



***GRADUATE
ACADEMIC CATALOG
2023–2024***

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Dr. Tommy Smith, Johnson University President

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

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

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

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

Memberships

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

Acadeum

Alpha Chi National College Honor Society

American Association of College Registrars and Admissions Officers

American Nurses Association

Appalachian College Association

Association for Biblical Higher Education

Association for Christians in Student Development

Association for Supervision and Curriculum Development

Association of Business Administrators of Christian Colleges

Association of Christian Librarians

Association of Christian Schools International

Association of Title IX Administrators

Bowen Central Library of the Appalachian College Association

Collaboration for Effective Educator Development, Accountability, and Reform

College and University Professional Association for Human Resources

Council for Accreditation of Counseling and Related Educational Programs

Council for Christian Colleges and Universities

Council for Exceptional Children

Florida Association of Student Financial Aid Administrators

Lilly Network of Church-Related Colleges and Universities

NASPA, Student Affairs Administrators in Higher Education

National Association of College and University Business Officers

National Association of Intercollegiate Athletics

National Association of Student Financial Aid Administrators

National Council for State Authorization Reciprocity Agreements

National Institute for Excellence in Teaching

National Student Clearinghouse

North American Coalition for Christian Admissions Professionals

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

Society for Human Resource Management

Southern Association of College and University Business Officers

Southern Association of College Registrars and Admissions Officers

Southern Association of Student Financial Aid Administrators

Tennessee Association for the Administration of Special Education

Tennessee Association of College Registrars and Admissions Officers

Tennessee Association of Independent and Liberal Arts Colleges of Teacher Education

Tennessee Association of Student Financial Aid Administrators

Tennessee College Association

Tennessee Electronic Library

Tennessee Independent Colleges and Universities Association

GENERAL INFORMATION

JOHNSON UNIVERSITY

History

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

—Ashley S. Johnson, founder of Johnson University

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

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

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

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

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

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

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

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

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

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

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

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

refectory to River View, the new home of the president. Construction of the Athletics and Recreation Complex (ARC) began in 2017 with an expected completion date of December 2018.

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

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

Dr. Smith has held associate, youth, and worship ministries in Knoxville and Valley Forge, Tennessee, and preaching ministries in Jonesborough, Kingston, Embreeville, Knoxville, and Farragut, Tennessee. He is the author of *Above Every Other Desire: A Centennial History of Johnson Bible College* (1992) and *Above Every Other Desire: A History of Johnson University, 1893–2018* (2018), and has contributed essays, articles and book reviews to various publications. In addition to his administrative and teaching responsibilities, Dr. Smith maintained an active speaking schedule including revivals, workshops, retreats, and seminars, and has conducted short-term mission trips to Haiti, Honduras, China and Ukraine. He has engaged in interim preaching ministries in Knoxville, Rockwood, Morristown, Farragut, Chattanooga, and Seymour, Tennessee, seeking to assist churches during important transitional periods. Tommy’s wife, Deborah Hathaway Smith, has served in many roles on the Johnson campus and is well-prepared to serve effectively as first lady of Johnson University.

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

- After many months of prayer and planning led primarily by representatives of the Florida ministerial associations, Central Florida Bible College began with a freshman class of thirty-two students in September 1976. The College utilized the facilities of First Christian Church in Orlando. President John Hasty led the College for the first four years, obtaining its license by the Florida State Board of Independent Colleges and Universities and building the original faculty and curriculum. In the fall of 1979, the Clifford Chapman family in Kissimmee donated a forty-acre tract of land for campus development.
- Dr. Marion Henderson was inaugurated as the second chief executive of the College in February 1981. During his tenure as president, the College made the transition to its permanent campus in Kissimmee. With the move to the new campus came a change in name to Florida Christian College. In October 1985, FCC was granted membership in the Accrediting Association of Bible Colleges (now ABHE).

- FCC was led by presidents A. Wayne Lowen (1987–2001), Harold Armstrong (2002–2009), and William K. Behrman (2010–2013); key faculty members included Dr. James Smith, Dr. Roger Chambers, Dr. Michael Chambers, and Dr. Tony Buchanan. FCC was accredited by the Southern Association of College and Schools Commission on Colleges in December 1995.
- On July 1, 2013, Florida Christian College became part of the Johnson University system as a branch campus under the name “Johnson University Florida.”
- Dr. David L. Eubanks, President Emeritus of Johnson University, began serving as Chief Operating Officer on April 10, 2013, and retired as Chancellor Emeritus of Johnson University Florida on October 27, 2015.
- Dr. Michael L. Chambers began serving as Chancellor and Vice Provost for Academics on June 1, 2015, and retired as Executive Vice President of Johnson University Florida on June 30, 2020.
- Dr. Marvin Elliott began serving as Executive Vice President-Elect of Johnson University Florida on March 1, 2020, and as Executive Vice-President on July 1, 2020.

Mission Statement

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

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

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

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

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

Johnson University offers graduate programs in professional and academic areas that prepare students for leadership in congregations, educational institutions, and other service vocations.

