northcentral University (FL)

SHARON “SHERRIE” BRUNER, Lecturer in Counseling (2013); B.S. in Counseling and Bible 2010, M.A. in Marriage and Family Therapy/Professional Counseling 2012, Johnson University; additional studies Lincoln Memorial University (TN)

EDDIE S. BRYANT, Lecturer in Media Communication and Marketing (2005); B.A. in Bible 1985, Milligan College; B.S. in Communication 1989, University of Tennessee (TN)

LYLE BUNDY, Professor of Human Services (1983); B.A. in Ministry 1969, Lincoln Christian University; M.A. in Communication Science 1981, Governor State University; M.Div. in Divinity 1986, Lincoln Christian Seminary; additional graduate studies at Lincoln Christian Seminary and Westminster Theological Seminary (FL)

DAN BUTLER, Lecturer in Intercultural Studies (2010); B.S. in Art Education 1973, Murray State University; additional studies Fuller Theological Seminary, Johnson University, University of Oklahoma, University of Texas (TN)

KELLY CABLE, Lecturer in Intercultural Studies (2015); B.A. in Liberal Studies 2000, Biola University; M.A. in Teaching 2009, Biola University (OL)

SUSAN O. CALDERON, Lecturer in Spanish (2007); R.N. 1964, University of Tennessee Memorial Research Center and Hospital School of Nursing; B.A. in Ministry 1967, M.A. candidate in Intercultural Studies, Johnson University (TN)

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)

TONY CASON, Lecturer in Music (2013); B.Mus. in Piano Performance 1980, University of Kentucky (FL)

SARAH E. CATHEY, Assistant 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)

MICHAEL L. CHAMBERS, Chancellor and Vice Provost for Academics, Johnson University Florida (2015); B.A. in Church Growth and World Mission, Lincoln Christian College; M.A. in Doctrine and Philosophy, Lincoln Christian Seminary; M.Div. in Divinity, Lincoln Christian Seminary; Ph.D. in Ancient Philosophy, Wornborough University in England. (FL)

ROBERT B. CHAMBERS, Professor of Music (2001); B.A. in Music Education 1971, M.A. in Music Education 1973, Texas Christian University; D.M.A. in Musicology 1984, Southwestern Baptist Theological Seminary (TN)

ARCHIE WAYNE CHANKIN, Lecturer in Intercultural Studies (2012); B.S. in Recreation Administration 1997, Texas State University; M.S. in Missions 2000, Abilene Christian University (OL)

RICHARD CHOWNING, Lecturer in Intercultural Studies (2012); Diploma 1971, Southern California School of Evangelism; B.A. in Religion 1982, Pepperdine University; M.A. in Missions 1994, Abilene Christian University (OL)

RICHARD CLARK, Affiliate Faculty in Nonprofit Leadership and Philanthropy (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 at Indiana University (OL)

PAUL T. COLEMAN, Lecturer in Ethics and Business Law (2011); B.A. in Bible 1974, Johnson University; B.A. in History 1976, Milligan College; J.D. in Law 1979, 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, Roanoke Bible College; M.Div. in Divinity 1997, Emmanuel School of Religion; Ph.D. in Biblical Studies 2009, Catholic University of America (TN)

VICTORIA COPPOCK, Assistant Professor of Elementary Education (2015); B.A. in Elementary Education, Stetson University; M.Ed. in Teacher Education, Regent University (FL)

JEREMY COX, Lecturer in Bible (2013); B.A. in Bible with a Preaching Concentration 2002, M.A. in New Testament with a Preaching Concentration 2010, Johnson University (TN)

DAVID CROSS, Lecturer in Intercultural Studies (2015); B.A. in Biblical Studies 1994, the University of Northwestern, Saint Paul; B.A. in Bible 1994, the University of Northwestern, Saint Paul; M.A. in Linguistics 2010, the University of North Dakota (OL)

ALICIA D. CRUMPTON, Dean of the School of Business & Public Leadership, Professor of Leadership (2009); B.A. in Christian Education 1983, Lincoln Christian College; M.S. in Information Science 1998, University of Michigan; Ph.D. in Leadership Studies 2008, Gonzaga University (TN, OL)

PETE N. CUMMINS, Professor of Social and Behavioral Sciences (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)

P. DWAYNE CURRY, Lecturer in Youth Ministry (2012); B.S. in Bible and Counseling 1994, Johnson University; M.A.R. in Church History 1997, Emmanuel School of Religion (TN)

VALDECY J. DASILVA, Lecturer in Cross-Cultural Ministry (2013); Diploma 1987, Colegio Biblico; M.A. in New Testament Exposition and Preaching 1993, Johnson University; M.A. in Religion 2005, Emmanuel Christian Seminary (TN)

NICK DEMOS, Lecturer in Strategic Ministry (2013); B.A. in Education 2006, Arizona State University; M.A. in Sports Leadership 2008, Northeastern University (CCV)

DIRK DONAHUE, Lecturer in Music (2003); A.A. in Music 1986, Seminole Community College; B.A. in Radio/Television 1989, University of Central Florida; Teaching Certificate, 1991, Florida Southern University (FL)

KEVIN B. DOOLEY, Lecturer in Intercultural Studies (2015); B.B.L. in Biblical Literature 1985, Ozark Bible College; M.A. in Practical Ministries 1988, Cincinnati Christian Seminary; M.A. in Intercultural Studies 1989, Wheaton College (OL)

KENDI HOWELLS DOUGLAS, Professor of Intercultural Studies (2015); A.A. 1990, Crossroads College; B.A. in Music 1992, Crossroads College; M.Div. in Divinity 1996, Emmanuel Christian Seminary; D.Miss. in Missiology 2004, Asbury Theological Seminary (FL)

NORMAN DUNGAN, Associate Professor of English and Spanish (1981); B.A. in Biblical Studies 1963, Pacific Christian College; M.A. in English 1965, Fort Hays Kansas State University; additional studies University of Tennessee (TN)

TREVOR JONAS EGLI, Assistant Professor of Sport and Fitness Leadership (2013); B.A. in Psychology 2008, Franklin & Marshall College; M.S. in Kinesiology 2010, Georgia Southern University; Ph.D. in Kinesiology and Sport Studies 2013, University of Tennessee (TN)

JAMES R. ESTEP, Affiliate Faculty in Qualitative Research (2012); B.A. in Christian Ministries 1985, M.A. in Near East Studies 1986, M.A. in New Testament 1988, M.Div. in Apologetics 1989, Cincinnati Christian University; D.Min. in Christian Education 1992, Southern Baptist Theological Seminary; Ph.D. in Educational Studies 1999, Trinity Evangelical Divinity School (OL)

KELLY HANDY ESTES, Director of Academic Support, Director of Career Services (2012); B.S. in Counseling 1988, Johnson University; M.Ed. in Curriculum and Instruction 2002, Radford University (TN)

DAVE EVELAND, Instructional Designer and Technologist, Lecturer in Education (2001); A.S. in Computer Information Systems, Southwestern Illinois College 1997; B.S. in Bible and Interdisciplinary Studies/Teacher Education 2004, M.A. candidate in Holistic Education Grades K-8, additional graduate studies in Educational Technology, Johnson University (TN)

REBECCA J. EVELAND, Instructor in Early Childhood Education (2007); B.S. in Bible and Interdisciplinary Studies/Teacher Education 2004, M.A. in Holistic Education 2005, Johnson University (TN)

SHERRY L. FARISS, Lecturer in Intercultural Studies (2015); B.A. in French 1988, Abilene Christian University; M.Miss. in Missiology 1994, Abilene Christian University; Ph.D. in Linguistics 2002, the University of Texas at Arlington; additional studies CEFÉ, French language program for foreigners 1988-1990, l'Université de Toulousé (OL)

JACQUELINE FAULHABER, Affiliate Faculty in Leadership (2012); Diploma 1987, U.S. Air Force Base; B.A. in Human Resource Management 1993, Saint Leo University; M.P.A. with a specialization in Personnel Management 1994, Troy State University; Certificate of Advanced Graduate Studies in Organizational Leadership 2006, Doctor of Strategic Leadership 2008, Regent University (OL)

LORIN FIELDS, Lecturer, Artist in Residence (2014); B.A. in Accounting 1990; M.A. in Environmental Arts 1994, Syracuse University (TN)

ROB FLEENOR, Lecturer in Bible (2015); B.B.L. in New Testament 1997, Ozark Christian College; B.Th. in Theology 1997, Ozark Christian College; M.A. in Biblical Studies 2007, Cincinnati Bible Seminary; additional studies pursuing a Ph.D. in Old Testament Studies at Asbury Theological Seminary (OL)

RACHEL M. FOSTER, Lecturer in Exercise and Sports Science (2012); B.S. in Exercise Science 2006, Liberty University; M.S. in Exercise and Sport Science 2009, East Carolina University; American College of Sports Medicine Health Fitness Specialist (OL)

BRYCE FOULKE, Lecturer in Counseling (2011); B.S. in Preaching and Communication Science 1986, Florida Christian College; M.A. in Counseling 2007, Webster University (FL)

PATRICIA B. FULLER, Assistant Professor of Education (2007); B.S. in Education 1974, University of Tennessee; M.A. in Adult Education and Human Resource Development 2006, Tusculum College; Ed.S. in Teacher Education/Elementary Education 2008, University of Tennessee (TN)

JOSHUA FULLMAN, Affiliate Faculty, Candidacy Coach (2015); B.A. in English 2002, California State University, Fullerton; M.A. in English 2005, California State University, Fullerton; M.Sc. in Medieval Studies 2008, University of Edinburgh; Ph.D. in English 2013, Southern Illinois University, Carbondale (OL)

MARIE GARRETT, Lecturer in English Composition (2015); B.A. in English 1971, Milligan College; M.L.S. in Library Science 1972, George Peabody College for Teachers, M.A. in English 1989, The University of Tennessee (TN)

DEANNA GIRON, Lecturer in Voice (2008); B.M.E. in Music Education with a Secondary Choral Specialization 2000, University of Central Florida (FL)

JOSEPH K. GORDON, Assistant Professor of Theology (2015); B.A. in Biblical Studies and Preaching and Church Leadership 2007, Johnson University; M.Div. in Contemporary Christian Theology 2011, Lincoln Christian Seminary; Ph.D. candidate in Religious Studies: Systematic Theology and Ethics (FL)

HEATHER GORMAN, Assistant Professor of New Testament (2013); B.A. in Bible 2007, Cincinnati Christian University; M.A. in New Testament 2009, Abilene Christian University; Ph.D. in Religion 2013, Baylor University (TN)

JAMES L. GORMAN, Assistant Professor of History (2013); B.S. in Business Administration 2005, Kentucky Christian University; M.Div. with an emphasis in the History of Christianity and Greek 2008, Abilene Christian University; Ph.D. candidate in Religion, Baylor University (TN)

SHAWN GRANT, Lecturer in English (2013); B.A. in Bible and Christian Ministry 2002, Florida Christian College; M.A. in Church History/Historical Theology 2007, Lincoln Christian Seminary; Ph.D. in Humanities 2012, Florida State University (FL)

DAVID B. GRANTHAM, Lecturer in Counseling, Clinical Supervisor (2007); B.S. in Biology 1968, Nicholas State University; Th.M. in Theology 1972, New Orleans Baptist Theological Seminary; Ed.D. in Pastoral Counseling and Psychology 1982, New Orleans Baptist Theological Seminary (TN)

WILLIAM DAVID GRAVES, Lecturer in Intercultural Studies (2015); B.A. in Bible and Religion 2001, Harding University; B.A. in Missions 2001, Harding University; Master of Divinity in Divinity 2005, Abilene Christian University; additional studies pursuing Ph.D. in Linguistics from the University of Texas at Arlington (OL)

STEVE GROSS, Lecturer in Strategic Ministry (2013); B.A. in Elementary Education 1994, Arizona State University; M.A. in Elementary Education 2000, Northern Arizona University; additional studies Ottawa University (CCV)

CARLUS GUPTON, Lecturer in Pastoral Ministries and Bible (2001); B.A. in Religious Education and Speech 1982, David Lipscomb University; M.Div. in Ministry 1988, Harding University Graduate School of Religion; D.Min. in Preaching/Church Leadership 1993, Abilene Christian University; additional studies University of Tennessee (OL)

WENDY GUTHRIE, Professor of Education, Assistant Dean of the Templar School of Education (2010); B.S. in Bible 1982, Mid-Atlantic Christian University; M.S. in Education 1991, Old Dominion University; Certificate of Advanced Graduate Studies 2009, Ed.D. in Educational Psychology 2013, Regent University (FL)

MARK HAHLEN, Lecturer in Bible (2012); B.A. in Bible 1982, Johnson University; M.Div. in Divinity 1985, Ph.D. in Old Testament Studies 1992, Southern Baptist Theological Seminary (OL)

JESS O. HALE, JR., Affiliate Faculty in Public Administration, Ethics, and Leadership (2009); B.A. in Bible 1980, Johnson University; M.T.S. in Applied Theology and Theology 1982, Harvard Divinity School; J.D. in Law 1985, University of Tennessee; M.A. in Public Policy Studies 1988, Duke University (TN)

JON A. HALE, Assistant Librarian, Professor of Bible (1996); B.A. in Bible 1982, Kentucky Christian University; M.Div. in Divinity 1986, Southern Baptist Theological Seminary; M.S.L.S. in Library Science 1994, University of Kentucky (TN)

KEVIN HALL, Lecturer in Sports and Fitness Leadership (2015); A.S. in General Studies 2008, Roane State Community College; B.S.S. in Sport Science 2012, United States Sports Academy; M.S.S. in Sport Science 2014, United States Sports Academy (TN)

GRACE HANSEN, Lecturer in Strategic Ministry (2013); B.A. in Business Administration 1993, M.B.A. in Business Administration 1996, Loyola Marymount University; additional studies University of Seville, Spain (CCV)

KARA B. HARDIN, Lecturer in Piano (2006); B.M. in Music 1994, Cincinnati Christian University (FL)

LESLIE T. HARDIN, Professor of New Testament (2005); B.A. in Biblical Studies 1993, M.A. in New Testament Studies 1995, M.Div. in New Testament Studies 2000, Cincinnati Bible Seminary; D.Min. in Spiritual Formation 2003, Ashland Theological Seminary (FL)

TODD HARDIN, Lecturer in Congregational Ministry (2014); B.S. in Accounting 1989, Carson-Newman University; M.A.R. in Pastoral Counseling 2005, M.Div. in Pastoral Counseling 2007, Liberty Baptist Theological Seminary; D.Min. in Biblical Counseling 2012, Westminster Theological Seminary, Ph.D. courses in Biblical Counseling, Liberty University and The Southern Baptist Theological Seminary (TN)

KYLE HARRIS, Lecturer in Intercultural Studies (2015); B.A. in Pastoral Ministries 1982, Manhattan Christian College; M.A. in Organizational Leadership 2012, Lincoln Christian Seminary; additional studies pursuing a Ph.D. in Leadership Studies from Johnson University,

Saint Ambrose University, the University of Texas at Arlington, Illinois Institute of Technology (OL)

GREGORY P. HARTLEY, Professor of English (1997); B.S. in Christian Education 1995, Florida Christian College; M.Ed. in Education 1996, Milligan College; Ph.D. in English Literature 2012, University of South Florida (FL)

JOSEPH D. HARVEY, Associate Professor of Ministry, Assistant Dean of the School of Congregational Ministry (2011); B.A. in Christian Education 1981, Florida Christian College; B.A. in Biblical Studies and History 1983, Milligan College; M.A. in Biblical Studies 1989, Cincinnati Christian University; M.Ed. in Curriculum and Instruction 1991, University of South Florida; D.Min. in Pastor Care 2009, Lincoln Christian University; additional graduate studies Nova Southeastern University (FL)

KIM HAWKINS, Lecturer in Test Measurement and Assessment (2013); B.A. in English 1990, College of Charleston; M.S. in Curriculum and Instruction 1996, University of Tennessee; Ed.S. in Administration and Supervision 2000, Lincoln Memorial University; Ed.D. in Educational Leadership 2011, Liberty University (TN)

KRISTEL W. HEADLEY, Assistant Professor of Social and Behavioral Sciences (2012); B.A. in English 1998, University of Richmond; M.A. in Professional Counseling 2005, Liberty University; Ph.D. in Counselor Education and Supervision 2012, Regent University (TN)

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DAVID A. WHEELER, Associate Professor of Youth 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 College; B.U.S. in English 1976, M.A. in English 1977, Morehead State University; additional graduate studies 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, Professor of Intercultural Studies (2012); B.S. in Bible and Christian Ministries 1981, Kentucky Christian College; 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 Seminary; veteran missionary (OL)

TODD WHITMER, Lecturer in Microfinance (2013); B.A. in Missions and Bible 1995, Johnson University; M.B.A. in Business Administration 2008, Hope International University (OL)

BRAD WILLITS, Lecturer in Intercultural Studies (2015); B.A. in Missions 1976, Abilene Christian University; M.A. in Missions 1987, Abilene Christian University; M.A. in Linguistics 1992, the University of Texas at Arlington; additional studies Ph.D. candidate at the Vrije Universiteit (OL)

DON WILSON, Lecturer in Strategic Ministry (2013); B.A. in Ministries 1970, Manhattan Christian College; Ph.D. in Church Growth 1978, California Graduate School of Theology; additional studies Kansas State University; Senior Minister, Christ's Church of the Valley, Peoria, Arizona (CCV)

CHERYL WISSMANN, Lecturer in Bible (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)

WILLIAM F. WOLF, Dean of the Chapel (2011); B.S. in Bible/Media Communications 2003, Johnson University; M.A. in New Testament Exposition and Research 2013, Johnson University (TN)

JULIE WOLTIL, Affiliate Faculty in Quantitative Analysis (2015); B.A. in Cognitive Psychology 2004, University of California, Irvine; M.A. in Experimental Psychology 2008, Loma Linda University; Ph.D. in Clinical Psychology 2010, Loma Linda University (OL)

MICHAEL SHANE WOOD, Affiliate Faculty in Organizational Leadership (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 (OL)

KENNETH A. WOODHULL, Professor of Intercultural Studies, Urban Alliance Director (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)

ELIZABETH WOODSON, Lecturer in Finance (2010); B.S. in Education 1986, University of Tennessee; M.Acc. in Accounting with Tax Concentration 1995, University of Tennessee (TN)

ASHLEY WOOLDRIDGE, Lecturer in Strategic Ministry (2013); B.A. in Business Administration 1999, Hope International University; M.B.A. in Business Administration 2002, Keller Graduate School; additional studies Fuller Theological Seminary (CCV)

STEPHEN A. YEATON, Lecturer in Congregational Ministry (2015); B.A. in Christian Education 1992, Cincinnati Christian University; M.A. in Practical Ministries 1993, Cincinnati Christian University; Master of Religious Education 1994, Cincinnati Christian University; Master of Divinity 1999, Cincinnati Christian University; Doctor of Ministry 2009, Gordon-Conwell Theological Seminary (OL)

JASON M. YEATTS, Lecturer in History (2014); B.A. in Bible and Preaching 2004, Johnson University; M.A.R. in Church History 2009, Emmanuel Christian Seminary (OL)

MARK A. YOUNG, Associate Professor of Communication, Director of Communication Program (1999); B.A. in Bible and Ministry 1974, Johnson University; M.A. in Communication 1991, Regent University (TN)

MICHAEL R. YOUNG, Affiliate Faculty in Philosophy and Ethics (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, Florida Christian College; M.A. in Educational Technology 2000, Nova Southeastern University (FL)

MARK S. ZIESE, Professor of Old Testament (2014); B.B.L. in Biblical Studies 1985, Ozark Christian College; M.A. in Biblical Studies/New Testament 1987, Cincinnati Christian University; M.A. with emphasis in Hebrew Bible and Ancient Near East 1990, Hebrew Union College Jewish Institute of Religion; Ph.D. in Religion 2002, Andrews University (FL)

COURSE DESCRIPTIONS

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 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 and 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 students to the key ideas from the Pentateuch (Genesis-Deuteronomy), with focus on their significance in their historical context and in forming the theology of the entire biblical canon. Attention is given to the criticism and interpretation of Pentateuchal texts in the modern world.