Johnson University also recognizes its responsibility of service to Christian congregations, the local community, and the world.

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

Core Values

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

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

Statement of Faith

The University is aware of the potentially controversial nature of creeds and has no intention of adding to an already divided church. The essence of our belief is in the old saying, “no creed but Christ.” Therefore, any person who holds to the Lordship of Jesus and meets the other admission requirements is welcome at Johnson University. Yet, in order to understand the nature of the University, you should know that every trustee, administrator, and teacher holds the following items to be true, and that students may not use the campus as a place to actively promulgate teachings greatly out of line with these:

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

The God of the Old Testament, Israel’s God, is supreme as sole Creator and Ruler of all that exists (Genesis 1:1; Exodus 20:1–11; Deuteronomy 6:4–5). The New Testament reveals in Christ—incarnate in the world, in submission to God the Father, and exercising authority that belongs to God alone—and the Holy Spirit—sent by the Father and the Son, doing their will, witnessing to them, and doing what God alone can do—that God is Triune (John 1:1–18; 16:12–15; Colossians 1:15–20).

2. All the Scriptures of the Old and New Testaments are inspired by God and sufficient for understanding of and obedience to Jesus Christ, which by faith through grace will bring the remission of sins and eternal redemption.

The faithful of Israel received the books of the Law, the Prophets, and the Writings as God’s word through the prophets, poets, and sages whom he inspired, as witnessed by their declaration that their message was God’s message (Exodus 20:1–2; Psalm 1; 119; Isaiah 1:10; Malachi 1:1). Thus the New Testament treats the Old Testament as the

inspired, authoritative word of God, in continuity with the faithful of Israel (John 10:35; 17:17; 2 Timothy 3:16). The church of Christ received Gospels telling the story of Jesus, letters applying that Gospel to the church's faith and life, and the Apocalypse describing the church's present and future in God's plan, as bearing divine authority like Israel's Scriptures (Matthew 28:18; John 16:13; Colossians 4:16; 2 Peter 3:15–16; Revelation 1:1–3).

3. Jesus is the Christ, the Son of God, born of the Virgin Mary, and is completely sufficient as our Savior, Prophet, Priest, and King.

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

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

Jesus described his death and resurrection in terms that recalled the substitutionary nature of Israel's temple sacrifices for propitiation and forgiveness of sin (Mark 10:45; Luke 22:14–23). The New Testament explicitly describes Jesus' death and resurrection as offering forgiveness for all humanity (Romans 3:25; Ephesians 1:7; Hebrews 9:11–28; 1 John 1:5–2:2; 4:10).

5. Jesus was buried in the grave and was bodily resurrected, triumphant over death for all eternity.

Jesus' death and resurrection is pivotal to the story of Scripture (Matthew 26–28; Mark 14–16; Luke 22–24; John 18–21; Acts 1:1–11; 2:22–41; Romans 1:1–7; 1 Corinthians 15). The New Testament affirms Jesus' resurrection as an event in space and time, not merely an internal religious experience or private vision, using the term "resurrection" according to common Jewish usage and affirming that Jesus' empty tomb and resurrected body were witnessed by many in a relatively brief span of time and narrow range of places, against their prior beliefs and expectations.

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

The Bible frames the ministry, death, and resurrection of Jesus as God's victory over the forces of rebellious evil, the beginning of the restoration of his purpose for humanity. The work begun by Jesus is to be carried out by his followers who proclaim his message so that rebellious humanity can place faith in Jesus and thereby be restored to their Creator's blessing and purpose (Matthew 28:18–20; Luke 24:44–49; John 17:18; 20:21–23; Acts 1:6–8).

7. The Holy Spirit was sent from Heaven to the Church to establish the preaching of the Gospel through the Apostles and empower, equip, encourage, and comfort followers of Jesus in their service to Christ.

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

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

The Bible epitomizes the story of humanity in the pre-patriarchal narratives (Genesis 1–11), the patriarchal narratives (Genesis 12–50), and the grand narrative of Israel as one of headstrong rebellion against the Creator. Thus, all humanity is estranged from God and unable to redeem itself (Romans 3:9–20; Ephesians 2:1–3). Christ is the divinely provided solution to this dilemma (Romans 3:21–26; Ephesians 2:4–10). His gift is received by those who acknowledge their rebellion and helplessness, turning to God for mercy (Matthew 3:6; 4:17; Luke 24:47; Acts 2:38; 3:19; 11:18; 26:20; Romans 10:9–10; 2 Peter 3:9; 1 John 1:8–9).

9. The New Testament expresses the conditions of response to the gracious work of Christ as faith, repentance, confession of faith in Jesus and baptism (immersion), together which provide the spiritual foundation for continued obedience to Christ.

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

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

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

11. Jesus Christ will come at the end of the world and will judge all people according to that which is written in the Christian Scriptures.

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

One University—Three Campuses

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

Directions to Johnson University Tennessee

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

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

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

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

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

Off-campus Instructional Site.