BIBL 1201 Orientation to the Old Testament II (3). This course introduces students to key ideas from the Historical Books (Joshua-Esther), with focus on their significance in their historical context as they frame the message of the prophets and contribute to biblical theology. Attention is given to modern criticism and interpretation of these texts. *Prerequisite: BIBL 1101 Orientation to the Old Testament I.*

BIBL 2130 Exegetical Methods for English Bible (3). This course presents basic principles of biblical interpretation, or "hermeneutics." The course highlights issues related to the interpretation of various genres of literature in the Bible. Special attention is given to resources, such as commentaries, Bible dictionaries, concordances, and handbooks. The practical understanding and application of Scripture is the focus of the course. Some emphasis will be given to the role of Scripture in spiritual formation. *Prerequisite: BIBL 1101 Orientation to the Old Testament I and BIBL 1201 Orientation to the Old Testament II.*

BIBL 2201 Orientation to the New Testament (3). This course offers 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 history of the early church, Paul and the 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). This course is an exegetical study of the Book of Job with a focus on its contribution to understanding the theological problem of evil. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3102 Message of the Psalms (3). Students explore the Psalms as a rich theological, pastoral, and liturgical resource within the Wisdom tradition. Significant attention is given to both the form and function of the Psalms within their historical setting. Some consideration is given to the ongoing place of the Psalms in the life of God's people. *Prerequisite: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3103 Proverbs, James & the Biblical Wisdom Tradition (3). Students analyze the wisdom of Proverbs in the cultural setting of the Ancient Near East and note its influence on the wider category of biblical wisdom, with special focus on the Letter of James. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3104 Human Significance & Human Sexuality in Ecclesiastes & Song of Solomon (3). This course is an exegetical study of two Old Testament Poetic/Wisdom books, emphasizing their contribution to the quest for meaning and to human sexuality. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3105 Wisdom Books as Literature (3). In addition to the study of the theology of the Wisdom Books, another valuable approach is a literary one. The ancient Hebrews crafted their poetry with techniques that only now are being recognized. Drawing on these five poetic works, the course presents in detail the range of these features. Students compose their own pieces utilizing all of these ancient poetic tools. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3201 Isaiah (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3202 Jeremiah & Lamentations (3). This course is an exegetical study of Jeremiah and Lamentations, emphasizing their relationship to the historical setting, the struggle between disappointment and hope, and the books' contribution to biblical theology. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3203 Ezekiel (3). This course is an exegetical study of Ezekiel, emphasizing the book's relationship to its historical setting, its use of visionary language, its development of theological ideas, and its contribution to biblical theology. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3204 Daniel & Biblical Eschatology (3). This course is an exegetical study of Daniel, placing special emphasis on the book's appropriation of wider biblical themes and its contribution

to biblical theology, especially concepts of the future. Modern interpretation of the book will be analyzed. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3205 The Book of the Twelve (3). Students explore the major themes found in the Minor Prophets (Hosea-Malachi). Attention is given to understanding the message of the prophets in their historical context, including consideration of the religious, social, and political message of the prophets. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3206 The Prophets & Justice (3). God's concern for justice finds no clearer expression than in the Prophets of Israel. Whether justice in law, justice in finance, justice in government, justice among nations, or justice in gender and race relations, the Prophets wrote with full authority that originated in God's own nature. This thematic approach draws on the entire canon of prophetic preaching. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

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: BIBL 2130 Exegetical Methods for English Bible, BIBL 2201 Orientation to the New Testament, CMPR 2110 Biblical Teaching and Preaching.*

BIBL 3301 Romans (3). This course is an exegetical and historical study of the letter to the Romans, with particular attention to the letter's contribution to Christian theology. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3302 1-2 Corinthians (3). This course is an advanced 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3303 Early Epistles of Paul (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3304 Prison Epistles of Paul (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3305 Pastoral Epistles (3). This course is a study of the English text of 1 Timothy, 2 Timothy, and the epistle to Titus. The course includes 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3306 Missionary Methods of Paul (3). This course examines Paul's theology and strategies for mission as reflected in his letters and in the Acts of the Apostles. The applicability of his teachings and example for today is considered. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3307 Making Disciples in the Early Church (3). In this course, students explore the efforts of the first-century church to "make disciples." Particular attention is given to the book of Acts and the Pauline epistles as documents reflecting the means by which the early church sought to teach and exhort believers. Significant consideration is given to the place of worship (both corporate and individual) and parenesis (moral instruction) in the early church. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3311 Letter to the Hebrews (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3312 Petrine Letters & the Letter of Jude (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 3314 Book of Revelation (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4201 Gospel of Matthew (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4202 Preaching & Performing the Gospel of Mark (3). This course is an 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4203 Luke-Acts (3). This course is an 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4204 The Fourth Gospel & Johannine Letters (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4205 The Gospels & the Historical Jesus (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4206 The Sermon on the Mount (3). This course is an 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4207 Parables of Jesus (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4208 The Spirituality of Jesus (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4301 Greek Exegesis of the Pastoral Epistles (3). This course is 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: BIBL 2130 Exegetical Methods for English Bible, BIBL 2201 Orientation to the New Testament, and 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 4401 Seminar in Genesis (3). This course considers the special nature of Genesis 1-11. These chapters serve well for 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. This seminary-preparation course, structured in seminar format, is fundamentally a hermeneutics study anchored in Genesis 1-11.

BIBL 4402 Current Hermeneutical Issues in New Testament Studies (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4403 The New Testament's Uses of the Old Testament (3). The only Bible known to Jesus and the Apostles was what we call the "Old Testament." The New Testament writers used this "bible" as their source for understanding apologetics, theology, ethics, and eschatology. Therefore, this study builds on the "Continuity of the Covenants." Such a topical approach to the relationships of the Testaments lends itself to a seminar format or directed studies.

BIBL 4404 Jewish World of the New Testament (3). This course is a survey of the history and literature of late Second Temple Judaism. The course includes 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). This course is a critical examination of the influence of classical philosophies on the theology 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

BIBL 4406 Archaeology of the Old Testament (3). This course is a survey and analysis of key archaeological finds related to the history and interpretation of the Old Testament.

BIBL 4407 Archaeology of the New Testament (3). This course is 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). This course is 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). This required, intensive, three-day orientation to the M.A. program in New Testament runs from Wednesday morning to early afternoon on Friday of the first week of each Fall Term. Students spend Wednesday morning, afternoon, and evening; Thursday morning, afternoon, and evening; and Friday morning in a variety of academic and social activities. The 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). This course is designed to survey the Old Testament books with the intent of highlighting the major personalities and events relevant to the story of God's Old Testament people.

BIBL 5102 New Testament Survey (3). This course introduces students to the main people, places, events, and themes of the New Testament. It is a graduate course in that it requires the student to master a larger amount of material and to think and write at an abstract level. However, it is also an introductory course in that it presupposes no prior academic study of the Bible. A

student who successfully completes this course and its companion Old Testament course will have a knowledge base necessary for further study of the Bible at the graduate level.

BIBL 5103 New Testament Introduction (3). This course offers a study of the authorship, date, audience, and purpose of each book of the New Testament. Attention is given to the ways in which different schools of biblical interpretation attempt to answer these introductory questions. The text and canon of the New Testament are also considered.

BIBL 5104 World of the New Testament (3). This course presents a description of the world in which Christianity began to flourish, focusing especially on principal cities, institutions, and individuals relevant to the early Roman Empire, and an introduction to significant texts and movements dating from roughly around the time of the New Testament. Material covered in this course provides students with both “facts” and “framework”—facts regarding the social, political, and cultural dynamics operative in the first century, and a framework that enables students to consider how those facts help readers in the twenty-first century contextualize the New Testament texts more appropriately.

BIBL 5105 New Testament Research Methods (3). This course introduces graduate students 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 graduate program in New Testament.

BIBL 5106 New Testament Theology (3). This course provides 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). This course provides 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 5108 History of New Testament Interpretation (3). This course presents historical information that contextualizes the Church’s reading of the New Testament through history, and samples of actual biblical interpretation from various historical periods. The course gives special attention to the period of the Apostolic Fathers—in which the principles, methods, and traditions of biblical interpretation were originally developed—and to the Enlightenment period—in which contemporary methods of critical biblical interpretation were forged.

BIBL 5111 Story of Scripture (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. The poet/farmer Wendell Berry observed that “the significance (and ultimately the quality) of the work we do is determined by our understanding of the story in which we are taking part.” Christians might put it like this: The way you find your place in the world is by living within the story of scripture. There are many ways to tell the Christian story. In this course, students consider the Christian story as a story about hospitality—how God draws the world to himself through radical self-giving love. They consider the question: How can I participate in this great story? They also compare the story of scripture with other stories people use to find meaning in life.

BIBL 5160 Integrating Biblical Values & Education (3). This course introduces graduate students 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). Students apply 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). This course provides 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). This graduate course is 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 6201 Honors Thesis (3). Students who intend to pursue a terminal degree in New Testament research will want to consider the honors thesis rather than the research project. This option requires the preapproval of the faculty after review of the student’s portfolio of written work completed in the program. The thesis is a carefully researched, appropriately documented, well-written 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 semesters to complete.

BIBL 6202 Thesis Continuation (0). Student continue the project begun in BIBL 6201 Honors Thesis.

BIBL 6203 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 semester. 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 6207 1 Corinthians: Greek Text (3). This course provides 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 6210 Prison Epistles: Greek Text (3). This course provides 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 6220 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.

BIBL 6227 Apocalypse: Greek Text (3). This graduate course improves students translation skills, increases knowledge of the resources available for exegesis of the book of Revelation, and sharpens exegetical skills.

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. *Prerequisites: GREK 5540 New Testament Greek for Translators A, GREK 5543 New Testament Greek for Translators B, BIBL 6333 New Testament Exegetical Methods.*

BIBL 6333 New Testament Exegetical Methods (3). This course introduces tools and methodologies useful for sound "exegesis" (discerning authorial intent) of New Testament writings. Students learn foundational principles, tools, and methods related to textual criticism, historical criticism, grammatical/syntactical analysis, literary structure and genre, form criticism, redaction criticism, word studies, outlining, theological claims, and contemporary relevance. Students then apply these principles to the study of selected texts from at least three different New Testament genres. *Prerequisites: GREK 5540 New Testament Greek for Translators A, GREK 5543 New Testament Greek for Translators B.*

BIBL 6503 Old Testament Exegetical Methods (3). This course introduces tools and methodologies useful for sound "exegesis" (discerning authorial intent) of Old Testament writings. Students learn foundational principles, tools, and methods related to textual criticism, historical criticism, grammatical/syntactical analysis, literary structure and genre, form criticism, redaction criticism, word studies, outlining, theological claims, and contemporary relevance. Students then apply these principles to the study of selected texts from at least three different Old Testament genres. *Prerequisites: HEBR 5530 Biblical Hebrew for Translators A, HEBR 5533 Biblical Hebrew for Translators B*

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. *Prerequisites: HEBR 5530 Biblical Hebrew for Translators A, HEBR 5533 Biblical Hebrew for Translators B, BIBL 6503 Old Testament Exegetical Methods.*

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 2020 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 2030 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.

BUSN 3010 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 3020 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 3030 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 4016 Business Extended Internship I (1.5). Students complete a 250-hour co-curricular internship in a business that agrees to supervise, mentor, and evaluate the student. Students typically complete the internship by serving five or more hours per week over a one-year period. This experience provides opportunities to articulate and apply principles learned inside and outside the classroom; reflect on the internship experience; gain self-understanding, self-confidence, and interpersonal skills; develop work competencies for a specific profession or occupation; explore career options; and gain general work experience. Students continue the extended internship experience in BUSN 4018 Business Extended Internship II.

BUSN 4018 Business Extended Internship II (1.5). This course is a continuation of BUSN 4016 Business Extended Internship I.

BUSN 4020 Business Internship (3). Over the course of one term, students complete a 250-hour co-curricular internship in a business that agrees to supervise, mentor, and evaluate the student. This experience provides opportunities to articulate and apply principles learned inside and outside the classroom; reflect on the internship experience; gain self-understanding, self-confidence, and interpersonal skills; develop work competencies for a specific profession or occupation; explore career option; and gain general work experience.

BUSN 4021 Business Project (1). Students complete a hands-on business project in an area such as Organizational Analysis, Strategic Planning, or Marketing. This course may be repeated for credit.

BUSN 4100 Business Communication, Marketing & Public Relations (3). Students approach marketing and public relations from a communications perspective, including effective communication planning and marketing principles. Topics include planning, understanding constituent decision-making environment, measuring market performance, product and branding decisions, advertising and promotions, pricing, and distribution.

BUSN 4110 Strategic Leadership, Planning & Decision-Making (3). Students learn to articulate the importance of strategic leadership within organizations, select a strategic planning method, and develop a strategic plan. Topics include organizational readiness, performance measurement, continuous improvement, business analysis, process improvement, and decision-making.

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 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 5050 Business Analytics & Decision-Making (3). Students learn to analyze, synthesize, and make decisions using internal and external data and indicators to optimize operational decision-making. Topics include decision analysis, statistical analysis, forecasting, modeling, data mining and visualization, performance measurement, risk and vulnerability, and supportive technologies.

BUSN 5100 Business Administration & Leadership in a Globalized Context (3). Students explore globalization and its impact on organizational leadership and operations through an introduction to intercultural leadership theories using multiple lenses: society, organization, and individual. The course lays a foundation by identifying themes related to organizational operations and decision-making. A major goal is to increase understanding of how participants in various cultures see the world, think, make decisions, view leadership, communicate, and lead.

BUSN 5110 Financial Management and 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 5120 Economics of Organizational Architecture & Strategy (3). Students learn macro and micro-economic principles. Topics include theories related to behavior of markets, consumer behaviors and decision-making, and economic tools and concepts that can be used in the management decision-making process. Students demonstrate how to maximize firm value by (1) understanding the structure of the market in which they operate and maneuvering to enhance or protect the organization's strategic position or (2) altering the internal organizational structure.

This course concentrates on the use of economics tools to enhance the effectiveness of strategic positioning and organizational structure.

BUSN 5130 Integrated Communication, Marketing & Public Relations (3). Students gain a working knowledge of the strategic and tactical aspects of integrated marketing and communication. They learn to make and apply strategic decisions, including appropriate performance metrics. Topics include constituent and stakeholder analysis and brand positioning, strategic advertising, public relations, relationship marketing and customer relationship management, online and social media marketing, and sales promotion and sponsorships.

BUSN 6100 Competitive Advantage through Human Resource Development (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 6110 Organizational Structure, Dynamics & Change (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.

BUSN 6120 Business Law, Leadership Ethics & Decision-Making (3). This course is based on the premise that organizational behavior is the sum total (consequences) of enacted behaviors and decisions made by individual leaders, managers, and employees. 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 operation issues.

BUSN 6210 Strategic Leadership, Planning & Performance Measurement (3). Students learn the framework of strategic leadership. The course includes practical suggestions for how to develop the individual, team, and organizational skills needed to become more adaptable, flexible, and resilient.

BUSN 6220 Strategic Planning (3). Students gain practical experience with strategic Thinking, Planning, and Action as defined by Strategic Planning Body of Knowledge

(http://c.ymcdn.com/sites/www.strategyassociation.org/resource/resmgr/BOK/BOK_9_Overview-final_50_page.pdf).

BUSN 6230 Leadership, Team Building & Communication (3). Students engage in an in-depth exploration of personal leadership and factors that contribute to successful leadership practice. Topics include leader/follower dynamics, team building, and communication.

BUSN 6240 Project Design, Initiation & 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.

BUSN 6300 Introduction to the Nonprofit Sector (3). This course provides an overview of 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.

BUSN 6310 Legal Issues within the Nonprofit Sector (3). This course exposes students to legal structures within which nonprofit organizations function and are regulated. Students learn about management responsibilities of national regulatory bodies; the legal rights and obligations of directors, trustees, and other members of nonprofit organizations; and the legal and tax implications related to activities of tax-exempt nonprofit organizations.

BUSN 6320 Nonprofit Fundraising, Philanthropy & Resource Development (3). Students explore principles of philanthropy and fundraising applicable to private nonprofit and governmental agencies.

BUSN 6330 Nonprofit Governance (3). 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.

BUSN 6400 Capstone Project/Thesis (3). Students design either a thesis or capstone project focusing on a topic of their choosing. The capstone/thesis demonstrates a student's capacity to research, synthesize, analyze, assess, and communicate.

BUSN 6450 Capstone Project/Thesis Continuation (0). Student continue the project begun in BUSN 6400 Capstone Project/Thesis.

CCCU 3000 Best Semester (12). Go to www.bestsemester.com for detailed information.

CFGS 7111 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 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 3210 Children’s Ministry 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 develop further skills they need for ministry. *Prerequisite: Completion of approximately 90 credit hours and at least one course form the student’s professional area. Special Consideration: This course is limited to students majoring in Children’s Ministry.*

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.

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 3603 Children's Ministry Extended Internship I (3). This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop skills they need for ministry. Part I includes internship work typically completed from June through August. *Prerequisite: 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 3609 Children's Ministry Extended Internship II (9.5). 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. *Prerequisite: 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 its multiple applications in a local church context. It equips students with a sound paradigm for counseling as ministry and provides guidance for integrating counseling into the program of a church.

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, CMCM 3100 Introduction to Counseling Ministry, and HSVC 4210 Family Services.*

CMCV 311A-B Leadership Practices: Christ's Church of the Valley (3). Undergraduate residents explore effective leadership practices that have led to the success of Christ's Church of the Valley of Peoria, Arizona, in its culture. By working closely with current ministers and practicing various formative activities, residents implement these leadership principles so that they become a natural part of their thinking patterns and decision-making.

CMCV 320A-B Leadership Practices: Nationwide (3). Undergraduate residents explore effective leadership practices that have led to success in various churches in various cultural settings. Through numerous interactive practices, residents implement these leadership principles into their own leadership styles and ministries. Residents will also develop habits of evaluation and a culture of critique concerning leadership principles.

CMCV 330A-B Life of Christ: Israel Trip (3). Undergraduate residents experience the setting of Jesus' life of first-hand by traveling to Israel for instruction, mentoring, and spiritual formation. Residents focus on developing the character of Christ through relationships, instruction on Gospel

texts, and experiencing the history, land, and story of Jesus. Students relate these lessons to their philosophies of ministry in contemporary settings.

CMCV 331A-B First Impressions (3). This course equips undergraduate residents with the knowledge necessary to provide a welcoming reception for those visiting a church. The course focuses particularly on recruiting and organizing volunteers for parking lot reception, greeting, ushering, an information center, communion preparation, and effective communication.

CMCV 332A-B Volunteer Management (3). Undergraduate residents observe and experience all aspects of volunteer management from recruitment to replacement, screening and training, scheduling and retaining, across three campuses of varied size and growth. Direct participation in volunteer management provides well-rounded experience and insight into the daily operations of a church.

CMCV 333A-B Staff Development (3). Undergraduate residents experience the process of staff development from recruitment to hiring to managing daily staffing requirements. They gain understanding of practical skills, ethical issues, and the role of management specific to the Human Resources function. Through a broad range of assignments and various program activities, residents gain the scope, challenge, and experience needed to understand the role of Staff Development in a church environment.

CMCV 334A-B Event & Projects Management (3). This course prepares undergraduate residents to effectively plan events, participate in team and resource allocation, and execute ministry projects. Through observation of current ministry teams and hands-on experience, residents are exposed to multiple aspects of ministry project management. Residents participate in events of different sizes and with different departments to learn how to plan, execute, and complete such projects and events effectively.

CMCV 335A-B Finance & Stewardship (3). Undergraduate residents develop understanding of the practical principles of generosity and stewardship by experiencing how these areas relate to the church as a whole. They gain a hands-on overview of church finances as it pertains to budget management. Residents also have an opportunity to apply the skills learned to their personal financial management.

CMCV 336A-B Safety & Security (3). Undergraduate residents develop understanding of the prominent need for providing a safe environment in a church of any size and setting. This course trains residents in awareness of threats to church safety and equips residents with the tools to combat them. Areas of focus include evacuation and lockdown, children's and youth ministry security, staff and building security, medical response, building an effective security staff and volunteer team, offering/financial security, and volunteer screening.

CMCV 337A-B Creative Technologies (3). Undergraduate residents are exposed to the latest technology and creative application of marketing best practices. Through assignments in Communications and Information Technology, residents are provided with the scope, challenge, and experience needed to understand the role of Creative Technologies in a growing church.