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

4 Market Square
Knoxville, TN

Academic Calendar

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

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

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



Traditional Academic Year

- For undergraduate students, 12 credits per term constitute “full-time” status. For master’s students, 9 credits per term constitute “full-time” status. For doctoral students, 6 credits per term constitute “full-time” status.

2023–2024 Academic Calendars. The 2023–2024 Academic Calendars for the Tennessee Campus and 7-Week Online Programs appear below:

JOHNSON UNIVERSITY TENNESSEE ACADEMIC CALENDAR Traditional Face-to-Face Programs and Full-Term Courses	
JUTN Fall Term 2023 (August 21–December 17)	
Residence Halls Open for New Students	Aug. 18, 9:00 a.m.
New Student Orientation	Aug. 18-19
Residence Halls Open for Continuing Students	Aug. 19, 9:00 a.m.
Traditional Classes Begin	Aug. 21
Convocation	Aug. 22

Add Period Ends/Last Day to Register in my.JohnsonU.edu	Aug. 25
Drop Period Ends	Aug. 30
Labor Day (no classes)	Sept. 4
Midterm Examinations Week	Oct. 9-13
Deadline to Submit “Intent to Graduate May 2024” Form	Oct. 13
Midterm Grades Due in my.JohnsonU.edu Portal	Oct. 20, 5:00 p.m.
Fall Break (no classes)	Oct. 19-20
Last Day to Withdraw from Course without Academic Penalty	Oct. 27
Spring Term 2024 Registration	Oct. 30-Nov. 3
Thanksgiving Break (no classes)	Nov. 19-25
Festival of Christmas Joy	Dec. 2
Miller-Scott Christmas Banquet	Dec. 4
Final Exams	Dec. 11-14
Residence Halls Close	Dec. 15, 9:00 a.m.
December Commencement	Dec. 16
Fall Term Ends	Dec. 17
Final Grades Due in my.JohnsonU.edu Portal	Dec. 22, 12:00 p.m.
JUTN Spring Term 2024 (January 8–May 5)	
Residence Halls Open	Jan. 7, 1:00 p.m.
New Student Move-In	Jan. 7, 1:00 p.m.
Traditional Classes Begin	Jan. 8
New Students Orientation	Jan. 8, 9:00 a.m.
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Jan. 12
Martin Luther King, Jr. Day (no classes)	Jan. 15
Drop Period Ends	Jan. 17
Homecoming and Preaching Rally (no classes Feb. 21- 22)	Feb. 20-22
Midterm Examinations	Feb. 26-Mar. 1
Midterm Grades Due in my.JohnsonU.edu Portal	Mar. 8, 5:00 p.m.
Spring Break (no classes)	Mar. 10-16
Last Day to Withdraw from Course without Academic Penalty	Mar. 15
Summer Term 2024 Registration	Mar. 18-22

Fall Term 2024 Registration	Mar. 25-29
Good Friday Holiday (no classes)	March 29
Deadline to Submit “Intent to Graduate August 2024” Form	Apr. 15
Errosth	Apr. 23
Final Examinations	Apr. 29-May 2
Commencement Rehearsal	May3
Spring Commencement	May 4
Residence Halls Close	May 5, 3:00 p.m.
Spring Term Ends	May 5
Final Grades Due in my.JohnsonU.edu Portal	May 13, 12:00 p.m.
JUTN Summer Term 2024 (May 6–Aug. 25)	
Classes Begin	May 6
Add Period Ends/Last Day to Register in my.JohnsonU.edu	May 10
Drop Period Ends	May 15
Last Day to Withdraw from Course without Academic Penalty	July 12
Deadline to Submit “Intent to Complete Degree Dec. 2024” Form	July 15
Summer Term Ends	Aug. 25
Final Grades Due in my.JohnsonU.edu Portal	Aug. 28 12:00 p.m.

JOHNSON UNIVERSITY NON-TRADITIONAL ACADEMIC CALENDAR 7-Week Online Programs	
Fall Term 2023 (August 21–December 17)	
<i>Fall Session 1 (August 21–October 15)</i>	
Orientation Courses*	Aug. 21-27
Courses Begin	Aug. 28
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Aug. 30
Drop Period Ends	Sept. 1
Last Day to Withdraw from Course without Academic Penalty	Sept. 29
Spring Term 2024 Registration	Oct. 9-13
Deadline to Submit “Intent to Graduate May 2024” Form	Oct. 13