CMCV 410A-B Mission Strategies (3). This course trains undergraduate residents to develop, communicate, and implement a missions strategy for the local church. Residents engage in the daily decisions and conversations in the church that further that strategy. And residents are exposed to the tension that occurs when trying to balance mission, the stewardship of God's resources, and accountability to the larger church vision and leadership. They process this tension

with a mentor.

CMCV 411A-B Strategic Mission Implementation (3). Undergraduate residents engage in the activities and projects necessary to establish a global outreach ministry, while learning how to effectively plan, prepare, and lead a global mission strategy in a local church. This course equips residents to plan short-term mission trips and volunteer opportunities for a congregation, and to communicate with mission partners worldwide to see how partnerships between the local church in North America and on-the-field workers can effectively spread the kingdom of God.

CMCV 412A-B Neighborhood Ministry (3). Undergraduate residents gain understanding of the leadership principles necessary to conduct Neighborhood Ministry, including how these principles apply to ministries within a specific neighborhood and in the larger community. Residents recognize neighborhood diversity and needs, and are trained in all aspects of Neighborhood Ministry through leadership opportunities, attending a Neighborhood Group, observing and participating with multiple Neighborhood Pastors, and direct involvement in service projects and neighborhood mission opportunities.

CMCV 413A-B Sports Ministry Program Administration (3). This course trains undergraduate residents to lead a quality sports ministry as a part of a church's ministries. Residents gain understanding of the implications of sports programs on a church's outreach efforts, processes to connect the unchurched to Christ and the church, and how to operate sports ministries at multiple locations.

CMCV 414A-B Sports Ministry Marketing & Promotion (3). Undergraduate residents discover how to market and promote sports ministries both within a church and externally into that church's community. The course also equips residents with basic skills needed to market other church activities during sports events.

CMCV 415A-B Multi-Site Strategies (3). Undergraduate residents investigate various models of multi-site strategies used in various churches. In addition, they are exposed to fundamental planning processes and details addressed before, during, and after the launching of a multi-site campus.

CMCV 430A-B Practical Ministry (3). This course provides undergraduate residents basic pastoral skills in the areas of weddings, funerals, visitations, and baby/child dedications. Additional, residents gain understanding of fundamental principles related to managing the demands of ministry, time management, and finding balance in family and ministry.

CMCV 431A-B Classroom Management: Youth (3). This course trains undergraduate residents to effectively manage classrooms in a youth environment. Residents gain understanding of the structure and procedures of classroom management, how to manage and motivate youth in regard to behavior, and how to build effective partnerships between parents and volunteers.

CMCV 432A-B Equipping Parents: Youth (3). This course equips undergraduate residents with fundamental strategies to prepare parents to serve as the primary spiritual leaders in their homes. Residents gain understanding of life stages through which children and youth progress, and how parents can best lead their children during these stages.

CMCV 433A-B Applied Homiletics (3). Undergraduate residents develop the basic ability to write and deliver sermons to large groups of people (50 or more). They gain understanding of fundamental principles of Bible interpretation, homiletical organization, cultural interpretation, and effective application. Residents observe, critique, and practice these skills.

CMCV 434A-B Pastoral Care for Families (3). Undergraduate residents observe and (where appropriate) experience multiple aspects of ministry related to pastoral care. Residents gain understanding of the pastoral process from intake to intervention, and learn basic principles related to third-party referral and relevant ethical and legal boundaries. Direct participation in pastoral care to children/youth and families provides well-rounded experience and insight into the daily operations of the church.

CMCV 435A-B Classroom Management: Children & Families (3). This course trains undergraduate residents to effectively manage classrooms in a children's environment. The course provides residents basic information about the structure and procedures of classroom management, management and motivation of children's behavior, and building effective partnerships between parents and volunteers.

CMCV 436A-B Equipping Parents: Children & Families (3). Undergraduate residents learn strategies to equip parents to spiritually direct their children from birth through 6th grade. The course equips them to identify and develop strategies that promote parents as the primary influence in their children's lives at various ages and stages of development.

CMCV 450A-B Music & Performance (3). This course provides undergraduate residents basic skills in the areas of music (production and performance), vocal performance, stage presence, audience engagement, and other skills required when leading a corporate worship service. Residents are also trained to plan and implement a variety of service elements one would typically find in a church worship service.

CMCV 451A-B Staging & Production (3). This course trains undergraduate residents to create and produce staging and production elements that support the execution of a corporate worship service. The course provides a practicum of skills in the area of stage design, lighting, audio, live video, technical maintenance/engineering, and other skills required to fully support church production (i.e. the corporate worship service).

CMCV 452A-B Media & Web (3). Undergraduate residents are trained to create and produce video content for weekend worship services, neighborhood small group curricula, and web/social media. The course equips them with skills in the area of media/video production as it relates to providing content to further the church's ministry. Primarily, residents are equipped to create, write, direct, shoot, and edit content for a variety of ministries within the church, with a primary focus on the weekend worship service.

CMCV 453A-B Classroom Management: Special Needs (3). Undergraduate residents are prepared to establish and execute effective classroom management systems in a special needs environment. The course gives residents a basic knowledge of specific applications, methods, and strategies for teaching exceptional students with mild to moderate disabilities. Techniques of teaching, classroom organization, and management are major areas of content focus, providing residents with a variety of means to meet the individual needs of the students and families they serve. The course also focuses on building relationships and partnerships with parents and volunteers.

CMCV 454A-B Equipping Parents: Special Needs (3). This course provides undergraduate residents with information and experiences that equip them to develop and deliver effective disability programs for children and families with special needs. Learning activities give special attention to strategies and procedures for equipping parents to be the primary spiritual leaders to

and for their children with disabilities, and to providing a welcoming atmosphere for such families in the church.

CMCV 455A-B Special Needs Events (3). Undergraduate residents learn how to plan and execute events for families with special needs children. The course provides principles and experience in running various kinds of events, some of which focus primarily on special needs participants and others that include the whole family.

CMCV 5100 Theology & Dynamics of Strategic Leadership (3). 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.

CMCV 511A-B Leadership Practices: Christ's Church of the Valley (3). Graduate apprentices examine CCV leadership philosophies as they are practiced in various departments, integrate them into decisions and actions during the residency, and monitor its effectiveness for contemporary ministry.

CMCV 520A-B Leadership Practices: Nationwide (3). Graduate apprentices analyze the philosophy and practices of effective North American churches and church leaders, apply and evaluate these practices during the residency, and construct an action plan for leadership based on the experience.

CMCV 530A-B Life of Christ: Israel Trip (3). Graduate apprentices observe Jesus' original life-setting in Israel; infer from the biblical Gospels, site visits, and mentor sessions how Jesus' character and ministry philosophy was manifested in this context; and formulate benchmarks for one's relationships, goals, and competencies for contemporary ministry. Students monitor their progress with this model during their CCV apprenticeship.

CMCV 531A-B First Impressions (3). Graduate apprentices at CCV identify, practice, and evaluate the philosophical foundations and best practices of effective introductory congregational exposure. This includes analysis of first impressions strategies at other multi-site churches. Apprentices demonstrate competence in recruiting and training volunteers in these efforts.

CMCV 532A-B Volunteer Management (3). Graduate apprentices recognize, employ, and evaluate the philosophical foundations and best practices of volunteer management, including how to recruit, screen, assign, train, schedule, nurture, retain, and replace volunteers. Apprentices design and execute volunteer activities, and critique the volunteer strategies of several CCV ministries and other church campuses.

CMCV 533A-B Staff Development (3). This comprehensive, guided experience in staff functions equips graduate apprentices to formulate, implement, and assess the most effective philosophies and practices to recruit, develop, and manage paid ministry staff.

CMCV 534A-B Event & Project Management (3). Graduate apprentices observe, experience, and critique multiple aspects of ministry project management. This involves brainstorming, promotion, layered planning sessions, facility space allocation, remodels, budgeting, milestone forecasting, project supervision, volunteer management, and delegation. Apprentices design, manage, and evaluate a planned event or project.

CMCV 535A-B Finance & Stewardship (3). Graduate apprentices learn to recognize and apply the principles of generosity and stewardship on a congregational and personal level. Apprentices evaluate stewardship procedures of select CCV departments, design and evaluate stewardship education, create budgets and monitor adherence, and construct personal stewardship plan.

CMCV 536A-B Safety & Security (3). Graduate apprentices identify threats to church safety, engage supervised practice in security measures, and design and evaluate comprehensive security strategies for a specific ministry context. This includes evacuation and lockdown, children's and youth ministry security, staff and building security, medical response, security staff and volunteers, offering/financial security, and volunteer screening.

CMCV 537A-B Creative Technologies (3). Graduate apprentices analyze best philosophies and practices of creative technologies and marketing. Apprentices demonstrate proficiency in print and

web graphic design, marketing and communication (e.g. social media), writing for target audiences, and IT services.

CMCV 610A-B Mission Strategies (3). Graduate apprentices will experience analyze best philosophies and strategies of a comprehensive global missions program in the local church context. This includes missional leadership and formation, missions budgets and calendars, missions reporting to all constituencies, targeted missions strategies, collaboration with foreign missions teams, marketing strategies, selecting mission partners, leading congregational missions teams, understanding how mission sites are transformed, and resolving the tension of stewarding God's resources for foreign missions while being accountable to local congregational concerns.

CMCV 611A-B Strategic Mission Implementation (3). Graduate apprentices design, lead, and evaluate the daily activities and projects of an established global outreach ministry, with the aim of maintaining effective synergy between a large North American church and foreign mission outposts. This includes integrating global missions with local church values; planning and evaluating short-term global mission trips and volunteer opportunities; communicating mission strategies and developments to all constituencies; participating on the field with mission partners; processing mission partner applications, evaluations, and communications; and constructing an annual missions calendar.

CMCV 612A-B Neighborhood Ministry (3). Graduate apprentices plan, lead, and evaluate all aspects of Neighborhood Ministry through guided practice with multiple Neighborhood Pastors. Apprentices attend Neighborhood Groups, analyze specific neighborhood needs, participate in service projects and other neighborhood mission opportunities, and compare CCV philosophy and practice with the neighborhood ministries of other churches.

CMCV 613A-B Sports Ministry Program Administration (3). Graduate apprentices participate in the design, development, execution, and evaluation of a quality sports ministry that enables a local church to minister to the needs of its community. The course emphasizes the evangelistic opportunities inherent in sports ministry and enables apprentices to experience and analyze ministries conducted on multiple campuses.

CMCV 614A-B Sports Ministry Marketing & Promotion (3). Graduate apprentices analyze and implement methods to promote an organization's activities both internally and externally. The course emphasizes various processes to "cross-promote" a church's other activities to and during sports leagues. Apprentices achieve particular competence in using social media for promotion.

CMCV 615A-B Multi-Site Strategies (3). Graduate apprentices examine multi-site philosophy, identify the factors of effective strategies, and evaluate CCV against these benchmarks and comparisons with other multi-site churches. They synthesize these findings into a coherent understanding of the planning process before, during, and after the launching of a multi-site campus.

CMCV 630A-B Practical Ministry (3). Graduate apprentices identify and employ the best practices of pastoral care in the areas of weddings, funerals, visitations, and baby/child dedications. They also demonstrate the ability to meet ministry demands, manage time, and balance family and ministry. This includes analysis of other churches and an evaluation of CCV in terms of practical ministry.

CMCV 631A-B Classroom Management: Youth (3). Graduate apprentices design and execute effective classroom experiences for adolescent youth and families, including classroom management, small group leadership, managing and motivating youth behaviors, and building effective partnerships with parents and volunteers. They observe and evaluate other systems of youth education, parent partnerships, and instruction flow.

CMCV 632A-B Equipping Parents: Youth (3). Graduate apprentices design and execute effective ministry programs to equip parents to be the primary spiritual leaders of their adolescent and young adult children. They observe and evaluate other systems of parent equipping, and create and implement a systematic plan of parental involvement at the local church.

CMCV 633A-B Applied Homiletics (3). Graduate apprentices demonstrate an advanced ability to write and deliver sermons to large groups of people (50 or more). The course synthesizes skills in Bible interpretation, homiletical organization, cultural interpretation, and effective application. Apprentices will observe, practice, and critique these skills.

CMCV 634A-B Pastoral Care for Families (3). Graduate apprentices observe and evaluate their experiences in multiple aspects of pastoral care with children, youth, and families. They establish rapport; assess pastoral needs; and design, implement, and evaluate care strategies. This covers intake, intervention, third-party referral, and ethical and legal boundaries.

CMCV 635A-B Classroom Management: Children & Families (3). Graduate apprentices analyze, design, execute, and critique effective classroom management strategies for children and families. This includes managing and motivating child behavior, as well as building effective partnerships with parents and volunteers.

CMCV 636A-B Equipping Parents: Children & Families (3). Graduate apprentices analyze, design, execute, and critique effective strategies to equip parents to be the primary spiritual leaders to their children from birth through 6th grade. This includes parent education and systematic plans for parent involvement in the spiritual formation of children at various ages and stages of development.

CMCV 650A-B Music & Performance (3). Graduate apprentices design, practice, and critique areas of music production and performance pertaining to corporate worship assemblies. This includes assembly planning, song charting, accompaniment tracks, song writing, instrumental and vocal performance, stage presence, audience engagement, and spiritual preparation.

CMVC 651A-B Staging & Production (3). Graduate apprentices construct philosophy and engage and assess the practice of staging and live production to support the corporate worship assembly and other services (e.g. funerals, youth worship). This includes stage design, lighting,

audio, technical maintenance/engineering, volunteer recruitment and management, and other skills.

CMCV 652A-B Media & Web (3). Graduate apprentices develop philosophy and produce and evaluate media content for weekend worship services, neighborhood small group curricula, web/social media, and other ministry contexts. Apprentices create, write, direct, shoot, edit, and evaluate content.

CMCV 653A-B Classroom Management: Special Needs (3). Graduate apprentices formulate and evaluate specific applications, methods, and strategies for teaching students with mild to moderate disabilities. Apprentices analyze alternative programs, critique techniques of teaching and classroom organization/management, and conduct effective relationships and partnerships with parents and volunteers.

CMCV 654A-B Equipping Parents: Special Needs (3). Graduate apprentices create and employ effective strategies to equip parents as primary spiritual leaders for their special needs children. Apprentices critique alternative programs, design systematic plans for parental oversight of the spiritual formation of the special needs child, and plan and implement parental education and support programs.

CMCV 655A-B Special Needs Events (3). This course equips graduate apprentices to analyze processes through which churches minister to the needs of those with special needs and their families. Residents integrate leadership principles into the coordination and execution of programs and events designed particularly for special needs people and their families, evaluate their effectiveness, and work with a mentor to implement strategies for improvement.

CMCV 6560 Contextual Implementation of Strategic Leadership (1). 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 the CCV experience productively into their next ministry experience.

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 and 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. *Prerequisite: 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 3210 Children's Ministry Preschool/Daycare 10-Week Internship (3). This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to develop further the skills they need for ministry. *Prerequisite: 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 with an Emphasis on Preschool/Daycare.*

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. *Prerequisite: 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 in the Children's Ministry with Emphasis on Preschool/Daycare program. It requires approval of the Internship Coordinator as well as the ECLC director.*

CMPD 3212 Children's Ministry Preschool/Daycare 7-Week Internship (2). This course leads students to apply lessons learned in the classroom to 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. *Prerequisite: 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 in the Children's Ministry with Emphasis on Preschool/Daycare program. It requires the approval of the Internship Coordinator.*

CMPD 3603 Children's Ministry Preschool/Daycare Extended Internship I (3). This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop the skills they need for ministry. Part I includes internship work typically completed from June through August. *Prerequisite: 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 with an emphasis on Preschool/Daycare.

CMPD 3609 Children's Ministry Preschool/Daycare Extended Internship II (9.5). 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.

Prerequisite: 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 with an Emphasis on Preschool/Daycare.

CMPR 2110 Biblical Teaching & 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. NOTES: 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 3210 Preaching Internship (3). This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop skills they need for ministry. *Prerequisite: 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 Ministry.*

CMPR 3410 Advanced Biblical Teaching & Preaching (3). This course furthers the principles learned in CMPR 2110 Biblical Teaching & 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.

Prerequisite: CMPR 2110 Biblical Teaching & 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 3603 Preaching Extended Internship I (3). This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop skills they need for ministry. Part I includes internship work typically completed from June through August. *Prerequisite: 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 3609 Preaching Extended Internship II (9.5). 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. *Prerequisite: 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 & Preaching and CMPR 3410 Advanced Biblical Teaching & Preaching.*

CMPR 4300 Conflict & Community in Ministry (3). This course explores two areas: The first covers both the destructive and transformative dynamics of conflict in faith communities. The

second is self-understanding and skills for effective 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 4330 Leading Established 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.

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 6300 Spiritual Formation & Leadership Project: Fall Term (1). 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 6300,*

CMSF 6500 Spiritual Formation & Leadership Project: Spring Term (2). 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 CMPR 6500.*

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, 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.

CMYM 3210 Youth Ministry 10-Week Internship (3). This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop skills they need for ministry. *Prerequisite: 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 3212 Youth Ministry Internship (2). This two-credit youth ministry internship is an adaptation of the more typical three-credit CMYM 3210. Students may apply for CMYM 3212 only with special permission from the Ministry Internship Coordinator.

CMYM 3603 Youth Ministry Extended Internship I (3). This course leads students to apply lessons learned in the classroom to actual ministry contexts under the guidance of an experienced field mentor. Students accomplish various ministry tasks, observe ministry situations, and reflect on their experiences to further develop the skills they need for ministry. Part I includes internship work typically completed from June through August. *Prerequisite: 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 3609 Youth Ministry Extended Internship II (9.5). 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 situation, and reflect on their experiences to further develop the skills they need for ministry. Part II includes internship work typically completed from September through December. *Prerequisite: 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 2000 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 2201 Video Production I: Shooting & Editing (3). Students discover and demonstrate understanding of equipment, techniques, and software associated with video shooting and editing, while participating in production teams and creating projects to gain practical experience.

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 2901 Communication & Christian Faith (3). Students discuss major forms of mass communication arts and how Christians are using culture-shaping media to reach people today. Students evaluate the role of the arts in contemporary society and discuss how churches use musical arts, visual arts, and lingual arts to connect with culture. Students explore the roles of metaphor, parable, and storytelling in communicating truth. Students reflect on the future of communication arts in the church.

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. *Prerequisite: 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 3102 Persuasive Strategic Communication (3). Students examine language, writing, technology, and techniques for persuasive communication. *Prerequisite: COMM 2100 Reporting for Mass Media.*

COMM 3103 Strategic Communication Methods & Strategies (3). Students evaluate key public relation and marketing campaigns and cases while developing a comprehensive advertising and marketing campaign for clients. The class works as a team to develop this campaign. *Prerequisites: NPMG 3040 Marketing & Public Relations and COMM 3102 Persuasive Writing & Strategic Communication.*

COMM 3104 Advance Screenwriting (3). Students engage in an intensive study of various forms and approaches of screenwriting, and engage in discussion of individual students' projects. *Prerequisite: COMM 2101 Screenwriting Fundamentals.*

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 3202 Video Production II: Multi-Camera Studio (3). Students continue to develop editing and shooting skills gained in COMM 3201 and explore video studio equipment and techniques as they produce more complex, multi-camera projects. *Prerequisite: COMM 2201 Video Production I: Shooting & Editing.*

COMM 3203 Video Production III: Producing & Directing (3). Students continue to produce video projects while exploring preproduction, production, and postproduction techniques from the perspectives of the producer and director. *Prerequisites: COMM 2201 Video Production I – Shooting and Editing and COMM 3202 Video Production II – Multi Camera Studio.*

COMM 3204 Production IV: Feature Film (3). Students take part in the production of a feature film and gain practical experience in performing, producing, directing, field camera production, studio video production, and other elements of film production. *Prerequisites: COMM 3201 Video Production I: Shooting & Editing, COMM 3202 Video Production II: Multi-Camera Studio, and COMM 3203 Video Production III: Producing & Directing.*

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 3250 Documentary Production (3). Students are introduced to the history and theory of documentary films while examining various approaches adopted by non-fiction filmmakers. Issues of reality, truth, and purpose are examined as students produce their own short-form documentary film. *Prerequisites: COMM 2100 Reporting for Mass Media and COMM 3201 Video Production I: Shooting & Editing.*

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. *Prerequisite: 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 3303 Radio Production I (3). Students study the technical and professional aspects of modern radio and become acquainted with web radio, noncommercial radio, digital advances, on-air performance, console use, tape recording, mini disc recording, computer-assisted editing, program production, live on-air production, style, computer-assisted radio, effects, drama, radio

commercials, news, remotes, multi-channel recording, and the audience.