Fall Session 1 Ends	Oct. 15
Final Grades Due in my.JohnsonU.edu Portal	Oct. 20, 12:00 p.m.
<i>Fall Session 2 (October 23–December 17)</i>	
Courses Begin	Oct. 23
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Oct. 25
Drop Period Ends	Oct. 27
Thanksgiving Break**	Nov. 20–26
Last Day to Withdraw from Course without Academic Penalty	Nov. 24
Fall Session 2 Ends	Dec. 17
Final Grades Due in my.JohnsonU.edu Portal	Dec. 27, 12:00 p.m.
Spring Term 2024 (January 8–May 5)	
<i>Spring Session 1 (January 8–March 3)</i>	
Orientation Courses*	Jan. 8-14
Courses Begin	Jan. 15
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Jan. 17
Drop Period Ends	Jan. 19
Last Day to Withdraw from Course without Academic Penalty	Feb. 16
Summer Term 2024 Registration	Feb. 26–Mar. 1
Spring Session 1 Ends	Mar. 3
Final Grades Due in my.JohnsonU.edu Portal	Mar. 8, 12:00 p.m.
<i>Spring Session 2 (March 7-18–May 5)</i>	
Courses Begin	Mar. 18
Add Period Ends/Last Day to Register in my.JohnsonU.edu	Mar. 20
Fall Term 2024 Registration	Mar. 18-22
Drop Period Ends	Mar. 22
Deadline to Submit “Intent to Graduation August 2024” Form	April 19
Last Day to Withdraw from Course without Academic Penalty	Apr. 19
Spring Session 2 Ends	May 5
Final Grades Due in my.JohnsonU.edu Portal	May 13, 12:00 p.m.
Summer Term 2024 (May 6–August 25)	
<i>Summer Session 1 (May 13–June 30)</i>	
Orientation Courses*	May 6

Courses Begin*	May 13
Add Period Ends/Last Day to Register in my.JohnsonU.edu	May 15
Drop Period Ends	May 17
Last Day to Withdraw from Course without Academic Penalty	June 14
Summer Session 1 Ends	June 30
Final Grades Due in my.JohnsonU.edu Portal	July 5, 12:00 p.m.
<i>Summer Session 2 (July 8–August 25)</i>	
Courses Begin	July 8
Add Period Ends/Last Day to Register in my.JohnsonU.edu	July 10
Drop Period Ends	July 12
Deadline to Submit “Intent to Graduate December 2024” Form	July 15
Last Day to Withdraw from Course without Academic Penalty	Aug. 9
Summer Session 2 Ends	Aug. 25
Final Grades Due in my.JohnsonU.edu Portal	Aug. 28, 12:00 p.m.

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

**The Ph.D. program does not participate in Thanksgiving Break. This means that their sessions end one week early. If you have any questions or concerns, please contact your advisor.

Accreditation and Authorizations

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

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

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

SACSCOC Institutional Accreditation. Johnson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor’s, master’s, and doctoral degrees. Questions about the accreditation of Johnson University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website (www.sacscoc.org).

Johnson University Florida’s accreditation status with SACSCOC is strictly based on Johnson University Florida’s relationship with Johnson University. Johnson University Florida is not accredited independently through SACSCOC.

SACSCOC should be contacted only if there is evidence that appears to support Johnson University's significant non-compliance with a requirement or standard. Normal inquiries about the University (such as admission requirements, financial aid, educational programs, etc.) should be addressed directly to Johnson University and not to the Commission's office.

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

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

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

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

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

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

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 all daily changes made to server data. These changes are added to the full data backups for total recovery as needed.

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

- The right to inspect and review their education records within 45 days of the date the University receives a request for access
- The right to request amendment of education records that the student believes are inaccurate or misleading
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent (see below)
- The right to file a complaint concerning alleged failures by the University to comply with FERPA requirements (Contact the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.)

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

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

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

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

illustrate: Students and alumni who receive honors or special recognition may be named in school publications with some explanation of the award.

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

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

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

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

Student Responsibility. Johnson University issues a unique username and password to all new students. They receive an email with their username and password and security information. The university-issued name and password provide students with access to my.JohnsonU.edu and Sakai courses, both of which contain personal information. Students are thus responsible for protecting their personal information with password management by changing their university-issued passwords and setting up a security question for future password changes at <http://JohnsonU.edu/password>.

For more information, see the [*Johnson University Tennessee Student Handbook*](#) or [*Johnson University Florida Student Handbook*](#).

Student Grievances

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

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

The Vice President for Academic Affairs/Provost will read the formal complaint and attempt to resolve the issue with the appropriate administrator. If the student still requests a formal hearing, the Vice President for Academic Affairs/Provost will appoint a Grievance Committee composed

of a representative from the Office of Student Services or an alternate administrator, two members of the faculty selected by the faculty representatives on the Academic Council, and two student representatives selected by the president of the Student Government Association (SGA). The Provost will appoint one of the faculty members to serve as chair of the committee. The committee members will be required to sign a form that declares they have no conflict of interest and will maintain confidentiality.

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

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

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

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

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

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

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

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

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

Public Disclosures

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

The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights and was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Clery. Subsequent amendments in 2000 and 2008 added provisions dealing with registered sex offender notification and campus emergency response. The 2008 amendments also added a provision to protect crime victims, “whistleblower” and others from retaliation. The 2013 amendments expanded the Clery-reportable crimes to include stalking, dating violence, and domestic violence. For more information on the details of the Clery Act, see the Johnson University website.