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 *ProTools* and production. Topics include principles of sequencing, layering, and editing; audio synthesis and the creation of electronic sound; and how to work with *Reason* software and the virtual instrument package within *ProTools* to create projects.

COMM 3305 Radio Production II (3). Students study the technical and professional aspects of broadcasting while experiencing production facilities used in radio broadcasting. Students discover program principles and production techniques, and create production material.

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. *Prerequisite: COMM 3302 Sound Design.*

COMM 3900 History & Philosophy of American Media (3). Students examine the history and theoretical underpinnings of mass communication in the United States.

COMM 3901 History & Philosophy of American Film (3). Students examine the history and theoretical underpinnings of film in the United States.

COMM 4603 Communication Internship (3). Under the supervision of a qualified professional, interns gain real-world experience in a media work environment. *Prerequisite: 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. *Prerequisite: senior status (90+ university credits).*

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 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.

COMM 4999 Communication Integrated Project (3). Students demonstrate a culmination of skills developed during their Communication studies. Students produce a final communication project, utilizing a variety of skills and media equipment, which showcases practical communication skills and an understanding of legal, ethical, and moral issues in communication studies. *Prerequisite: To enroll, 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.*

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 help students to appropriate by faith the resources found in Christ. The implications of maintaining a Christian worldview in therapy will be discussed. Students will be challenged to increase awareness and understanding of transformation of the self-of-the-therapist as well as that of the client. This will be accomplished through a process of integrating theology into marriage and family therapy/professional counseling theory.

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 5581 Counseling Skills & Techniques (1). 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 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 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 5711 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (1).

This course provides students with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. During the course students will accumulate 125 contact hours of which at least 40 are involved in direct services to clients. The internship provides students with clinical/counseling experience by engaging in supervised day-to-day professional clinical practice. *Special Considerations: Program permission required to enroll.*

COUN 5712 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (1).

This course provides students with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. During the course students will accumulate 125 contact hours of which at least 40 are involved in direct services to clients. The internship provides students with clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 5711 Marriage & Family Therapy/Clinical Mental Health Counseling Internship. Special Considerations: Program permission required to enroll.*

COUN 5713 Marriage & Family Therapy/Clinical Mental Health Counseling 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. During the course students will accumulate 125 contact hours of which at least 40 are involved in direct services to clients. The internship provides students with clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 5712 Marriage & Family Therapy/Clinical Mental Health Counseling Internship. Special Considerations: Program permission required to enroll.*

COUN 5720 Marriage & Family Therapy/Clinical Mental Health Counseling 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 125 clinical hour practicum requires 40 direct client contact 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.*

COUN 5721 Marriage & Family Therapy/Clinical Mental Health Counseling 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 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 requirement. *Prerequisite: COUN 5720 Marriage & Family Therapy/Clinical Mental Health Counseling Practicum. Special Considerations: Program permission required to enroll.*

COUN 5722 Marriage & Family Therapy/Clinical Mental Health Counseling 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. Students will develop individualized contracts with the department to clearly articulate internship requirements. *Prerequisite: COUN 5721 Marriage & Family*

Therapy/Clinical Mental Health Counseling Internship. Special Considerations: Program permission required to enroll.

COUN 5723 Marriage & Family Therapy/Clinical Mental Health Counseling 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. Students will develop individualized contracts with the department to clearly articulate internship requirements. *Prerequisite: COUN 5722 Marriage & Family Therapy/Clinical Mental Health Counseling Internship. Special Considerations: Program permission required to enroll.*

COUN 5731 Marriage and Family Therapy/Clinical Mental Health Counseling 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 240 clinical hour internship requires 70 direct client contact 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.*

COUN 5732 Marriage & Family Therapy/Clinical Mental Health Counseling 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 250 clinical hour internship requires 70 direct client contact 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.*

COUN 5733 Marriage & Family Therapy/Clinical Mental Health Counseling 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 240 clinical hour internship requires 70 direct client contact hours and will provide 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 5741 Marriage & Family Therapy/Clinical Mental Health Counseling 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. *Prerequisite: COUN 5720 Marriage & Family Therapy/Clinical Mental Health Counseling Practicum. Special Considerations: Program permission required to enroll.*

COUN 5742 Marriage & Family Therapy/Clinical Mental Health Counseling 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. *Prerequisite: COUN 5741 Marriage & Family Therapy/Clinical Mental Health Counseling Internship. Special Considerations: Program permission required to enroll.*

COUN 5743 Marriage & Family Therapy/Clinical Mental Health Counseling 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. *Prerequisite: COUN 5742 Marriage & Family Therapy/Clinical Mental Health Counseling Internship. Special Considerations: Program permission required to enroll.*

COUN 5761 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (6).

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. *Prerequisite: COUN 5720 Marriage & Family Therapy/Clinical Mental Health Counseling Practicum. Special Considerations: Program permission required to enroll.*

COUN 5781 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (8).

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 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.

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.*

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 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 5101 Computer Architecture (3). This course focuses on the concerns of mobile media technology and is designed to provide an overview of past, recent, and future developments in the field of mobile learning.

CPED 5202 Putting Your School on the Web (3). Students work with Web 2.0 technologies to construct learning opportunities for 21st century students that accomplish maximum student learning outcomes. Work is based on principles of collaboration, student-centered design, and learning management strategies as manifestations of applied constructivist and connectivist learning theories for developing higher order thinking skills (per Bloom's revised taxonomy).

CPED 5204 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.

CPED 5205 Web 2.0 (3). Participants analyze and come to an understanding of learners in the current generation with regard to how they view and use digital technologies in life and learning. Students evaluate trends in society concerning the development and expansion of digital technologies as part of society. Students create new teaching concepts and strategies that

implement Web 2.0 tools. *Special Considerations: 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.

CPED 5301 Special Issues: Multimedia (3). Students learn to recognize different multimedia file formats and use them appropriately. Emphases include the use of stock photos; building a collection of resources; strategies for planning, reviewing and developing multimedia presentations; and the use of multimedia with children both as developers and consumers.

CPED 5401 Special Issues: Game-Based Learning (3). Students focus on issues of curriculum development and the effective use of commercially developed software as teaching tools. Teachers consider national and regional standards, ways in which computers can enrich and help students to learn more effectively, and the many ways in which computers can play a meaningful role in the classroom. Each student primarily focuses on software relevant to his or her own teaching position.

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, export the video to mini DV tape, produce a multimedia DVD, or 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 digital cameras, digital photo editing, the use of PDAs in the classroom, Web 2.0, and incorporating sound from Audacity from royalty free music as they explore technology ideas for the classroom. *Special Considerations: 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. *Special Considerations: This course is limited to students in the Educational Technology program.*

CPED 5605 Tools for Teachers (3). Students consider digital cameras, digital photo editing, the use of PDAs in the classroom, Web 2.0, and incorporating sound from Audacity from royalty free music as they explore technology ideas for the classroom. Students develop learning activities that leverage game-based learning to techniques, deploy Google Apps to support Common Core State standards, and access copyright issues. *Special Considerations: This course is limited to students in the Holistic Education program.*

ECED 2013 Introduction to Teaching: Early Childhood Education (3). This course gives students an initial experience teaching in an elementary school setting working with K-3 students. Students learn principles of education with an emphasis on aiding struggling readers, assessment, and lesson planning.

ECED 2100 Development of the Child (3). This course focuses on the holistic development of children from birth through the end of childhood. Special emphasis is given to religious and moral development.

ECED 3225 Early Childhood Method (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 4018 Mathematics for the Young Child (3). Students explore ways to enable young children to understand pre-math and early math concepts and skills. The course includes an examination of ways to introduce number sense and numeration, concepts of whole number operations, geometry and spatial sense, measurement, statistics and probability, fractions and decimals, and patterns and relationships in age appropriate ways for the young child. Students explore the role of mathematics in problem-solving, communicating, reasoning, and building connections.

ECED 4530 Student Teaching: Pre-Kindergarten—Kindergarten (12). This course includes a program of full-time teaching experience under the supervision of a qualified Early Childhood teacher and the Johnson University Teacher Education Supervisor. It also includes a weekly seminar with the other student teachers and the university supervisors. *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.*

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*.

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*.

ECED 5400 Student Teaching: Pre-Kindergarten-Kindergarten (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. *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 2100 Principles of Economics (3). Students examine economic decision-making of individuals, organizations, and governments. The course provides an introduction to microeconomic topics, such as opportunity cost, supply and demand, consumer behavior, firm structures, market structures, and market efficiency. It also covers macroeconomic topics, such as determination of gross domestic product (GDP), money and interest rates, business cycles, balancing of unemployment and inflation, and fiscal and monetary policy. The course is designed both for students simply wanting to understand the economic world around them and for students intending to work in organizations more directly impacted by economic market dynamics.

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.

EDLD 7142 Educational Leadership Elective (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.

EDLD 7144 Educational Leadership Elective (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.

EDLD 7240 Educational Leadership Elective (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.

EDLD 7242 Educational Leadership Elective (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.

EDLD 7244 Educational Leadership Elective (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.

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 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 English for Speakers of Other Languages and to describe the responsibilities of the classroom teacher in regards to the Limited English Proficient Students.

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.

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.

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. *Prerequisite: 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.

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. *Prerequisites: 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: This course is limited to students who have been accepted into the teacher education program and who have completed a minimum of three method courses.*

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.

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 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 5218 Brain-Based Learning (3). This course teaches students to identify various areas of the brain and their function. Students become familiar with current research regarding aspects of the functioning of various areas of the brain. *Special Consideration: This course is limited to students in Post-Baccalaureate teacher education programs.*

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.*

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 (3). Students complete the first term of a full-year internship in Elementary Education grades K-5.

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.

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.

ELED 5400 Student Teaching: Elementary Education (6). Students complete a term of student teaching in Elementary Education grades K-5.

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 5300 Student Teaching: ELSL (3).

ENGL 1000 English Composition I for English Majors (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. *Special Consideration: Students must have a score of 25 or higher on the English portion of the ACT in order to enroll in this course.*

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 1000. 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 1000 English Composition I for English Majors or equivalent with a grade of C or higher.*

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: ENGL 1010 English Composition II for English Majors or equivalent 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: ENGL 1010 English Composition II for English Majors or equivalent 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: ENGL 1010 English Composition II for English Majors or equivalent 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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher.*

ENGL 2200 English 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 2210 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.

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: ENGL 1000 English Composition I for English Majors or equivalent and ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher.*

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 3120 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, Dante 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: ENGL 1000 English Composition I for Majors or equivalent and ENGL 1010 English Composition II for English Majors or equivalent 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: ENGL 1010 English Composition II for English Majors, 2000 level writing intensive 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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; ENGL 2010 Survey of British Literature, ENGL 2020 Survey of American Literature, 2000 level writing intensive 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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

ENGL 3410 19th Century Russian Writers (3). This course examines four nineteenth century Russian novelists: Turgenev, Dostoevsky, Tolstoy, and Chekhov. Instruction covers novel and short story genres within the Realism tradition. The course gives special emphasis to the spiritual experiences and psychological observations as presented by these authors. *Prerequisites: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 200 level writing intensive course.*

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. *Prerequisites: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; ENGL 2010 Survey of British Literature, 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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 1000 English Composition I for English Majors 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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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: ENGL 1010 English Composition II for English Majors or equivalent with a grade of C or higher; 2000 level writing intensive course.*

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.

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 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 4527 Student Teaching: English as a Second Language (12). Students complete one semester of student teaching in the ESL classroom. *Special Considerations: This course is for students who have not graduated but are completing their final semester before graduating.*

ESEL 5300 Student Teaching: Elementary and ESL dual (6). This is a one semester student teaching experience in Elementary K-5 grades and English as a Second Language PreK-12.

EXSC 2100 Kinesiology (3). This course examines human movement with an in-depth study of musculoskeletal anatomy and functions related to exercise and athletics. Students apply mechanical principles in analyzing joint and body movement in sports, exercise, and activities of daily living. A lab component focuses on practical applications based on these studies.

EXSC 2110 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.

EXSC 3200 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. [ACSM-CPT, ACSM-GEI, ACSM-HFS, NSCA-CPT, NSCA-CSCS]

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]

EXSC 3220 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: HLSC 2100 Health & Fitness Science with Lab, EXSC 3210 Applied Exercise Anatomy & Physiology* [ACSM-CPT, ACSM-GEI, ACSM-HFS, CSRM 2, NSCA-CPT, NSCA-CSCS]

EXSC 3230 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. *Prerequisites: HLSC 2100 Health & Fitness Science with Lab,*

EXSC 2100 Kinesiology, EXSC 3210 Applied Exercise Anatomy & Physiology [ACSM-CPT, ACSM-GEI, ACSM-HFS, NSCA-CPT, NSCA-CSCS]

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 2221 Field Experience: Daycare (0.5). This course is a semester-long experience in which students spend 2-3 hours per week in a daycare classroom. Students observe classroom teacher instruction, prepare weekly lessons, reflect and discuss experiences with a field experience coordinator, and complete assigned tasks.

FLED 2222 Field Experience: Early Childhood Learning Center (0.5). In this semester-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 2402 Field Experience: Middle School (0.5). In this semester-long experience, students spend 20 hours working in a Middle Grade classroom. 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 semester-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 semester-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 semester-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 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 semester-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 3513 Practicum: Christian School (0.5). This course is a semester-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 4004 Practicum: English as a Second Language I (0.5). This course is a semester-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 semester-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 4124 Senior Practicum (0.5). This course is a semester-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 semester-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 semester-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 semester-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. *Prerequisite:* FREN 2100 *French I* 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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, 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. *Prerequisite: GREEK 3200 Intermediate Greek I.*

GREK 5540 New Testament Greek for Translators A (3). This introduction to the fundamentals of New Testament Greek focuses on common vocabulary, pronunciation, grammatical forms, elementary syntax, sentence structure, and basic translation. Students learn to use scholarly tools, such as Greek Testaments, lexicons, and grammars. *Prerequisites: ICST 3237 Second Language & Culture Acquisition.*

GREK 5543 New Testament Greek for Translators B (3). In this advanced course in New Testament 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 Testaments, lexicons, grammars, syntaxes, and commentaries. *Prerequisite: GREK 5540 New Testament Greek for Translators A.*

HEBR 2100 Elementary Hebrew I (3). Elementary Hebrew I introduces students to the beginning elements of biblical Hebrew prose, including basic grammar, past/present/future/imperative Qal verb forms, root types, and common vocabulary. Through this course and its follow-on, HEBR 2200, students begin to master the language through Bible memory verses, as well as through dialogues and drills based on excerpts from the book of Jonah. Ultimately, the course aims to deepen students' ability to read and translate the Old Testament from ancient Hebrew, so that they can deliver this part of the Word of God more insightfully and effectively to the contemporary world in which they minister.

HEBR 2200 Elementary Hebrew II (3). Elementary Hebrew II continues the emphases and techniques introduced in Elementary Hebrew I, with special focus on past/present/future verb forms in stems other than the Qal. Following up on learning from HEBR 2100, students continue to master the language through Bible memory verses, as well as through dialogues and drills based on excerpts from the book of Jonah. Ultimately, the course aims to deepen students' ability to read and translate the Old Testament from ancient Hebrew, so that they can deliver this part of the Word of God more insightfully and effectively to the contemporary world in which they minister.

Prerequisite: HEBR 2100 Elementary Hebrew I.

HEBR 3200 Intermediate Hebrew I (3). Students read selected prose texts from the Hebrew Bible, while also gaining skill in the usage of lexicons and other Biblical Hebrew exegetical insights into preaching and teaching in the church. *Prerequisites: HEBR 2100 Elementary Hebrew I, HEBR 2200 Elementary Hebrew II.*

HEBR 3210 Intermediate Hebrew II (3). This course is a continuation of HEBR 3200 Intermediate Hebrew I. *Prerequisite: HEBR 3200 Intermediate Hebrew I.*

HEBR 5530 Biblical Hebrew for Translators A (3). This introduction to the elements of Biblical Hebrew focuses on common vocabulary, grammatical forms, basic syntax, and sentence structure. Students learn how to use scholarly tools, such as Hebrew Testaments, lexicons, and grammars.

HEBR 5533 Biblical Hebrew for Translators B (3). In this advanced course in Biblical 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 Hebrew Testaments, lexicons, grammars, syntaxes, and commentaries. *Prerequisite: HEBR 5530 Biblical Hebrew for Translators 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 2020 Survey of Western Philosophy (3). This is a study of the development of philosophical thought in Western Civilization from the Judeo-Christian and Greco-Roman origins in the Ancient era to the Modern and Postmodern schools of the contemporary era. After establishing a basic philosophical analytical model that includes Metaphysics, Epistemology, Anthropology, and Ethics as areas of inquiry, this course examines the major philosophical

systems that emerged within Western culture. These systems include philosophers or philosophical movements such as Greek Naturalism, Plato, Aristotle, Neo-Platonism, Augustine, Scholasticism, Descartes, the Enlightenment, Kant, Nietzsche, Modernism, and Postmodernism.

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 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: This course is limited to History majors who have successfully completed two World Civilizations courses and one American History survey course with a B average.*

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 3110 Archiving, Preservation & Technology (3). This course is an introduction to the theory and practice of historical preservation and management of public, private, and institutional archives. It includes an historical overview of recordkeeping and archives, introduction to bibliographic resources, and an introduction to the essential digital tools and skills needed to successfully work in the field of public history.

HIST 3200 Patristics: The Early Church A.D. 100-500 (3). This course is an in-depth seminar on the history of Christianity from the death of the Apostles until the time of the Council of Chalcedon (451). Students have the opportunity to pursue individual areas of research interest while reading from a variety of Early Church texts. While attention is paid to the usual areas of Patristic study (the Apostolic Fathers, the Apologists, the Ecumenical Councils, the Doctors of the Church), special readings focus on the early church in North Africa, Egypt, and the Syriac world.

HIST 3210 The Christian Church in the Middle Ages (3). This course is an in-depth seminar on the history of Christianity from the traditional end of the Roman Empire in the West (A.D. 476) to the Fall of Constantinople to the Ottoman Turks in the East (A.D. 1453). Students pursue individual areas of interest, but special emphasis is paid to the development of monasticism, Catholic Christianity, Orthodox Christianity, the rise of Islam and the Christian response in the Crusades, Scholasticism, the Renaissance, Conciliarism, and the Russian Church.

HIST 3220 The Reformation of the 16th Century (3). This is a study of the Protestant Reformation of the 16th century and includes examination of the late-medieval context of the Reformation, precursors, major reformers and movements, the Roman Catholic response, and consequences for the history of the Church. While political, economic, and social factors are considered, the course emphasizes the theology of the reformers.

HIST 3230 Global Christianity in the Modern Era (3). This course examines the rise of global Christianity in the modern era, beginning with the formation of the Society for Promoting Christian Knowledge (SPCK) and the Society for the Propagation of the Gospel (SPG) around 1700. Special emphases include the connection between Christianity and Colonialism, the missionary societies of the 1800s, the 1910 World Missionary Conference, Decolonization, Vatican II, and the growing presence of Asian, African, and South American Churches in the 21st century.

HIST 3240 Religion in America (3). This course is a study of the history of religion in the United States of America, focusing primarily on the origins and development of American Christianity from the Colonial through the contemporary period. It examines the mainstream religious elements in American history, as well as religious expressions among African-Americans, Native Americans, women, and non-traditional religious bodies.

HIST 3300 American History to 1815 (3). This course examines the Colonial and Early National eras of American history. It includes the study of Native American societies, exploration, settlement, and development of the American colonies, the American Revolution, formation of the Constitution, and important themes and events in the early nation through the War of 1812.

HIST 3310 19th Century American History to 1877 (3). This course examines the Antebellum, Civil War, and Reconstruction eras of American history through a study of major political, economic, social, intellectual, cultural, and religious developments.

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 3330 History of Europe in the Middle Ages (3). This course is a study of European civilization from the fall of the western Roman Empire in the late 5th century to the eve of the Renaissance. It examines key aspects of medieval society, such as politics, economics, ideas, religion, artistic expression, and social values, institutions, and classes.

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 4210 Readings in the History of the Restoration Movement (3). This course is a study of the major primary sources associated with the American Restoration Movement. Particular emphasis is placed on the foundational documents written by Barton W. Stone, Thomas Campbell, Alexander Campbell, and Walter Scott.

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 4300 American History, 1877-1945 (3). This course is a study of American history during the Progressive Era, World War I, the Great Depression, New Deal, and World War II. Major political, economic, social, intellectual, cultural, and religious developments are addressed.

HIST 4310 America Since World War II (3). This course is a study of American history during the post-World War II era. It addresses major political, economic, social, cultural, intellectual, and religious developments of the period, including such important themes and events as the Civil Rights Movement, the youth movement of the 1960s, the Vietnam War, Watergate, the Reagan Revolution, postmodernism, and the U.S. response to world-wide terrorism.

HIST 4320 History of Early Modern Europe (3). This course is a study of European civilization from 1350-1750. It examines the Renaissance, Reformation, and the emerging nation-states of early Modern Europe, including political, economic, social-cultural, philosophical, and religious aspects.

HIST 4330 History of Modern Europe (3). This course is a study of European society from 1750 to the present. It emphasizes political, economic, and philosophical developments through a global perspective.

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 enrolled in the Public History Concentration complete an internship; students planning to attend graduate school complete a major research paper; and teacher education students complete a project that integrates historical research with teaching methods appropriate for classroom use.

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.

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 Post-Baccalaureate teacher education programs.*

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.

HLSC 2100 Health & Fitness Science with Lab (4). 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 semester. 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 1101 Foundations of Human Services (3). This course introduces students to foundational concepts of the Human Services profession, explores the history of human services, current social issues, role of spirituality in helping relationships, and ethical and legal dimensions within the profession. Students gain knowledge and skills to enable them to practice competently with a variety of populations in agency, community and church settings. Additionally, students explore personal career choice and are introduced to vocational options within the field of human services.

HSVC 1200 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.

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: HSVC 1200 Human Development, SPSY 1100 Interpersonal & Family Relationships.*

HSVC 2200 Human Sexuality (3). This course provides an overview of biopsychosocial and spiritual influences on understanding human sexuality. Additional attention is given to investigating attitudes, behaviors and decision-making as an expression of this understanding. Particular focus is given to the intersection of culture and Christian worldview as it relates to sexuality. *Prerequisites: HSVC 1200 Human Development, SPSY 1100 Interpersonal & Family Relationships.*

HSVC 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.

HSVC 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* (DSM IV-TR) and other assessment tools. The meaning of “abnormal” thought, affect, behavior, and related concepts are examined within biblical, historical, and cultural contexts. *Prerequisites: HSVC 1200 Human Development, HSVC 2300 Social Science Research & Writing.*

HSVC 3102/THEO 3102 Theology & Human Sexuality (3). This course is a theological and biopsychosocial investigation into human sexuality. Issues discussed in this course include, though are not limited to, 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. Additional attention will be given to investigating attitudes, behaviors, and decision making as an expression of their understanding. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible, and BIBL 2201 Orientation to the New Testament.*

HSVC 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: HSVC 1200 Human Development, HSVC 2300 Social Science Research & Writing, and HSVC 2100 Interviewing & Counseling Skills.*

HSVC 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: HSVC 1200 Human Development, HSVC 2300 Social Science Research & Writing.*

HSVC 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: HSVC 1200 Human Development, HSVC 2300 Social Science & Research Writing.*

HSVC 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: HSVC 1200 Human Development, HSVC 2300 Social Science Research & Writing.*

HSVC 3520 Families, Diversity & Social 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. Students identify current law, public policy and initiatives, and the influence these have on services to community and family, with particular focus on the role of human service programs and organizations. *Prerequisites: HSVC 1200 Human Development, HSVC 2300 Social Science Research & Writing.*

HSVC 4100 Human Services, Faith & Ethics (3). This course 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: HSVC 3100 Abnormal Psychology.*

HSVC 4210 Family Services (3). This course examines the theology, theory, and principles of service to families. A continuum of services (e.g., enrichment, support, intervention, remediation, therapy and advocacy) is addressed from an eco-systemic perspective. Students develop the ability to plan, implement and evaluate such services. Additional emphasis is placed upon the symbiotic relationship between the family and the church and Christian community.

HSVC 4911 Human Services Field Experience (3). This culminating experience for Human Services majors provides students with an opportunity to integrate theory, knowledge, and skills acquired through supervised placements in community-based Christian ministries, social services programs, and classes. Students spend approximately 125 hours in a unique field placement. The field experience allows students to integrate human service skills and techniques under on-site supervision in a real life setting. The field experience, in conjunction with the concurrent seminar that incorporates individual and group supervision, helps students clarify and establish goals for vocational ministry and/or graduate study. *Prerequisite: HSVC 3100 Abnormal Psychology.*

Special Considerations: Program permission required to enroll. Liability insurance and TBI/FBI background check required.

HSVC 4912 Human Services Advanced Field Experience (3). The Human Services Advanced Field Experience provides students with an additional 125 hours of field experience beyond the basic field experience (HSVC 4911). Students continue at their basic practicum site or may choose another site, allowing them to deepen or broaden their real-life experiences. The Advanced Field Experience, 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: HSVC 4911 Human Services Field Experience. Special Considerations: Program permission required to enroll. Liability insurance and TBI/FBI background check required.*

HSVC 4921 Human Services Intensive Field Experience (6). The Human Services Intensive Field Experience is a senior-level field experience providing students a context to integrate theory, knowledge, and professional behaviors and skills in real-world settings. Students spend approximately 250 hours in a unique Human Services field environment of their choosing where they are mentored by an experienced field supervisor. The placement, along with a concurrent seminar that incorporates individual and group supervision, helps students clarify and establish goals for vocational ministry and/or graduate study. *Prerequisite: HSVC 3100 Abnormal Psychology. Special Considerations: Program permission required to enroll. Liability insurance and TBI/FBI background check required.*

HSVC 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. *Prerequisite: HSVC 3100 Abnormal Psychology and HSVC 3210 Theories of Counseling & Psychotherapy. Special Considerations: Program permission is required to enroll. Liability insurance and a TBI/FBI background check are required.*

HSVC 4952 Advanced Counseling Lab (3). Students apply counseling principles and techniques to current cases as they synthesize and demonstrate skills learned in previous Human Services coursework. Instruction emphasizes the analysis of case dynamics, intrapersonal/interpersonal processes, and the development of treatment procedures from varied theoretical orientations. Students evaluate treatment effectiveness and outcomes. *Prerequisite: HSVC 4951 Counseling Lab. Special Considerations: Program permission required to enroll. Liability insurance and TBI/FBI background check required.*

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 the “biblical metanarrative” or “story of scripture” from God’s creation of the heavens and earth in Genesis, through His redemptive work in Jesus Christ, to the consummation of His Kingship in Revelation. An overview of the structure and rationale of the Johnson University curriculum shows 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 groups build positive relationships and promote spiritual formation.

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). The Online Cornerstone Experience introduces students to the aims, responsibilities, requirements, and rewards of Christian higher education at Johnson University. This course consists of two primary and interrelated components. First, students explore the “biblical metanarrative” or “story of scripture” from God’s creation of the heavens and earth in Genesis, through His redemptive work in Jesus Christ, to the consummation of His Kingship in Revelation. An overview of the structure and rationale of the Johnson University curriculum shows how students can prepare themselves for active participation in God’s ongoing Story. Second, the course prepares students to succeed in online learning experiences. 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.

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 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 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 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 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. *Prerequisite: Students must have completed 90 semester hours and be classified as a senior to enroll in this course. 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) [GIAL]. Students complete this course at the Graduate Institute for Applied Linguistics (GIAL) 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) [GIAL]. Students complete this course at the Graduate Institute for Applied Linguistics (GIAL) 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) [GIAL]. Students complete this course at the Graduate Institute for Applied Linguistics (GIAL) 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) [GIAL]. Students complete this course at

the Graduate Institute for Applied Linguistics (GIAL) 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.*

ICCM 3503 Cross-Cultural Media Communication Internship (3). This internship 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. 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, COMM 2900 Society & Media, COMM 2901 Communication & Christian Faith.

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 3503 Chinese Studies Internship (3). 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. 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, ICCS 3200 Culture, Art & Science.

ICCS 3504 Chinese Studies Extended Internship I (3). This course is the first part of an extended six-month 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 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. Students normally complete Extended Internships during the Summer and Fall Terms following the their junior year. While on the field, students typically complete three courses required for their major concentration. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. ICST 2133 Intercultural Communication, ICCS 3200 Culture, Art & Science.*

ICCS 3509 Chinese Studies Extended Internship II (9.5). This course is the second part of an extended 6-month 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. Students normally complete Extended Internships during the Summer and Fall Terms following the their junior year. *Prerequisite: ICCS 3504 Chinese Studies Extended Internship I.*

ICCS 4600 Social Institutions & Strategies (3). This course in missions strategies focuses on social differences inherent in the contexts of various societies around the world. Students analyze how to adapt to such societies and effect positive change.

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 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 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 3503 English as a Second Language/English as a Foreign Language Internship (3).

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. 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. 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. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. ICST 2133 Intercultural Communication, ICEL 3360 English as a Second Language/English as a Foreign Language Methods & Materials.*

ICEL 3504 English as a Second Language/English as a Foreign Language Extended Internship I (3).

This course is the first part of an extended 6-month internship. Students engage in on-the-job training under the supervision and guidance of an experienced ESL/EFL mentor. 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. Students normally complete Extended Internships during the Summer and Fall Terms following their junior year. While on the field, students typically complete ICST 4109 Mission Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. ICST 2133 Intercultural Communication, ICEL 3360 English as a Second Language/English as a Foreign Language Methods & Materials.*

ICEL 3509 English as a Second Language/English as a Foreign Language Extended Internship II (9.5).

This course is the second part of a 6-month Extended Internship. Students engage in on-the-job training under the supervision and guidance of an experienced ESL/EFL mentor. Students normally complete Extended Internships during the Summer and Fall Terms following their junior year. While on the field, students typically complete ICST 4109 Mission

Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: ICEL 3504 English as a Second Language/English as a Foreign Language Extended Internship I.*

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 Moder 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.

ICIS 3215 Living & Working in the Muslim World (3). Students focus on practical approaches to living and working as a cross-cultural worker in a Muslim community. Special attention is given to contextualization, methods and roles, personal spiritual development, family dynamics within the community, choosing an organization, and the changing role of the western worker.

ICIS 3360 Introduction to Arabic Language & Islamic Culture (3). This course introduces the student to Modern Standard Arabic and to Islamic culture through greetings, acquisition of the Arabic alphabet, and both manual and printed script. Equal emphasis is placed on the four skills of language: reading, writing, speaking and listening.

ICIS 3503 Islamic Studies Internship (3). This internship provides field experience related to the Islamic Studies concentration. 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. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. ICST 2133*

Intercultural Studies, ICIS 3360 Introduction to Arabic Language & Islamic Culture.

ICIS 3504 Islamic Studies Extended Internship I (3). This course is the first part of a 6-month Extended Internship for the Islamic Studies Concentration. The internship provides on-the-job experience and must be completed under the supervision and guidance of an experienced Islamic Studies mentor or Islamic 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. Students normally complete Extended Internships during the Summer and Fall Terms following their junior year. While on the field, students typically complete ICST 4109 Mission Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. ICST 2133 Intercultural Studies, ICIS 3360 Introduction to Arabic Language & Islamic Culture.*

ICIS 3509 Islamic Studies Extended Internship II (9.5). This course is the second part of a 6-month Extended Internship for Islamic Studies. Students normally complete Extended Internships during the Summer and Fall Terms following their junior year. While on the field, students typically complete three courses required for their major concentration with their advisor's direction. *Prerequisite: ICIS 3504 Islamic Studies Extended Internship I.*

ICIS 4710 Faith Communities in Muslim Contexts (3). This course provides an overview of the theology, theory, and practice of planting churches cross-culturally and in a Muslim 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.

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 3503 Latin American & Latino Studies Internship (3). 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. ICST 2133 Intercultural Communication, ICLA 3300 Religions of Latin America.*

ICLA 3504 Latin American & Latino Studies Extended Internship I (3). This course is the first part of a 6-month Extended Internship for the Latin American and Latino Studies Concentration. The internship provides on-the-job experience and must be completed under the supervision and guidance of an experienced Latin American mentor or Latin American expert. Students normally complete Extended Internships during the Summer and Fall Terms following the their junior year. This course is the first of the Extended Internship for the Latin American and Latino Studies concentration. While on the field, students typically complete ICST 4109 Mission Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. ICST 2133 Intercultural Communication, ICLA 3300 Religions of Latin America.*

ICLA 3509 Latin American & Latino Studies Extended Internship II (9.5). Six-month This course is the second part of a 6-month Extended Internship for the Latin American and Latino Studies Concentration. Students normally complete Extended Internships during the Summer and Fall Terms following the their junior year. While on the field, students typically complete ICST 4109 Mission Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: ICLA 3504 Latin American & Latino Studies Extended Internship I.*

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) [GIAL]. Students complete this course at the Graduate Institute for Applied Linguistics (GIAL) 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) [GIAL]. 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.

ICLI 3410 Grammatical Analysis (3). This course provides tools for the analysis of language on morphological and syntactic levels.

ICLI 3503 Linguistics Internship (3). This 10-week summer internship provides on-the-job training under the supervision and guidance of an experienced Bible translation team with either Pioneer Bible Translators (PBT) 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.
Prerequisite: ICST 2133 Intercultural Communication, 2 semesters of Greek or Hebrew.

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.

ICLI 5820 Scripture Engagement (3). This course equips the student to maximize scripture engagement by examining factors influencing the use of scripture, highlighting the significance of community involvement. Topics include appropriateness of publication and distribution, church and community involvement, digital distribution, modeling scripture 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.

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.

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.

ICMI 3503 Cross-Cultural Internship (3). 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.*

ICMI 3504 Cross-Cultural Extended Internship I (3). This course is the first part of a 6-month Extended Internship for the Missions Concentration. 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 mission practitioner. Extended Internships include a minimum 300 hours of cross-cultural work, which students normally complete during the Summer and Fall Terms following their junior year. While on the field, students typically complete ICST 4109 Mission Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. . ICST 2133 Intercultural Communication, ICST 2131 Missiology.*

ICMI 3509 Cross-Cultural Extended Internship II (9.5). This course is the second part of a 6-month Extended Internship for the Missions concentration. 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. Extended Internships include a minimum 300 hours of cross-cultural work, which students normally complete during the Summer and Fall Terms following their junior year. While on the field, students typically complete ICST 4109 Mission Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: ICMI 3504 Cross-Cultural Extended Internship I.*

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: ICST 2131 Missiology, Internship required for major.*

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 (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 2232 Foundations of Ministering 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 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 3235 Missiological 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.

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 4412 Area Studies (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 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 4414 Area Studies: Animism & Folk Religions (3). This research 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 creative access to accomplish missional goals.

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.*

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 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 6032 Area Studies (3). This research course enables students to develop a deeper understanding of a chosen area of the world as a preliminary introduction to what they will face as they enter their mission field. 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 6034 Area Studies: Western Context (3). This course examines the unique problems and strategies for communicating the gospel effectively in Western contexts. Special attention is given to historical and cultural expectations central to the day-to-day life of those living in Western contexts in today's world. Post-modernism, millennials, and more are examined from a behavioral, language, experiential, and missional perspective.

ICST 6035 Area Studies: Animism & Folk Religions (3). This course examines the unique problems and strategies for communicating the gospel 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 6250 Residency 1: Missional God, Missional Church (4). Residency 1 introduces students to the paradigm shifts that have resulted in the missional church movement. Students examine these shifts through Bible study, reflective reading, and in-class instruction. The ultimate goal of this portion of the residency is for the student to begin to live out these shifts in his or her own life by adopting a missionary approach to the local context. The residency program helps place the student in a mission context (if necessary) and aids the student to engage in action-reflection learning by providing regular mission coaching and opportunities for participation in peer-facilitated learning cohorts.

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.

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 6350 Residency 2: Spirituality, Sustainability & Discipleship (4). Residency 2 examines hope-based spirituality that is capable of sustaining and motivating the missional life. Regular rhythms of missional spirituality that naturally flow out of the Christian hope are explored. The role of the Christian community in sustaining mission and empowering discipleship are also discussed. Students continue to engage in all the learning activities introduced in Residency 1 and continue to pursue action-reflection learning through mission to the local context as they seek to adopt a missional spirituality that sustains their life of mission.

ICST 6433 Intercultural Studies Integrative Project (3). This course furnishes supervised, hands-on exploration of various approaches to achieving mission work on the field. Students engage in a self-designed project on a given field. Field mentors 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.

ICST 6450 Residency 3: Spirit-Led, Pioneering Leadership (4). Residency 3, the third and final portion of the residency, continues all the learning activities initiated in the first two portions, but shifts the focus to leadership of the Holy Spirit in empowering the leader and equipping the faith community to be a transformative force in the local context. Students explore ways of discerning the movement of the Spirit and partnering with the work of the Spirit. The final portion of the residency is also designed to challenge the student's understanding of Christian leadership by introducing them to several new forms of Christian leadership and by asking them to integrate new concepts from a variety of fields into their previous understandings.

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 3503 Urban Internship (3). 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 3504 Urban Extended Internship I (3). This course is the first part of a 6-month Extended Internship for the Urban Studies Concentration. 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. Students normally complete Extended Internships during the Summer and Fall Terms following their junior year. While on the field, students typically complete ICST 4109 Mission Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: To enroll, students must have senior status (90+ university credits) or advisor approval. ICST 2133 Intercultural Communication, ICUR 3360 Urban Anthropology.*

ICUR 3509 Urban Extended Internship II (9.5). This course is the second part of a 6-month Extended Internship for the Urban Studies Concentration. Students normally complete Extended Internships during the Summer and Fall Terms following their junior year. While on the field, students typically complete ICST 4109 Mission Theology, the Selected Gospel or Pauline Epistle component of the Bible & Theology Major, and a third course required for their major concentration. *Prerequisite: ICUR 3504 Urban Extended Internship I.*

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 0100 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.

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 and nonlinear regression models. Appropriate applications are included. *Prerequisites: High school Algebra I and Algebra II or ACT Math score of at least 21.*

MSED 4326 Middle School Methods (3). Children in grades 4-8 have unique abilities, gifts and needs. This methods course is designed to assist students to understand the major concepts, principles, historical and contemporary models of learning, and theories of middle school students. Students use that knowledge to create positive and responsive learning opportunities for use in the middle school classroom. Students learn the importance of collaboration and teaming in planning and implementing effective instruction in all subject areas. *Prerequisites: This course is limited to students accepted into the teacher education program.*

MSED 5014 Reading in the Content Area (4). This course focuses on reading and critical thinking in secondary 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.

MSED 5107 Middle School Methods (4). Children in grades 4-8 have unique abilities, gifts, and needs. This course is designed to assist students in understanding the major concepts, principles, historical and contemporary models of learning, and theories of middle school students. Students use that knowledge to create positive and responsive learning opportunities for use in the middle school classroom. Students learn the importance of collaboration and teaming in planning and implementing effective instruction in all subject areas.

MSED 5115 Middle School Education Internship I (6). This is the first semester of a full year internship in Middle School Education 4-8 grades.

MSED 5225 Middle School Education Internship II (6). This is the second semester of a full year internship in Middle School Education 4-8 grades grade.

MSED 5806 Student Teaching: Middle School Education (6). This course is a semester of student teaching in Middle Grades 4-8. *Prerequisite: This course requires students to have passing PRAXIS II scores. Special Considerations: This course is for students who have graduated with a*

BS/BA in Interdisciplinary Studies with a focus on Middle Grades from Johnson University or students pursuing Middle Grade licensure through the Post Baccalaureate program.

MSLD 7142 Missional Leadership Elective (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.

MSLD 7144 Missional Leadership Elective (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.

MSLD 7240 Missional Leadership Elective (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.

MSLD 7242 Missional Leadership Elective (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.

MSLD 7244 Missional Leadership Elective (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.

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 1305 Secondary Instrument Voice I (0.5) Individual instruction is given to the student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 principal or secondary instrument must present a jury performance before the music faculty at the completion of the term to receive credit.