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

Alcohol and Drug Abuse Policy. The 1989 amendments to the federal Drug-Free Schools and Communities Act (DFSCA), as articulated in the Education Department's General

Administrative Regulations (EDGAR Part 86.100, Subpart B), require that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education (IHE) must certify that it has adopted and implemented a program “to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees both on the institution’s premises and as part of any of its activities.”

Accordingly, Johnson University has developed the following policy regarding alcohol and drug abuse:

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

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

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

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

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

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

Non-Discrimination Policy. Johnson University is a Christian university affiliated with Christian churches and churches of Christ. Its mission is to educate students for “Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations.” Accordingly, Johnson University seeks to hire and educate individuals who share its vision and core values to carry out that mission. Johnson University does not unlawfully discriminate in admissions, educational programs, or employment practices.

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

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

On the Tennessee Campus, direct questions concerning the non-discrimination policy in regards to:

- employment to Mrs. Beverly Darnell, Director of Human Resources, Johnson University, 7900 Johnson Drive, Box 145, Knoxville, TN 37998. Telephone: 865-251-3451. Email: bdarnell@JohnsonU.edu.
- admissions and academics to Dr. Gregory L. Linton, Vice President for Academic Affairs/Provost, Johnson University, 7900 Johnson Drive, Box 94, Knoxville, TN 37998. Telephone: 865-251-2364. Email: glinton@JohnsonU.edu.
- the Americans with Disabilities Act to Mrs. Kelly Estes, Director of the Academic Support Center and Disabilities Services, Johnson University, 7900 Johnson Drive, Box 1645, Knoxville, TN 37998. Telephone 865-251-2426. Email: kestes@JohnsonU.edu.
- Title IX to Ms. Emili Williams, Director of Institutional Effectiveness and Title IX Coordinator, Johnson University, 7900 Johnson Drive, Box 1639, Knoxville, TN 37998. Telephone: 865-251-2373.

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

Core Values for Academic Affairs

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

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

Academic Organization

Provost. The Vice President for Academic Affairs/Provost leads the academic division of Johnson University. The Provost reports directly to the President and serves on the 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 seven “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 & Public Leadership; (4) School of Christian Ministries; (5) School of Communication & Creative Arts; (6) School of Social & Behavioral Sciences; and (7) Templar School of Education. Each school is led by a Dean who reports to the Provost. The Schools concentrate faculty subject matter experts within the disciplines, giving them direct oversight of *all* programs related to their fields—undergraduate and graduate, traditional and non-traditional, face-to-face and online.

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

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. 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 academic administrators, school deans, key directors and administrators, and representatives of the faculty at large.

Johnson University's Educational Approach

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

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

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

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

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

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

Johnson University's Mission. Toward that end, Ashley Johnson established the School of the Evangelists in 1893 (renamed “Johnson Bible College” in 1909). Its doors remain “open day and night to the poor young man who desires above every other desire to preach the gospel of Christ.” In 2011 the school attained university status and adopted the following mission statement:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

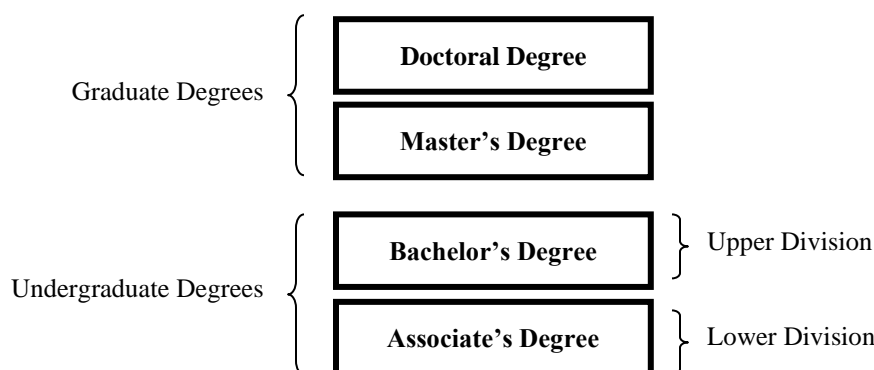
A Johnson University education takes a missional approach to every academic program. Professors promote faith integration, encouraging students to “think theologically” and live out the practical implications of Christian faith in their professions and in every area of life.

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

Types of Degree Programs

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

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



Johnson University defines Graduate degree levels as follows:

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

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

Doctoral Degrees. A "doctoral degree" or "doctorate" includes no fewer than 60 credit hours beyond the 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

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

Certificates. Johnson University occasionally forms groups of courses into certificate programs. A “certificate” consists of 9+ credit hours in a focused area of study. The term “Certificate” is used for a cluster of undergraduate courses; “Graduate Certificate” is used for a cluster of courses at the master's level; and “Advanced Graduate Certificate” is used for a cluster of courses at the doctoral level.

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

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

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

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*.

Characteristics of Johnson University Graduate Programs

In accordance with Johnson University's Educational Approach (described above), every Johnson University graduate program gives attention to the following:

- 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 graduate programs equip students to think and act theoretically, practically, theologically, and missionally in their chosen disciplines and professions.