MUAP 1315 Secondary Instrument Voice II (0.5) Individual instruction is given to the student seeking to develop good singing skills. In addition to the mechanics of singing, each student will

work on repertoire.

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.

MUAP 1325 Principal Instrument Voice I (0.5) Individual instruction is given to the primary voice student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 music faculty at the completion of the semester to receive credit.

MUAP 1335 Principal Instrument Voice II (0.5) Individual instruction is given to the primary voice student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 one half-hour lesson per week.

MUAP 1405 Secondary Instrument Piano I (0.5) Individual instruction is given to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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 whose principal or secondary applied instrument is piano are required to present a jury performance before the music faculty at the completion of the semester.

MUAP 1415 Secondary Instrument Piano II (0.5) Individual instruction is given to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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.

MUAP 1425 Principal Instrument Piano I (0.5) Individual instruction is given to the primary piano student seeking to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 1430 Advanced Piano I (2). This course includes a one-hour lesson per week, solo class participation, and a jury performance before the music faculty at the completion of the term.

MUAP 1435 Principal Instrument Piano II (0.5) Individual instruction is given to the primary piano student seeking to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 1440 Advanced Piano II (2). Students receive private instruction in piano tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

MUAP 1505 Secondary Instrument Guitar I (0.5) Individual instruction to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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 whose principal or secondary applied instrument is guitar are required to present a jury performance before the music faculty at the completion of the semester.

MUAP 1515 Secondary Instrument Guitar II (0.5) Individual instruction to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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.

MUAP 1525 Principal Instrument Guitar I (0.5) Individual instruction is given to the primary guitar student seeking to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 1530 Advanced Guitar I (2). A one-hour lesson per week, solo class participation and a jury performance before the music faculty at the completion of the term are required.

MUAP 1535 Principal Instrument Guitar II (0.5) Individual instruction is given to the primary guitar student seeking to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 1540 Advanced Guitar II (2). 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 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.

MUAP 1920 Tour Choir (1). This is a select choir open to any student by audition. Auditions are held the first week of each term. This ensemble performs selections from classical repertoire, traditional church music, spirituals, praise and worship music, and gospel music. The Tour Choir travels select weekends during Fall and Spring Terms, and usually takes an extended spring tour while traveling to churches and special events. This ensemble also performs for campus and community events, as well as for selected conferences.

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 2305 Secondary Instrument Voice III (0.5) Individual instruction is given to the student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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.

MUAP 2315 Secondary Instrument Voice IV (0.5) Individual instruction is given to the student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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.

MUAP 2325 Principal Instrument Voice III (0.5) Individual instruction is given to the primary voice student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 one half-hour lesson per week.

MUAP 2335 Principal Instrument Voice IV (0.5) Individual instruction is given to the primary voice student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 one half-hour lesson per week.

MUAP 2415 Secondary Instrument Piano III (0.5) Individual instruction is given to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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.

MUAP 2415 Secondary Instrument Piano IV (0.5) Individual instruction is given to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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.

MUAP 2425 Principal Instrument Piano III (0.5) Individual instruction is given to the primary piano student seeking to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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 one half-hour lesson per week.

MUAP 2435 Principal Instrument Piano IV (0.5) Individual instruction is given to the primary piano student seeking to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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 one half-hour lesson per week.

MUAP 2500 Tintinnabulation: Handbells (1). Members are selected for this ensemble through an audition, and the ability to read music is a requirement. This ensemble rehearses weekly and performs music for English handbells. This ensemble performs for campus events, seasonal programs (Christmas and Easter), and special occasions.

MUAP 2505 Secondary Instrument Guitar III (0.5) Individual instruction to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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.

MUAP 2515 Secondary Instrument Guitar IV (0.5) Individual instruction to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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.

MUAP 2525 Principal Instrument Guitar III (0.5) Individual instruction is given to the primary guitar student seeking to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 2530 Advanced Guitar III (2). 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 2535 Principal Instrument Guitar IV (0.5) Individual instruction is given to the primary guitar student seeking to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 2540 Advanced Guitar IV (2). 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 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.

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.

MUAP 3325 Principal Instrument Voice V (0.5) Individual instruction is given to the primary voice student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 one half-hour lesson per week.

MUAP 3335 Principal Instrument Voice VI (0.5) Individual instruction is given to the primary voice student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 one half-hour lesson per week.

MUAP 3410 Piano V (1). Students receive private instruction in piano technique, literature, and repertoire appropriate for the level of each student. The instructor provides one half-hour lesson per week.

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.

MUAP 3425 Principal Instrument Piano V (0.5) Individual instruction is given to the primary piano student seeking to develop playing skills on the piano. Each one-half hour lesson is suited to the level of proficiency of the student.

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 one half-hour lesson per week.

MUAP 3435 Principal Instrument Piano VI (0.5) Individual instruction is given to the primary piano student seeking to develop playing skills on the piano. Each one-half hour lesson is suited to the level of proficiency of the student.

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 one half-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.

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 3525 Principal Instrument Guitar V (0.5) Individual instruction is given to the primary guitar student seeking to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 3530 Advanced Guitar V (2). 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 3535 Principal Instrument Guitar VI (0.5) Individual instruction is given to the primary guitar student seeking to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 3540 Advanced Guitar VI (2). 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 4000 Senior Recital (1). Students majoring in Music 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.

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.

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.

MUAP 4325 Principal Instrument Voice VII (0.5) Individual instruction is given to the primary voice student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 one half-hour lesson per week.

MUAP 4335 Principal Instrument Voice VIII (0.5) Individual instruction is given to the primary voice student seeking to develop good singing skills. In addition to the mechanics of singing, each student will work on repertoire.

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 one half-hour lesson per week.

MUAP 4410 Piano VII (1). Students receive private instruction in piano technique, literature and repertoire tailored to the maturation level of each student. The instructor provides one half-hour lesson per week.

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.

MUAP 4425 Principal Instrument Piano VII (0.5) Individual instruction is given to the primary piano student seeking to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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. One hour lesson per week.

MUAP 4435 Principal Instrument Piano VIII (0.5) Individual instruction is given to the primary piano student seeking to develop playing skills on the piano. Each one-half hour lesson per week is suited to the level of proficiency of the student.

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 one half-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.

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.

MUAP 4525 Principal Instrument Guitar VII (0.5) Individual instruction is given to the primary guitar student seeking to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 4530 Advanced Guitar VII (2). 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 4535 Principal Instrument Guitar VIII (0.5) Individual instruction is given to the primary guitar student seeking to develop playing skills on the guitar. Each one-half hour lesson per week is suited to the level of proficiency of the student.

MUAP 4540 Advanced Guitar VIII (2). Students receive private instruction in guitar tailored to the maturation level of the individual student. The instructor provides one half-hour lesson per week.

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 3100 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 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 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 3100 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 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 3500 Instrumental Methods and Materials (2). 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.

MUSC 4100 Ministry of Worship Leadership (3). This course helps students acquire skills necessary to effectively lead worship in the local church by introducing them to the philosophy, theology, history, and psychology of worship. Students learn biblical patterns for worship, the various elements found in worship, and ways to organize worship. Issues facing the worshipping church today are discussed as students learn to plan and lead worship services.

MUSC 4200 Ministry of Music (3). Students in Ministry of Music are confronted with philosophical and practical aspects of carrying on a vital music ministry in today's churches. Students are introduced to the basics of building design, acoustics, and sound systems. Attention is given to the student's psychological makeup as it relates to others in the ministry, as well as conflict resolution. A foundational knowledge of graded choirs, church instrumental groups, handbell choirs, and other music ministry-related groups are discussed in this course. *Prerequisite: MUSC 4100 Ministry of Worship Leadership.*

MUSC 4221 Arranging & Orchestration (2). 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 4300 Vocal Pedagogy I (1). 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.

MUSC 4350 Vocal Pedagogy II (1). This course is a continuation of Vocal Pedagogy I. .
Prerequisite: MMUE 355.

MUSC 4450 Piano Pedagogy (2). This course is a one-semester 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 4500 Music Internship (3). The Music Internship is designed to provide practical experience for music majors wanting to make music ministry/worship leadership their profession. It involves a minimum ten weeks of full-time internship. The internship must be supervised by a full-time minister of music and/or worship employed by the church or by a part-time minister of music and/or worship who has earned an undergraduate four-year degree in music and is employed by the church. The aim is for students to experience all facets of music ministry/worship leadership during the internship. *Prerequisites: MUSC 4100 Ministry of Worship Leadership, MUSC 4200 Ministry of Music.*

NPMG 2010 Introduction to the Nonprofit Sector (3). This course introduces the student to the historical roots of nonprofit organizations, as well as the current breadth of nonprofit operations locally, nationally and internationally. Students examine the roles both unpaid and paid staffs fulfill in nonprofits. They are introduced to concepts of strategic planning, marketing and fundraising, and financial reporting for sustainability. Finally, begin exploring their own career interests and skills as future managers in nonprofit organizations.

NPMG 2030 Principles of Organizational Behavior (3). This course introduces the student to the science of organizational behavior. The course includes brief studies of the history and systems of OB. There is also an emphasis on applied psychology of nonprofit organizations. *Prerequisite: PSYC 2100 Introduction to Psychology or its equivalent at another accredited institution.*

NPMG 3010 Strategic Planning & Board Management (3). This course begins by examining the frameworks for strategic thinking, planning, and decision making. It includes an overview of planning methods, processes, and both internal and external factors impacting strategic decision-making. The course covers performance management principles and systems, including how to use organizational performance measurement to enhance an organization's ability to deliver on its mission. It introduces board selection and development, including introduction to governance processes in nonprofit organizations, along with elements such as composition, roles, responsibilities, and purposes of nonprofit boards. Additional concepts presented include the steps required to start a 501(c)(3) nonprofit and the role of asset mapping in community development.

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.

NPMG 3040 Marketing & Public Relations (3). This course introduces students to basic principles and practices of marketing, public relations, and social media, specifically as they apply

to nonprofit organizations. Students gain first-hand experience in market research, audience profiling, organizational positioning, development of marketing and event plans, and the utilization of analytical marketing tools.

NPMG 4010 Human Resource Management (3). This course focuses on the recruitment, training, development, and termination of both paid and unpaid staff through consistent personnel policies and procedures. Tools such as compensation, employee benefits, performance appraisals, and corporate culture are applied to a variety of nonprofit situations. Special attention is given to the interaction of board/executive director/staff/volunteer working relationships.

NPMG 4016 Nonprofit Management Extended Internship I (1.5). Students complete a 250-hour co-curricular internship with a nonprofit organization that agrees to supervise, mentor, and evaluate the intern. Students typically complete the internship by serving 5 or more hours per week over a one-year period. This experience provides opportunities to articulate and apply principles learned inside and outside the classroom; reflect on the internship experience; gain self-understanding, self-confidence, and interpersonal skills; develop work competencies for a specific profession or occupation; explore career options; and gain general work experience. Students continue the extended internship experience in NPMG 4018 Nonprofit Management Extended Internship II.

NPMG 4018 Nonprofit Management Extended Internship II (1.5). This course is a continuation of NPMG 4016 Nonprofit Management Extended Internship I.

NPMG 4020 Nonprofit Management Internship (3). Over the course of one term, students complete a 250-hour co-curricular internship with a nonprofit organization that agrees to supervise, mentor, and evaluate the intern. This experience provides opportunities to articulate and apply principles learned inside and outside the classroom; reflect on the internship experience; gain self-understanding, self-confidence, and interpersonal skills; develop work competencies for a specific profession or occupation; explore career options; and gain general work experience.

NPMG 4021 Management Project (1). Students complete a hands-on management project in an area such as Organizational Analysis, Volunteer Administration, Fundraising, Event Planning, or Special Topics. This course may be repeated for credit.

NPMG 4030 Finance (3). This course introduces the student to the vital nature of financial record keeping and reporting within a nonprofit organization seeking sustainability. Tools to be mastered include basic accounting principles and standard financial statements (balance sheet, statement of activities, and statement of cash flows), along with the budgeting process, and the board's role in financial review. Financial projects are examined as a means of assuring sustainable operations.
Prerequisite: NPMG 3020 Nonprofit Fundraising & Development.

NPMG 4040 Ethics & Business Law (3). This course establishes an ethical foundation based on biblical teachings with special applications to nonprofit entities. Given that the law is the minimal foundation to societal ethics, students study basic legal practices, such as binding contracts, employment issues, discrimination, disclosure, taxation, and risk management. Special emphasis is given to legal requirements and restrictions to functioning as a 501(c)(3) tax exempt organization.

OGLD 7142 Organizational Leadership Elective (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.

OGLD 7144 Organizational Leadership Elective (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.

OGLD 7240 Organizational Leadership Elective (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.

OGLD 7242 Organizational Leadership Elective (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.

OGLD 7244 Organizational Leadership Elective (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.

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 2200 Anatomy & Human Body Systems for Health Professionals (3). This course provides conceptual knowledge of human anatomy, physiology, and body systems as they relate to health and disease. Students demonstrate a working knowledge of the human body, the "temple of God," as it relates to disease causation, prevention and health promotion. The course addresses the function and role of body systems, including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, and related disease states. Medical terminology and real-life case studies are presented to aid in understanding and applying course concepts and principles. *Prerequisite: PBHL 2100 Introduction to Public Health.*

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. *Prerequisite: PBHL 2200 Anatomy & Human Body Systems for Health Professionals.*

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 3220 Biostatistics in Public Health (3). This course provides the basic concepts, methods, and tools of public health data collection, and the use and analysis of evidence-based approaches to data collection. Students learn to access and collect existing qualitative and quantitative health data, use data collection methods and instruments, interpret results of statistical analyses found in public health studies, draw meaningful conclusions, and make inferences from information and data regarding diseases and public health issues. Students apply ethical and biblical principles when making statistical interpretations and presentations. *Prerequisite: MATH 2200 College Algebra or equivalent.*

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 contact prospective health internship site supervisors. By the end of the seminar, students are required to submit a letter of recommendation for internship enrollment from a Public Health professor or another major professor attesting to their readiness for the internship experience. The seminar professor distributes a *Recommendation Form*. *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 seminars, 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 4220 Global Community Health Internship (3). 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. 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 pass ALL Global Health courses prior to the internship with a cumulative grade point average (GPA) of 2.5 or better.*

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 seminars, 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 1010 Aerobics (1). This course develops skills in aerobics.

PHED 1020 Basketball (1). This course develops skills in basketball with emphasis on its rules, tactics, and strategies.

PHED 1030 Biggest Winner Fitness Program (1). The Biggest Winner course 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.

PHED 1040 Golf (1). This course develops skills in golf with emphasis on its rules, tactics, and strategies.

PHED 1050 Lifesaving (1). This course develops skills in lifesaving.

PHED 1060 Racquetball (1). This course develops skills in racquetball with an emphasis on its rules, tactics, and strategies.

PHED 1070 Running (1). This course develops skills in running with an emphasis on effective strategies.

PHED 1080 Self Defense (1). This course develops skills in self defense with an emphasis on its tactics and strategies.

PHED 1090 Soccer (1). This course develops skills in soccer with an emphasis on its rules, tactics, and strategies.

PHED 1110 Softball (1). This course develops skills in softball with an emphasis on its rules, tactics, and strategies.

PHED 1120 Swimming (1). This course develops skills in swimming with an emphasis on effective strategies.

PHED 1130 Tennis & Badminton (1). This course develops skills in tennis & badminton with an emphasis on their rules, tactics, and strategies.

PHED 1140 Volleyball (1). This course develops skills in volleyball with an emphasis on its rules, tactics, and strategies.

PHED 1150 Weight Training (1). This course develops skills in weight training with an emphasis on effective strategies.

PHED 1160 Games of the World (1).

PHED 2010 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.

PHED 2020 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.

PHED 2030 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.

PHED 2040 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.

PHED 2050 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.

PHED 2060 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.

PHED 2070 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.

PHED 2080 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.

PHED 2175 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.

PHED 3100 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.

PHED 3210 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. *[ACSM-CPT, NSCA-CPT]*

PHED 3220 Theory of Coaching: Basketball (2). This course equips students for coaching by focusing on basketball skills and strategies, team development, equipment, and game rules and officiating. It includes a practicum component. *[ACSM-CPT, NSCA-CPT]*

PHED 3230 Theory of Coaching: Baseball and Softball (2). This course equips students for coaching by focusing on basketball and softball skills and strategies, team development, equipment, and game rules and officiating. It includes a practicum component. *[ACSM-CPT, NSCA-CPT]*

PHED 3240 Theory of Coaching: Soccer (2). This course equips students for coaching by focusing on soccer skills and strategies, team development, equipment, and game rules and officiating. It includes a practicum component. [ACSM-CPT, NSCA-CPT]

PHED 3250 Theory of Coaching: Volleyball (2). This course equips students for coaching by focusing on volleyball skills and strategies, team development, equipment, and game rules and officiating. It includes a practicum component. [ACSM-CPT, NSCA-CPT]

PHED 4200 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: PHED 3100 Physical Education Methods.* [ACSM-CPT, ACSM-GEI, ACSM-HFS, NSCA-CPT, NSCA-CSCS]

PHED 4210 Sport & Fitness Practicum (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. [ACSM-CPT, ACSM-GEI, TDOE]

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 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.*

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 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.

SCED 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.

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 semester 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 they 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, and earth sciences. The emphasis is on these concepts and principles and their application to real-world views.

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, protist, 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 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, 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 semester 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.

SMGT 3200 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. [ACSM-HFS, CSRM 1, CSRM 2, NSCA-CSCS]

SMGT 4200 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. *[ACSM-GEI, ACSM-HFS, CSRM 2, NSCA-CPT]*

SMIN 3100 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]*

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 semester 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.*

SPSY 1100 Interpersonal & Family Relationships (3). This Social Psychology 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, societal expectations, and the impact of family dynamics 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). This course is 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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3102/HSVC 3102 Theology & Human Sexuality (3). This course is a theological and biopsychosocial investigation into human sexuality. Issues identified in this course include, though are not limited to, 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. Additional attention will be given to investigating attitudes, behaviors, and decision making as an expression of their understanding. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3103 Biblical Faith & Modern Science (3). This course considers areas of controversy in the interaction of biblical faith with modern science. Particular attention is given to questions of cosmology, paleoanthropology, epistemology, and theodicy in the conversation between science and Christianity. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3104 New Testament Christology (3). This course is a study of the development 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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible, BIBL 2201 Orientation to the New Testament.*

THEO 3105 Biblical Perspectives on the Holy Spirit (3). This course explores 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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3106 Topics in Theology (3). This course is an in-depth study of a particular selected topic in theology, including areas such as doctrinal controversies, major theological figures, and theological movements. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3107 Contemporary Theology (3). This course is a study of major theological figures and movements in the 19th, 20th, and early 21st centuries. The course provides a broad perspective on theological developments within the time period while focusing on in-depth analysis of the

primary sources. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3108 Theology and Philosophy of the Skeptic (3). This course is 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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3109 Christianity & Contemporary Life (3). This course examines 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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3110 Religious Cultism (3). This course is an introduction to the development and teachings of various cults in America. The course includes 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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3111 Spiritual Formation (3). Students engage in reading, discussion, practice, and evaluation of disciplines that have historically been associated with Christian spiritual formation and the experience of God. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3112 Biblical Interpretation Across Cultures (3). This course is 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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3113 Theology in Film (3). This course instructs students to discern theological elements inherent in modern film. Films selected for study feature examples of either Christian theology or theologies in competition with Christianity. Students receive tools for making moral decisions about movie-going and for evaluating a film's content.

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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 3115 Theology of the Trinity (3). A study of the doctrine of the Trinity from the Scriptures to modern times. Students will read and discuss primary texts and contemporary

treatments in order to better understand the place of the doctrine of the Trinity in Christian theology. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 4101 Advanced Theological Seminar (3). This course is 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. *Prerequisites: THEO 2100 Fundamentals of Christian Faith, BIBL 2130 Exegetical Methods for English Bible and BIBL 2201 Orientation to the New Testament.*

THEO 4102 Christian Literature after the New Testament (3). This course is 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. *Prerequisites: BIBL 2130 Exegetical Methods for English Bible, BIBL 2201 Orientation to the New Testament, 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) 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 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 5101 Beyond Christ and Culture: Rethinking the Church and Contemporary Society (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 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.

THLD 7142 Philosophy & Theology of Leadership Elective (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.

THLD 7144 Philosophy & Theology of Leadership Elective (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.

THLD 7240 Philosophy & Theology of Leadership Elective (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.

THLD 7242 Philosophy & Theology of Leadership Elective (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.

THLD 7244 Philosophy & Theology of Leadership Elective (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.

WORS 3000 Worship Leadership (2). This course covers the basic components for the design, planning, and execution of a worship service. The role and functions of the worship leader are addressed in conjunction to the worship leader's relationship to the musicians, the lead pastor, and the congregation. The course also covers practical aspects of conducting rehearsals and worship team development.

WORS 3001 Music & Worship (2). This course covers the study of the role of music in worship from a biblical, historical, and musical perspective. The course also presents a basic survey of psalms and Christian hymnody. Music proficiency is helpful but not required.

WORS 4000 Worship Ministry Internship (3). This 10-week internship is designed to provide practical experience for Music & 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. *Prerequisite: MUSC 4100 Ministry of Worship Leadership.*

WORS 4234 Visual & Performing Arts in Ministry (3). This course is designed to emphasize the role of visual and performing arts in Christian ministry. The course covers the history and philosophy of Christian arts in the church, visual art, drama, movement/dance, the formation and administration of an arts program, and application of the arts in ministry. Students are encouraged to create, act, and move as they explore art forms covered in the course. Resources are introduced that prove valuable in one's development as a minister who understands the vital role of the arts in 21st century ministry and worship.

WORS 4244 Worship Ensemble & Seminar (2). This course is designed to provide students with an environment for learning how to work with instrumental and vocal worship teams, and for leading worship services. It covers the formation of a worship team, basic vocal team and worship band rehearsal techniques, working with sound and lighting equipment, communicating with production and technical people, creative worship service planning, spiritual formation within a team, and related issues. Students plan, rehearse, and lead selected services for campus events and/or area churches. *Prerequisite: MUSC 4100 Ministry of Worship Leadership or permission of the instructor.*

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.

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| ANTH 1100 | Encountering Cultures (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 for English Bible (3) |
| BIBL 2201 | Orientation to the New Testament (3) |
| BIBL 3101 | Job & Theodicy (3) |
| BIBL 3102 | Message of the Psalms (3) |
| BIBL 3103 | Proverbs, James & the Biblical Wisdom Tradition (3) |
| BIBL 3104 | Human Significance & Human Sexuality in Ecclesiastes & Song of Solomon (3) |
| BIBL 3105 | Wisdom Books as Literature (3) |
| BIBL 3201 | Isaiah (3) |
| BIBL 3202 | Jeremiah & Lamentations (3) |
| BIBL 3203 | Ezekiel (3) |
| BIBL 3204 | Daniel & Biblical Eschatology (3) |
| BIBL 3205 | The Book of the Twelve (3) |
| BIBL 3206 | The Prophets & Justice (3) |
| BIBL 3207 | Preaching from the Minor Prophets (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 3306 | Missionary Methods of Paul (3) |
| BIBL 3307 | Making Disciples in the Early Church (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 4202 | Preaching & Performing the Gospel of Mark (3) |
| BIBL 4203 | Luke-Acts (3) |

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| 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 4301 | Greek Exegesis of the Pastoral Epistles (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 4406 | Archaeology of the Old Testament (3) |
| BIBL 4407 | Archaeology of the New Testament (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 5108 | History of New Testament Interpretation (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 6201 | Honors Thesis (3) |
| BIBL 6202 | Thesis Continuation (0) |
| BIBL 6203 | Research Project (3) |
| BIBL 6207 | 1 Corinthians: Greek Text (3) |
| BIBL 6210 | Prison Epistles: Greek Text (3) |
| BIBL 6220 | Poverty in Biblical Perspective (3) |
| BIBL 6227 | Apocalypse: Greek Text (3) |
| BIBL 6303 | Translation & Exegesis of New Testament Texts (3) |
| BIBL 6333 | New Testament Exegetical Methods (3) |
| BIBL 6503 | Old Testament Exegetical Methods (3) |
| BIBL 6505 | Translation & Exegesis of Old Testament Texts (3) |
| BUSN 2010 | Globalization, Business & Leadership (3) |
| BUSN 2020 | Financial Management & Accounting (3) |
| BUSN 2030 | Strategic Human Resource Management (3) |
| BUSN 3010 | Economics (3) |

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| BUSN 3020 | Organizational Development & Change (3) |
| BUSN 3030 | Ethics & Business Law (3) |
| BUSN 4016 | Business Extended Internship I (1.5) |
| BUSN 4018 | Business Extended Internship II (1.5) |
| BUSN 4020 | Business Internship (3) |
| BUSN 4021 | Business Project (1) |
| BUSN 4100 | Business Communication, Marketing & Public Relations (3) |
| BUSN 4110 | Strategic Leadership, Planning & Decision-Making (3) |
| BUSN 4120 | Creativity & Innovation (3) |
| BUSN 5000 | MBA Orientation (0) |
| BUSN 5050 | Business Analytics & Decision-Making (3) |
| BUSN 5100 | Business Administration & Leadership in a Globalized Context (3) |
| BUSN 5110 | Financial Management and Accounting for Strategic Decision-Making (3) |
| BUSN 5120 | Economics of Organizational Architecture & Strategy (3) |
| BUSN 5130 | Integrated Communication, Marketing & Public Relations (3) |
| BUSN 6100 | Competitive Advantage through Human Resource Development (3) |
| BUSN 6110 | Organizational Structure, Dynamics & Change (3) |
| BUSN 6120 | Business Law, Leadership Ethics & Decision-Making (3) |
| BUSN 6210 | Strategic Leadership, Planning & Performance Measurement (3) |
| BUSN 6220 | Strategic Planning (3) |
| BUSN 6230 | Leadership, Team Building & Communication (3) |
| BUSN 6240 | Project Design, Initiation & Management (3) |
| BUSN 6300 | Introduction to the Nonprofit Sector (3) |
| BUSN 6310 | Legal Issues within the Nonprofit Sector (3) |
| BUSN 6320 | Nonprofit Fundraising, Philanthropy & Resource Development (3) |
| BUSN 6330 | Nonprofit Governance (3) |
| BUSN 6400 | Capstone Project/Thesis (3) |
| BUSN 6450 | Capstone Project/Thesis Continuation (0) |
| CCCU 3000 | Best Semester (12) |
| CFGS 7111 | 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 | 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) |

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| 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) |
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| CHIN 2100 | Chinese I (3) |
| CHIN 2200 | Chinese II (3) |
| CHIN 3200 | Chinese III (3) |
| CHIN 3210 | Chinese IV (3) |
| | |
| CMCH 3210 | Children's Ministry Internship (3) |
| CMCH 3220 | Ministry to Children (3) |
| CMCH 3400 | Administration of Early Childhood Education Programs (3) |
| CMCH 3600 | Early Childhood Program Development (3) |
| CMCH 3603 | Children's Ministry Extended Internship I (3) |
| CMCH 3609 | Children's Ministry Extended Internship II (9.5) |
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| CMCM 3100 | Introduction to Counseling Ministry (3) |
| CMCM 4110 | Counseling Ministry Practicum (3) |
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| CMCV 311A-B | Leadership Practices: Christ's Church of the Valley (3) |
| CMCV 320A-B | Leadership Practices: Nationwide (3) |
| CMCV 330A-B | Life of Christ: Israel Trip (3) |
| CMCV 331A-B | First Impressions (3) |
| CMCV 332A-B | Volunteer Management (3) |
| CMCV 333A-B | Staff Development (3) |
| CMCV 334A-B | Event & Project Management (3) |
| CMCV 335A-B | Finance & Stewardship (3) |
| CMCV 336A-B | Safety & Security (3) |
| CMCV 337A-B | Creative Technologies (3) |
| CMCV 410A-B | Mission Strategies (3) |
| CMCV 411A-B | Strategic Mission Implementation (3) |
| CMCV 412A-B | Neighborhood Ministry (3) |
| CMCV 413A-B | Sports Ministry Program Administration (3) |
| CMCV 414A-B | Sports Ministry Marketing & Promotion (3) |
| CMCV 415A-B | Multi-Site Strategies (3) |
| CMCV 430A-B | Practical Ministry (3) |
| CMCV 431A-B | Classroom Management: Youth (3) |

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| CMCV 432A-B | Equipping Parents: Youth (3) |
| CMCV 433A-B | Applied Homiletics (3) |
| CMCV 434A-B | Pastoral Care for Families (3) |
| CMCV 435A-B | Classroom Management: Children & Families (3) |
| CMCV 436A-B | Equipping Parents: Children & Families (3) |
| CMCV 450A-B | Music & Performance (3) |
| CMCV 451A-B | Staging & Production (3) |
| CMCV 452A-B | Media & Web (3) |
| CMCV 453A-B | Classroom Management: Special Needs (3) |
| CMCV 454A-B | Equipping Parents: Special Needs (3) |
| CMCV 455A-B | Special Needs Events (3) |
| CMCV 5100 | Theology & Dynamics of Strategic Leadership (3) |
| CMCV 511A-B | Leadership Practices: Christ's Church of the Valley (3) |
| CMCV 520A-B | Leadership Practices: Nationwide (3) |
| CMCV 530A-B | Life of Christ: Israel Trip (3) |
| CMCV 531A-B | First Impressions (3) |
| CMCV 532A-B | Volunteer Management (3) |
| CMCV 533A-B | Staff Development (3) |
| CMCV 534A-B | Event & Project Management (3) |
| CMCV 535A-B | Finance & Stewardship (3) |
| CMCV 536A-B | Safety & Security (3) |
| CMCV 537A-B | Creative Technologies (3) |
| CMCV 610A-B | Mission Strategies (3) |
| CMCV 611A-B | Strategic Mission Implementation (3) |
| CMCV 612A-B | Neighborhood Ministry (3) |
| CMCV 613A-B | Sports Ministry Program Administration (3) |
| CMCV 614A-B | Sports Ministry Marketing & Promotion (3) |
| CMCV 615A-B | Multi-Site Strategies (3) |
| CMCV 630A-B | Practical Ministry (3) |
| CMCV 631A-B | Classroom Management: Youth (3) |
| CMCV 632A-B | Equipping Parents: Youth (3) |
| CMCV 633A-B | Applied Homiletics (3) |
| CMCV 634A-B | Pastoral Care for Families (3) |
| CMCV 635A-B | Classroom Management: Children & Families (3) |
| CMCV 636A-B | Equipping Parents: Children & Families (3) |
| CMCV 650A-B | Music & Performance (3) |
| CMCV 651A-B | Staging & Production (3) |
| CMCV 652A-B | Media & Web (3) |
| CMCV 653A-B | Classroom Management: Special Needs (3) |
| CMCV 654A-B | Equipping Parents: Special Needs (3) |
| CMCV 655A-B | Special Needs Events (3) |
| CMCV 6560 | Contextual Implementation of Strategic Leadership (1) |
| 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)
- CMOL 3210 Ministry Leadership Internship (3)
- CMPD 3210 Children's Ministry Preschool/Daycare 10-Week Internship (3)
CMPD 3211 Children's Ministry Preschool/Daycare Early Childhood Learning Center Internship (1)
CMPD 3212 Children's Ministry Preschool/Daycare 7-Week Internship (2)
CMPD 3603 Children's Ministry Preschool/Daycare Extended Internship I (3)
CMPD 3609 Children's Ministry Preschool/Daycare Extended Internship II (9.5)
- CMPR 2110 Biblical Teaching & Preaching (3)
CMPR 3110 Pastoral Ministry (3)
CMPR 3120 Spiritual Formation for Ministry (3)
CMPR 3210 Preaching Internship (3)
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 3603 Preaching Extended Internship I (3)
CMPR 3609 Preaching Extended Internship II (9.5)
CMPR 4210 Preaching in Ministry (3)
CMPR 4300 Conflict & Community in Ministry (3)
CMPR 4310 Effectiveness in Leadership & Life (3)
CMPR 4320 Pastoral Counseling (3)
CMPR 4330 Leading Established 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 6300 Spiritual Formation & Leadership Project: Fall Term (1)
CMSF 6500 Spiritual Formation & Leadership Project: Spring Term (2)

CMYM 2100 Youth & Children's Ministry Fundamentals (3)
CMYM 3200 Ministry to Youth (3)
CMYM 3210 Youth Ministry 10-Week Internship (3)
CMYM 3212 Youth Ministry Internship (2)
CMYM 3603 Youth Ministry Extended Internship I (3)
CMYM 3609 Youth Ministry Extended Internship II (9.5)

COMM 2000 Introduction to Speech (3)
COMM 2100 Reporting for Mass Media (3)
COMM 2101 Screenwriting Fundamentals (3)
COMM 2102 Performance on Mic or Camera (3)
COMM 2110 Introduction to Public Relations (3)
COMM 2201 Video Production I: Shooting & Editing (3)
COMM 2202 Video Production for News and Information (3)
COMM 2900 Society & Media (3)
COMM 2901 Communication & Christian Faith (3)
COMM 3100 Advanced Reporting & Writing (3)
COMM 3101 Digital Reporting (3)
COMM 3102 Persuasive Strategic Communication (3)
COMM 3103 Strategic Communication Methods & Strategies (3)
COMM 3104 Advanced Screenwriting (3)
COMM 3105 Fundamentals of Web Design (3)
COMM 3202 Video Production II: Multi-Camera Studio (3)
COMM 3203 Video Production III: Producing & Directing (3)
COMM 3204 Video Production IV: Feature Film (3)
COMM 3205 Photography (3)
COMM 3250 Documentary Production (3)
COMM 3300 Live Production I (3)
COMM 3301 Live Production II (3)
COMM 3302 Sound Design (3)
COMM 3303 Radio Production I (3)
COMM 3304 MIDI Production for Audio (3)
COMM 3305 Radio Production II (3)
COMM 3306 Advanced Sound Design (3)
COMM 3900 History & Philosophy of American Media (3)
COMM 3901 History & Philosophy of American Film (3)
COMM 4603 Communication Internship (3)
COMM 4606 Media Ministry Internship (3)
COMM 4900 Mass Media Law & Ethics (3)
COMM 4998 Spiritual Formation & Creativity (3)
COMM 4999 Communication Integrated Project (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 5581 Counseling Skills & Techniques (1)
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 5610 Foundations in School Counseling (3)
COUN 5650 Contemporary Trends in School Counseling (3)
COUN 5711 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (1)
COUN 5712 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (1)
COUN 5713 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (1)
COUN 5720 Marriage & Family Therapy/Clinical Mental Health Counseling Practicum (2)
COUN 5721 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (2)
COUN 5722 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (2)
COUN 5723 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (2)
COUN 5731 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (3)
COUN 5732 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (3)
COUN 5733 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (3)
COUN 5741 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (4)
COUN 5742 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (4)
COUN 5743 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (4)
COUN 5761 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (6)
COUN 5781 Marriage & Family Therapy/Clinical Mental Health Counseling Internship (8)
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)

CPED 2023 Introduction to Educational Technology (3)
CPED 5005 Introduction to Educational Technology (3)

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| CPED 5101 | Computer Architecture (3) |
| CPED 5202 | Putting Your School on the Web (3) |
| CPED 5204 | Mobile Computing (3) |
| CPED 5205 | Web 2.0 (3) |
| CPED 5223 | Ethics & Education Technology (3) [<i>China = BIBL 5160</i>] |
| CPED 5301 | Special Issues: Multimedia (3) |
| CPED 5401 | Special Issues: Integration of the Computer into the Classroom (3) |
| CPED 5402 | Special Issues: Digital Video (3) |
| CPED 5404 | Computer Tools for the Teacher & Student (3) |
| CPED 5503 | Introduction to Technology Worldwide (3) |
| CPED 5605 | Tools for Teachers (3) |
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| ECED 2013 | Introduction to Teaching: Early Childhood Education (3) |
| ECED 2100 | Development of the Child (3) |
| ECED 3225 | Early Childhood Methods (3) |
| ECED 4018 | Mathematics for the Young Child (3) |
| ECED 4530 | Student Teaching: Pre-Kindergarten—Kindergarten (12) |
| ECED 5115 | Early Childhood Education Internship I (6) |
| ECED 5225 | Early Childhood Education Internship II (6) |
| ECED 5400 | Student Teaching: Pre-Kindergarten—Kindergarten (6) |
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| ECON 2100 | Principles of Economics (3) |
| ECON 3100 | Personal & Family Economic Decision-Making (3) |
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| EDLD 7142 | Educational Leadership Elective (3) |
| EDLD 7144 | Educational Leadership Elective (3) |
| EDLD 7240 | Educational Leadership Elective (3) |
| EDLD 7242 | Educational Leadership Elective (3) |
| EDLD 7244 | Educational Leadership Elective (3) |
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| EDUC 1013 | Instructional Media (1) |
| EDUC 2013 | Introduction to Teaching: Elementary Education (3) |
| EDUC 2200 | Instructional Strategies in Content Areas (3) |
| EDUC 2210 | Integrating the Fine Arts |
| EDUC 3010 | Introduction to ESL |
| 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) |

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| EDUC 4115 | Mathematics Methods (3) |
| EDUC 5031 | Mathematics & Science Methods (4) |
| EDUC 5218 | Brain-Based Learning (3) |
| EDUC 5225 | Diversity & Special Education (3) |
| | |
| 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) |
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| 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) |
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| ELSL 5300 | Student Teaching: ELSL (3) |
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| ENGL 1000 | English Composition I for English Majors (3) |
| ENGL 1010 | English Composition II for English Majors (3) |
| ENGL 1100 | Introduction to Literature (3) |
| ENGL 1110 | Ancient Near Eastern Literature (3) [<i>China—Pentateuch</i>] |
| ENGL 1150 | Greco-Roman Literature I (3) [<i>China—Gospel Narratives</i>] |
| 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 2200 | English Composition (3) |
| ENGL 2210 | Structure of the English Language (3) |
| ENGL 2250 | Greco-Roman Literature II (3) [<i>China—Acts of the Apostles</i>] |
| ENGL 2340 | Intermediate Composition (3) |
| ENGL 3100 | Advanced Research & Writing (3) |
| ENGL 3110 | Performing Shakespeare (3) |
| ENGL 3120 | Classics of Christian Literature (3) |
| ENGL 3200 | Advanced Composition (3) |
| ENGL 3310 | English Language: History & Grammar (3) |
| ENGL 3320 | English Literature: Theory & Research (3) |
| ENGL 3330 | Writing: Rhetorical Theory & Investigative Research (3) |
| ENGL 3340 | Advanced Writing Workshop (3) |
| ENGL 3410 | 19 th Century Russian Writers (3) |
| ENGL 3420 | 20 th Century British Writers: The Inklings (3) |
| ENGL 3430 | Contemporary Ethnic American Literature (3) |
| ENGL 3440 | Shakespearean Tragedies (3) |
| ENGL 3450 | African Literature & Cultures (3) |

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| 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 5023 | Eastern Mediterranean Literature (3) [<i>China = BIBL 5107</i>] |
| | |
| EPSY 2112 | Educational Psychology (3) |
| EPSY 5440 | Statistics (3) |
| EPSY 5450 | Research Design (3) |
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| ESED 3133 | English as a Second Language Methods & Materials for Teacher Education (3) |
| ESED 4527 | Student Teaching: English as a Second Language (12) |
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| EXSC 2100 | Kinesiology (3) |
| EXSC 2110 | Sport & Exercise Psychology (3) |
| EXSC 3200 | Motor Learning (3) |
| EXSC 3210 | Applied Exercise Anatomy & Physiology (3) |
| EXSC 3220 | Health & Fitness Testing, Evaluation & Prescription (3) |
| EXSC 3230 | Essentials of Strength Training & Conditioning (3) |
| | |
| FLED 1031 | Field Experience: School Observations (0.5) |
| FLED 2022 | Field Experience: Tutoring (0.5) |
| FLED 2221 | Field Experience: Daycare (0.5) |
| FLED 2222 | Field Experience: Early Childhood Learning Center (0.5) |
| FLED 2402 | Field Experience: Middle School (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 3312 | Field Experience: General (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) |
| FLED 4208 | Practicum: Public Preschool (0.5) |