Academic Programs

Johnson University currently offers the following educational programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Off Campus Instructional Site	Programmatic Accreditation & Additional Information
School of Arts & Sciences			
• M.A. in Ethics and Leadership		4 Market Square, Knoxville, TN	
School of Bible & Theology			
• M.A. in New Testament	OL		ABHE
—Research Concentration	OL		ABHE
—Preaching Concentration	OL		ABHE
—Spiritual Formation & Leadership Concentration	OL*		ABHE *Required campus visit for two courses
—Customized Concentration	OL		ABHE
• Graduate Certificate in Biblical Interpretation	OL		ABHE
• Graduate Certificate in Spiritual Formation & Leadership	OL*		ABHE *Required campus visit for 1–2 courses
School of Business & Public Leadership			

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Off Campus Instructional Site	Programmatic Accreditation & Additional Information
• Master of Business Administration	OL		
—Entrepreneurship Concentration	OL		
—Healthcare Management Concentration	OL		
—Human Resource Management Concentration	OL		
—Leadership Concentration	OL		
—Management Concentration	OL		
—Marketing Concentration	OL		
—Nonprofit Management Concentration	OL		
• Ph.D. in Leadership Studies	OL		
—Educational Leadership Concentration	OL		
—Organizational Leadership Concentration	OL		
—Ministry Leadership Concentration	OL		
—Missional Leadership Concentration	OL		
—Philosophy of Leadership Concentration	OL		
—Theology of Leadership Concentration	OL		
• Advanced Graduate Certificate in Leadership Studies	OL		
School of Christian Ministries			
Department of Cross-Cultural Leadership			
• Graduate Certificate in Translation	OL		
• Graduate Certificate in Intercultural Studies	OL		
• Graduate Translation Consultancy Certificate	OL		
• M.A. in Intercultural Commerce	OL		
• M.A. in Intercultural Studies	OL		
—Customized Concentration	OL		
—Cross-Cultural Church Planting Concentration	OL		
—Cross-Cultural Engagement Concentration	OL		
—Translation Concentration	OL		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Off Campus Instructional Site	Programmatic Accreditation & Additional Information
Department of Ministry Leadership			
• Master of Strategic Ministry	OL	Ministry Apprenticeship	ABHE
School of Social & Behavioral Sciences			
• M.A. in Counseling	TN Hybrid		
—Clinical Mental Health Counseling Concentration	TN Hybrid		CACREP
—School Counseling Concentration	TN Hybrid		CACREP
Templar School of Education			
• M.A. in Educational Technology	TN		
• M.A. in Holistic Education	TN		
—Early Childhood Education Concentration with Grades PreK-3 Licensure and Grades PreK-12 ESL Licensure	TN		
—Elementary Education & English as a Second Language Education Concentration with Grades K-5 Licensure and Grades PreK-12 ESL Licensure	TN		
—English as a Second Language Education Concentration with Grades PreK-12 ESL Licensure	TN		
—Music Education (Vocal/General) Concentration with Grades K-12 Licensure	TN		
—Physical Education Concentration with Grades K-12 Licensure	TN		
—Special Education Interventionist Concentration with Grades K-8 Licensure	TN		
• M.A. in Teaching Elementary Education with Grades K-5 Licensure	TN Hybrid		
• M.A. in Teaching English as a Second Language (PreK-12 Licensure)	TN Hybrid		
• M.A. in Teaching Physical Education (K-12 Licensure)	TN		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Off Campus Instructional Site	Programmatic Accreditation & Additional Information
• M.A. in Teaching Secondary Education with Grades 6-12 Licensure in Biology, Business, English, History, or Mathematics	TN Hybrid		
• Endorsement in English as a Second Language Education (Continuing Education)	OL		
• Endorsement in Gifted Education (Continuing Education)	OL		
• Ed.S. in Educational Technology	TN		

SCHOOL OF ARTS & SCIENCES

Personnel

Dean of the School of Arts & Sciences

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

Graduate Faculty (Full-Time), School of Arts & Sciences

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

Academic Programs

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

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Residency Site	Additional Information
School of Arts & Sciences			
• M.A. in Ethics and Leadership			

Master of Arts in Ethics and Leadership

Program Director: Mark Weedman, Ph.D.

Overview. Johnson University’s Master of Arts in Ethics and Leadership equips graduate students to become effective Christian leaders in public contexts. The MAEL degree builds on the premise that ethical leadership involves critical engagement with contemporary cultural on both a theoretical and experiential level. Accordingly, this is an interdisciplinary program that combines instruction in theological and biblical foundations, critical analysis of modern culture, and the development of service and leadership practices.

The program assumes that an ethical leader influences organizations, communities, and individuals through:

- (1) Developing spiritual formation practices that foster self-awareness, other-centeredness, and soul-nourishing connection to God and others,
- (2) Exploring, analyzing, and adapting to their leadership context(s) in the light of theological, cultural, and moral frameworks, and
- (3) Demonstrating the moral courage and adaptive leadership skills required to foster thriving workplaces, cities, and congregations.

Modality. Johnson University offers the Master of Arts in Ethics and Leadership in two modalities: *The Knoxville Fellows Program* and *The Knoxville Thriving Congregations Program*. Both modalities complete three different 3-credit classes and one 4.5-credit field experience per term, and a final 3-credit capstone project for a total of 30 credit hours. Students will complete 13.5 credits each in the Fall and Spring terms and 3 credits in the Summer term. Accordingly, Master of Arts in Ethics and Leadership students will complete the 30-credit Master of Arts in Ethics and Leadership in one intensive year.

The Knoxville Fellows: Equipping Collegiate Leaders to Become City Leaders

Johnson University offers the Master of Arts in Ethics and Leadership through face-to-face classes in partnership with *The Knoxville Fellows* program. The mission of the Knoxville Fellows Program is to increase God-principled leadership in Knoxville by equipping and developing the next generation of servant leaders to seek the peace of our city. Each year, 14 recent college graduates are chosen to live, learn, and serve together in downtown Knoxville. The Fellows is a residential program where students live and study at the 4 Market Square building in Knoxville, TN. These courses will meet on Fridays at the 4 Market Square location.

Interested students should first apply to *The Knoxville Fellows* program and, once accepted, complete their application to Johnson University.

See: <https://www.knoxvillefellows.com/> for details.

The Knoxville Thriving Congregations Initiative: Equipping Ethical Leaders to Foster Thriving Congregations

Johnson University offers the Master of Arts in Ethics and Leadership in a hybrid format (a combination of face-to-face and online classes) in partnership with *The Knoxville Thriving Congregations* initiative. The mission of Thriving Congregations initiative is to help congregations strengthen their ministries and thrive so they can better help people deepen their relationships with God, enhance their connections with each other, and contribute to the flourishing of their communities and the world. A cohort of pastoral and lay leaders are chosen to study, analyze, and serve together. Courses meet weekly online and monthly face-to-face (Friday evening through Saturday afternoon).

Interested students should first apply to *The Three Rivers Congregational Collaboration* at Johnson University, and once accepted, complete their application to Johnson University.

Student Learning Outcomes (SLO)

- SLO 1:* Graduates will be able to apply biblical and theological principles to questions of public leadership.
- SLO 2:* Graduates will be able to analyze contemporary culture from a biblical and theological perspective.
- SLO 3:* Graduates will be able to design ethical solutions to public leadership issues that take into account theological perspectives and critical cultural analysis.
- SLO 4:* Graduates will be able to grow as an ethical and public leader.

Required Courses. The M.A. in Ethics and Leadership consists of the following courses:

Leadership Ethics, Theology and Culture (12 credits)

MAEL 5200 Biblical Foundations of Ethics

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MAEL 5201	Applied Ethics	3
MAEL 5001	Spiritual Formation of Leaders	3
MAEL 5002	Spiritual Formation & Leadership	3
<i>Leadership Practices (12 credits)</i>		
MAEL 5600	Field Experience	4.5
MAEL 5601	Field Experience	4.5
MAEL 5800	Capstone Project	3
<i>Cohort Courses (6 credits)</i>		<u>6</u>
<i>Knoxville Fellows Cohort (6)</i>		
MAEL 5101	Bible & the City I: Old Testament (3)	
MAEL 5102	Bible & the City II: New Testament (3)	
<i>Knoxville Thriving Congregations Cohort (6)</i>		
MAEL 5300	Ethical Leadership and Thriving Congregations I (3)	
MAEL 5301	Ethical Leadership and Thriving Congregations II (3)	
<i>TOTAL CREDITS IN DEGREE</i>		30

SCHOOL OF BIBLE & THEOLOGY

Personnel

Dean of the School of Bible & Theology

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

Graduate Faculty (Full-Time), School of Bible & Theology

Gregory L. Linton, Ph.D. in New Testament and Christian Origins—Professor of New Testament & Vice President for Academic Affairs/Provost (TN)

Jody L. Owens, D.Min. in Old Testament Studies—Professor of Bible and Pastoral Ministries (TN)

Academic Programs

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

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Residency Site	Programmatic Accreditation & Additional Information
School of Bible & Theology			
• M.A. in New Testament	OL		ABHE
—Research Concentration	OL		ABHE
—Preaching Concentration	OL		ABHE
—Spiritual Formation & Leadership Concentration	OL*		ABHE *Required campus visit for two courses
—Customized Concentration	OL		ABHE
• Graduate Certificate in Biblical Interpretation	OL		ABHE
• Graduate Certificate in Spiritual Formation & Leadership	OL*		ABHE *Required campus visit for 1–2 courses

Master of Arts in New Testament

Program Directors: Gregory L. Linton, Ph.D. (Research and Customized Concentrations)

Jody L. Owens, D.Min. (Spiritual Formation Concentration)

Jeff Snell, D.Min. (Preaching Concentration)

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

Modality. Johnson University offers courses for the M.A. in New Testament in fully-online format. Two courses in the Spiritual Formation & Leadership Concentration (marked below with an asterisk *) require a partial or one-week residency.