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| 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) |
| GREK 5540 | New Testament Greek for Translators A (3) |
| GREK 5543 | New Testament Greek for Translators 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 5530 | Biblical Hebrew for Translators A (3) |
| HEBR 5533 | Biblical Hebrew for Translators B (3) |
| HIST 1100 | World Civilizations I (3) |
| HIST 1200 | World Civilizations II (3) |
| HIST 1210 | Early Hebrew History (3) [<i>China—History of Israel</i>] |
| HIST 2020 | Survey of Western Philosophy (3) |
| HIST 2100 | American History I (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 3110 | Archiving, Preservation & Technology (3) |
| HIST 3200 | Patristics: The Early Church A.D. 100-500 (3) |
| HIST 3210 | The Christian Church in the Middle Ages (3) |
| HIST 3220 | The Reformation of the 16 th Century (3) |
| HIST 3230 | Global Christianity in the Modern Era (3) |
| HIST 3240 | Religion in America (3) |
| HIST 3300 | American History to 1815 (3) |
| HIST 3310 | 19 th Century American History to 1877 (3) |
| HIST 3320 | History of Ancient Graeco-Roman Society (3) |
| HIST 3330 | History of Europe in the Middle Ages (3) |
| HIST 4200 | History of the Restoration Movement (3) |
| HIST 4210 | Readings in the History of the Restoration Movement (3) |
| HIST 4220 | History of Christian Spiritual Formation (3) |
| HIST 4300 | American History 1877-1945 (3) |
| HIST 4310 | American History Since World War II (3) |

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| HIST 4320 | History of Early Modern Europe (3) |
| HIST 4330 | History of Modern Europe (3) |
| HIST 4340 | History & Cultures of Africa (3) |
| HIST 4400 | History Senior Project/Internship (3) |
| HIST 5033 | Early Hebrew History (3) [<i>China</i>] |
| | |
| HLED 5116 | Test, Measurement & Assessment (3) |
| HLED 5215 | Brain-Based Learning (3) |
| HLED 5225 | Curriculum & Diversity (3) |
| HLED 5500 | Culminating Learning Experience (3) |
| | |
| HLSC 2100 | Health & Fitness Science with Lab (4) |
| | |
| HONR 2002 | Honors Chapel (0.5) |
| HONR 4200 | Senior Project Honors (3) |
| | |
| HSVC 1101 | Foundations of Human Services (3) |
| HSVC 1200 | Human Development (3) |
| HSVC 2100 | Interviewing & Counseling Skills (3) |
| HSVC 2200 | Human Sexuality (3) |
| HSVC 2300 | Social Science Research & Writing (3) |
| HSVC 3100 | Abnormal Psychology (3) |
| HSVC 3102 | Theology & Human Sexuality (3) |
| HSVC 3210 | Theories of Counseling & Psychotherapy (3) |
| HSVC 3310 | Family & Community Resource Management (3) |
| HSVC 3410 | Parent Education & Guidance (3) |
| HSVC 3510 | Understanding Diversity in Human Services (3) |
| HSVC 3520 | Families, Diversity & Social Policy (3) |
| HSVC 4100 | Human Services, Faith & Ethics (3) |
| HSVC 4210 | Family Services (3) |
| HSVC 4911 | Human Services Field Experience (3) |
| HSVC 4912 | Human Services Advanced Field Experience (3) |
| HSVC 4921 | Human Services Intensive Field Experience (6) |
| HSVC 4951 | Counseling Lab (3) |
| HSVC 4952 | Advanced Counseling Lab (3) |
| | |
| HUMN 1100 | Freshman Cornerstone Experience (3) |
| HUMN 1101 | Introduction to Service (3) [<i>China = HUMN 1100</i>] |
| HUMN 1102 | Online Cornerstone Experience (3) |
| HUMN 2100 | Introduction to the Humanities (3) |
| HUMN 2110 | Great Books I (1) |
| HUMN 3100 | Humanities I: Classical Antiquity (3) |
| HUMN 3110 | Great Books II (1) |
| HUMN 3400 | Humanities II: Early Christianity & Medieval World (3) |
| HUMN 4100 | Humanities III: Renaissance to the Enlightenment (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) [*GIAL*]
ICAL 4333 Principles of Phonological Analysis (3) [*GIAL*]
ICAL 4410 Principles of Grammatical Analysis I (2) [*GIAL*]
ICAL 4422 Principles of Grammatical Analysis II (2) [*GIAL*]
- ICCM 3503 Cross-Cultural Media Communication Internship (3)
- ICCS 3200 Culture, Art & Science in China (3)
ICCS 3360 Religion & Philosophy in China (3)
ICCS 3503 Chinese Studies Internship (3)
ICCS 3504 Chinese Studies Extended Internship I (3)
ICCS 3509 Chinese Studies Extended Internship II (9.5)
ICCS 4600 Social Institutions & Strategies (3) [*Mission Strategies*]
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 3360 English as a Second Language/English as a Foreign Language Methods & Materials (3)
ICEL 3503 English as a Second Language/English as a Foreign Language Internship (3)
ICEL 3504 English as a Second Language/English as a Foreign Language Extended Internship I (3)
ICEL 3509 English as a Second Language/English as a Foreign Language Extended Internship II (9.5)
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)
ICIS 3215 Living & Working in the Muslim World (3)
ICIS 3360 Introduction to Arabic Language & Islamic Culture (3)
ICIS 3503 Islamic Studies Internship (3)
ICIS 3504 Islamic Studies Extended Internship I (3)
ICIS 3509 Islamic Studies Extended Internship II (9.5)
ICIS 4710 Faith Communities in Muslim Contexts (3)
- ICLA 2200 History & Cultures of Latin America (3)
ICLA 3300 Religions of Latin America (3)
ICLA 3503 Latin American & Latino Studies Internship (3)
ICLA 3504 Latin American & Latino Studies Extended Internship I (3)

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| ICLA 3509 | Latin American & Latino Studies Extended Internship II (9.5) |
| ICLA 4710 | Mission Strategies in Latin America (3) |
| ICLD 4350 | Language & Society (3) <i>[GIAL]</i> |
| ICLD 4505 | Second Language & Culture Acquisition (5) <i>[GIAL]</i> |
| ICLI 2610 | Phonetics & Phonology (3) |
| ICLI 3410 | Grammatical Analysis (3) |
| ICLI 3503 | Linguistics Internship (3) |
| ICLI 4410 | Sociolinguistics (3) |
| ICLI 5810 | Translation Linguistics (3) |
| ICLI 5820 | Scripture Engagement (3) |
| ICLI 6210 | Semantics, Pragmatics & Discourse (3) |
| ICLI 6410 | Translation Models & Methods (3) |
| ICLI 6610 | Translation Process (3) |
| ICMI 2110 | Strategies in Missions (3) |
| ICMI 3503 | Cross-Cultural Internship (3) |
| ICMI 3504 | Cross-Cultural Extended Internship I (3) |
| ICMI 3509 | Cross-Cultural Extended Internship II (9.5) |
| ICMI 4600 | Living & Working Cross-Culturally (3) |
| ICMI 4710 | Dynamic Religious Movements (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 | Language and 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 2232 | Foundations of Ministering Cross-Culturally (3) |
| ICST 3001 | Urban Plunge & Lab: Fall (0.5) |
| ICST 3002 | Urban Plunge & Lab: Spring (0.5) |
| ICST 3100 | Survey of World Religions (3) |
| ICST 3134 | Cross-Cultural Church Planting & Growth (3) |
| ICST 3136 | Introduction to Linguistics (3) |
| ICST 3235 | Missiological Anthropology (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 4412 | Area Studies (3) |
| ICST 4413 | Intercultural Studies Practicum (3) |

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| ICST 4414 | Area Studies: Animism & Folk Religions (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 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 6032 | Area Studies (3) |
| ICST 6034 | Area Studies: Western Context (3) |
| ICST 6035 | Area Studies: Animism & Folk Religions (3) |
| ICST 6250 | Residency 1: Missional God, Missional Church (4) |
| 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 6350 | Residency 2: Spirituality, Sustainability & Discipleship (4) |
| ICST 6433 | Intercultural Studies Integrative Project (3) |
| ICST 6450 | Residency 3: Spirit-Led, Pioneering Leadership (4) |
| | |
| ICUR 2100 | Dynamics of the City (3) |
| ICUR 2200 | Faith & the City (3) |
| ICUR 3360 | Urban Anthropology (3) |
| ICUR 3503 | Urban Internship (3) |
| ICUR 3504 | Urban Extended Internship I (3) |
| ICUR 3509 | Urban Extended Internship II (9.5) |
| ICUR 4600 | Urban Strategies (3) |
| | |
| JASC 0100 | Skills for Academic Success (0) |
| | |
| MATH 1100 | Introduction to Mathematics (2) |
| MATH 2100 | Quantitative Literacy (3) |
| MATH 2110 | Mathematics Concepts (3) |
| MATH 2200 | College Algebra (3) |
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| MSED 4326 | Middle School Methods (3) |
| MSED 5014 | Reading in the Content Area (4) |
| MSED 5107 | Middle School Methods (4) |

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| MSED 5115 | Middle School Education Internship I (6) |
| MSED 5225 | Middle School Education Internship II (6) |
| MSED 5806 | Student Teaching: Middle School Education (6) |
| MSLD 7142 | Missional Leadership Elective (3) |
| MSLD 7144 | Missional Leadership Elective (3) |
| MSLD 7240 | Missional Leadership Elective (3) |
| MSLD 7242 | Missional Leadership Elective (3) |
| MSLD 7244 | Missional Leadership Elective (3) |
| MUAP 1010 | Campus Choir (1) |
| MUAP 1305 | Secondary Instrument Voice I (0.5) |
| MUAP 1310 | Voice I (1) |
| MUAP 1315 | Secondary Instrument Voice II (0.5) |
| MUAP 1320 | Voice II (1) |
| MUAP 1325 | Principal Instrument Voice I (0.5) |
| MUAP 1330 | Advanced Voice I (2) |
| MUAP 1335 | Principal Instrument Voice II (0.5) |
| MUAP 1340 | Advanced Voice II (2) |
| MUAP 1405 | Secondary Instrument Piano I (0.5) |
| MUAP 1410 | Piano I (1) |
| MUAP 1415 | Secondary Instrument Piano II (0.5) |
| MUAP 1420 | Piano II (1) |
| MUAP 1425 | Principal Instrument Piano I (0.5) |
| MUAP 1430 | Advanced Piano I (2) |
| MUAP 1435 | Principal Instrument Piano II (0.5) |
| MUAP 1440 | Advanced Piano II (2) |
| MUAP 1505 | Secondary Instrument Guitar I (0.5) |
| MUAP 1510 | Guitar I (1) |
| MUAP 1515 | Secondary Instrument Guitar II (0.5) |
| MUAP 1520 | Guitar II (1) |
| MUAP 1525 | Principal Instrument Guitar I (0.5) |
| MUAP 1530 | Advanced Guitar I (2) |
| MUAP 1535 | Principal Instrument Guitar II (0.5) |
| MUAP 1540 | Advanced Guitar II (2) |
| MUAP 1720 | Band: Concert & Big Band Ensemble (1) |
| MUAP 1920 | Tour Choir (1) |
| MUAP 1925 | New Creation Ensemble (1) |
| MUAP 2305 | Secondary Instrument Voice III (0.5) |
| MUAP 2310 | Voice III (1) |
| MUAP 2315 | Secondary Instrument Voice IV (0.5) |
| MUAP 2320 | Voice IV (1) |
| MAUP 2325 | Principal Instrument Voice III (0.5) |
| MUAP 2330 | Advanced Voice III (2) |
| MAUP 2335 | Principal Instrument Voice IV (0.5) |
| MUAP 2340 | Advanced Voice IV (2) |

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| MAUP 2405 | Secondary Instrument Piano III (0.5) |
| MUAP 2410 | Piano III (1) |
| MAUP 2415 | Secondary Instrument Piano IV (0.5) |
| MUAP 2420 | Piano IV (1) |
| MUAP 2425 | Principal Instrument Piano III (0.5) |
| MUAP 2430 | Advanced Piano III (2) |
| MUAP 2435 | Principal Instrument Piano IV (0.5) |
| MUAP 2440 | Advanced Piano IV (2) |
| MUAP 2500 | Tintinnabulation: Handbells (1) |
| MUAP 2505 | Secondary Instrument Guitar III (0.5) |
| MUAP 2510 | Guitar III (1) |
| MUAP 2515 | Secondary Instrument Guitar IV (0.5) |
| MUAP 2520 | Guitar IV (1) |
| MUAP 2525 | Principal Instrument Guitar III (0.5) |
| MUAP 2530 | Advanced Guitar III (2) |
| MUAP 2535 | Principal Instrument Guitar IV (0.5) |
| MUAP 2540 | Advanced Guitar IV (2) |
| MUAP 3310 | Voice V (1 credit) |
| MUAP 3320 | Voice VI (1 credit) |
| MAUP 3325 | Principal Instrument Voice V (0.5) |
| MUAP 3330 | Advanced Voice V (2) |
| MAUP 3335 | Principal Instrument Voice VI (0.5) |
| MUAP 3340 | Advanced Voice VI (2) |
| MUAP 3410 | Piano V (1) |
| MUAP 3420 | Piano VI (1) |
| MUAP 3425 | Principal Instrument Piano V (0.5) |
| MUAP 3430 | Advanced Piano V (2) |
| MUAP 3435 | Principal Instrument Piano VI (0.5) |
| MUAP 3440 | Advanced Piano VI (2) |
| MUAP 3510 | Guitar V (1) |
| MUAP 3520 | Guitar VI (1) |
| MUAP 3525 | Principal Instrument Guitar V (0.5) |
| MUAP 3530 | Advanced Guitar V (2) |
| MUAP 3535 | Principal Instrument Guitar VI (0.5) |
| MUAP 3540 | Advanced Guitar VI (2) |
| MUAP 4000 | Senior Recital (1) |
| MUAP 4310 | Voice VII (1) |
| MUAP 4320 | Voice VIII (1) |
| MUAP 4325 | Principal Instrument Voice VII (0.5) |
| MUAP 4330 | Advanced Voice VII (2) |
| MUAP 4335 | Principal Instrument Voice VIII (0.5) |
| MUAP 4340 | Advanced Voice VIII (2) |
| MUAP 4410 | Piano VII (1) |
| MUAP 4420 | Piano VIII (1) |
| MAUP 4425 | Principal Instrument Piano VII (0.5) |
| MUAP 4430 | Advanced Piano VII (2) |

- MAUP 4435 Principal Instrument Piano VIII (0.5)
MUAP 4440 Advanced Piano VIII (2)
MUAP 4510 Guitar VII (1)
MUAP 4520 Guitar VIII (1)
MUAP 4525 Principal Instrument Guitar VII (0.5)
MUAP 4530 Advanced Guitar VII (2)
MUAP 4535 Principal Instrument Guitar VIII (0.5)
MUAP 4540 Advanced Guitar VIII (2)
- 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 2211 Music Theory III (3)
MUSC 2221 Music Theory IV (3)
MUSC 2231 Music Theory Lab III (1)
MUSC 2241 Music Theory Lab IV (1)
MUSC 3100 Music Appreciation (3)
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 3500 Instrumental Methods & Materials (2)
MUSC 4100 Ministry of Worship Leadership (3)
MUSC 4200 Ministry of Music (3)
MUSC 4221 Arranging & Orchestration (2)
MUSC 4300 Vocal Pedagogy I (1)
MUSC 4350 Vocal Pedagogy II (1)
MUSC 4450 Piano Pedagogy (2)
MUSC 4500 Music Internship (3)
- NPMG 2010 Introduction to the Nonprofit Sector (3)
NPMG 2030 Principles of Organizational Behavior (3)
NPMG 3010 Strategic Planning & Board Management (3)
NPMG 3020 Nonprofit Fundraising & Development (3)
NPMG 3040 Marketing & Public Relations (3)
NPMG 4010 Human Resource Management (3)
NPMG 4016 Nonprofit Management Extended Internship I (1.5)
NPMG 4018 Nonprofit Management Extended Internship II (1.5)
NPMG 4020 Nonprofit Management Internship (3)
NPMG 4021 Management Project (1)
NPMG 4030 Finance (3)
NPMG 4040 Ethics & Business Law (3)
- OGLD 7142 Organizational Leadership Elective (3)

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| OGLD 7144 | Organizational Leadership Elective (3) |
| OGLD 7240 | Organizational Leadership Elective (3) |
| OGLD 7242 | Organizational Leadership Elective (3) |
| OGLD 7244 | Organizational Leadership Elective (3) |
| PBHL 2100 | Introduction to Public Health (3) |
| PBHL 2200 | Anatomy & Human Body Systems for Health Professionals (3) |
| 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 3220 | Biostatistics in Public Health (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 4220 | Global Community Health Internship (3) |
| PBHL 4230 | Public Health Extended Internship (6) |
| PHED 1010 | Aerobics (1) |
| PHED 1020 | Basketball (1) |
| PHED 1030 | Biggest Winner Fitness Program (1) |
| PHED 1040 | Golf (1) |
| PHED 1050 | Lifesaving (1) |
| PHED 1060 | Racquetball (1) |
| PHED 1070 | Running (1) |
| PHED 1080 | Self Defense (1) |
| PHED 1090 | Soccer (1) |
| PHED 1110 | Softball (1) |
| PHED 1120 | Swimming (1) |
| PHED 1130 | Tennis & Badminton (1) |
| PHED 1140 | Volleyball (1) |
| PHED 1150 | Weight Training (1) |
| PHED 1160 | Games of the World (1) |
| PHED 2010 | Women's Volleyball: Varsity (1) |
| PHED 2020 | Women's Soccer: Varsity (1) |
| PHED 2030 | Men's Soccer: Varsity (1) |
| PHED 2040 | Cross-Country: Varsity (1) |
| PHED 2050 | Women's Basketball: Varsity (1) |
| PHED 2060 | Men's Basketball: Varsity (1) |
| PHED 2070 | Men's Baseball: Varsity (1) |
| PHED 2080 | Tennis: Varsity (1) |
| PHED 2175 | Cheerleading: Varsity (1) |

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| PHED 3100 | Physical Education Methods (3) |
| PHED 3210 | Introduction to Coaching (3) |
| PHED 3220 | Theory of Coaching: Basketball (2) |
| PHED 3230 | Theory of Coaching: Baseball & Softball (2) |
| PHED 3240 | Theory of Coaching: Soccer (2) |
| PHED 3250 | Theory of Coaching: Volleyball (2) |
| PHED 4200 | Physical Education Programming for Special Populations (3) |
| PHED 4210 | Sport & Fitness Practicum (3) |
| | |
| 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 2100 | Introduction to Psychology (3) |
| PSYC 2200 | Social Psychology (3) |
| | |
| 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 (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 5022 | Teaching in the Christian School (3) |
| SCED 5116 | Test Measurement & Assessment (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) |

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| SCED 5200 | Student Teaching: Secondary Education (6) |
| SCIN 3100 | Biological Science with Lab (4) |
| SCIN 3200 | Science Concepts & Methods with Lab (4) |
| SCIN 3220 | Introduction to Meteorology (3) |
| SCIN 3300 | Animal Biology with Lab (4) |
| SCIN 3400 | Plant Biology with Lab (4) |
| SMGT 3200 | Organization & Administration of Athletic Programs (3) |
| SMGT 4200 | Legal, Ethical & Professional Standards for Sports Professionals (3) |
| SMIN 3100 | Sports Ministry Models (3) |
| SPAN 2100 | Spanish I (3) |
| SPAN 2200 | Spanish II (3) |
| SPAN 3200 | Spanish III (3) |
| SPAN 3210 | Spanish IV (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 4101 | Advanced Theological Seminar (3) |
| THEO 4102 | Christian Literature after the New Testament (3) |
| THEO 5000 | Fundamental Theology: Father, Son and Spirit (3) |
| THEO 5101 | Beyond Christ and Culture: Rethinking the Church and Contemporary Society (3) |
| THLD 7142 | Philosophy & Theology of Leadership Elective (3) |
| THLD 7144 | Philosophy & Theology of Leadership Elective (3) |
| THLD 7240 | Philosophy & Theology of Leadership Elective (3) |
| THLD 7242 | Philosophy & Theology of Leadership Elective (3) |
| THLD 7244 | Philosophy & Theology of Leadership Elective (3) |

- WORS 3000 Worship Leadership (2)
- WORS 3001 Music & Worship (2)
- WORS 4000 Worship Ministry Internship (3)
- WORS 4234 Visual & Performing Arts in Ministry (3)
- WORS 4244 Worship Ensemble & Seminar (2)