Purpose and Student Learning Outcomes (SLO)

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

MA-NT Core

- SLO 1:* Graduates will be able to use standard methods to interpret the biblical text.
- SLO 2:* Graduates will be able to evaluate and integrate current scholarly resources for biblical studies.
- SLO 3:* Graduates will be able to articulate the theological significance of New Testament texts.

Research Concentration

- SLO 4:* Graduates will be able to describe the lexical and syntactical features of New Testament texts.
- SLO 5:* Graduates will be able to research thoroughly and write clearly an analysis of a New Testament topic.

Preaching Concentration

- SLO 4:* Graduates will be able to preach from the New Testament accurately and effectively.

Spiritual Formation & Leadership Concentration

- SLO 4:* Graduates will be able to use the New Testament accurately and effectively in spiritual formation.

Customized Concentration

- SLO 4:* Students will be able to integrate New Testament studies with other academic and professional disciplines as negotiated with the faculty.

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

Prerequisites:

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

MA-NT Core Curriculum (21 credits)

BIBL 5100 Introduction to Graduate Studies: Orientation	0
BIBL 5103 New Testament Introduction	3
BIBL 5104 World of the New Testament	3

BIBL 5105 New Testament Research Methods	3
BIBL 5106 New Testament Theology	3
BIBL 6101 Gospel of Matthew	3
BIBL 6105 Acts	3
BIBL 6106 Romans	3

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

Research Concentration (12 credits)

Prerequisite:

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

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

Prerequisite:

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

BIBL 6207 1 Corinthians: Greek Text (3)

BIBL 6210 Prison Epistles: Greek Text (3)

BIBL 6227 Apocalypse: Greek Text (3)

Preaching Concentration (12 credits)

Prerequisite:

CMPR 5101 Expository Preaching (1)

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

CMPR 6200 Advanced Expository Preaching (3)

CMPR 6210 Preaching & Teaching for Spiritual Formation (3)

CMPR 6220 Preaching Contexts (3)

CMPR 6501 Preaching Project I (1)

CMPR 6602 Preaching Project II (2)

Spiritual Formation & Leadership Concentration (12 credits)

*CMPR 6210 Preaching & Teaching for Spiritual Formation (3)

+CMSF 5100 Introduction to Spiritual Formation (3)

CMSF 6200 History of Christian Spiritual Formation (3)

CMSF 6302 Spiritual Formation & Leadership Project: Fall Term (2)

CMSF 6501 Spiritual Formation & Leadership Project: Spring Term (1)

Customized Concentration (12 credits)

Students who choose the Customized Concentration complete the Core Curriculum and a group of related courses agreed upon by the student and the faculty, including an integrating project or thesis. The Concentration may include coursework completed at Johnson University and/or transferred from an accredited institution(s) approved by the faculty (e.g., regionally accredited, ATS, and ABHE

institutions). Students who choose the Customized Concentration pursue the learning outcomes and goals negotiated with the faculty.

TOTAL CREDITS IN DEGREE:

33

* CMPR 6210 requires a one-week residency on the Tennessee campus in early June. Student is responsible for additional out-of-pocket costs for the residency.

+ CMSF 5100 requires attendance at a weekend retreat in the spring at a designated location near the Tennessee campus. Student is responsible for additional out-of-pocket costs for the retreat.

Graduate Certificate in Biblical Interpretation

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

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

Modality. Johnson University offers the Graduate Certificate in Biblical Interpretation in fully-online format.

Purpose and Student Learning Outcomes (SLO)

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

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

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

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

Prerequisites:

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

Core Curriculum (6 credits)

BIBL 5103 New Testament Introduction 3

BIBL 5105 New Testament Research Methods 3

Electives (choose 6 credits) 6

BIBL 5104 World of the New Testament (3)

BIBL 5106 New Testament Theology (3)

BIBL 6101 Gospel of Matthew (3)

BIBL 6105 Acts (3)

BIBL 6106 Romans (3)

TOTAL CREDITS IN CERTIFICATE:

12

Graduate Certificate in Spiritual Formation & Leadership

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

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

Modality. Johnson University offers the Graduate Certificate in Spiritual Formation & Leadership primarily in online format. Two courses require a partial week residency.

Purpose and Student Learning Outcomes (SLO)

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

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

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

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

Prerequisites:

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

Certificate Courses (12 credits)

BIBL 5105 New Testament Research Methods	3
+CMSF 5100 Introduction to Spiritual Formation	3
CMSF 6200 History of Christian Spiritual Formation	3
*CMPR 6210 Preaching & Teaching for Spiritual Formation	<u>3</u>

TOTAL CREDITS IN CERTIFICATE: 12

* CMPR 6210 requires a one-week residency on the Tennessee campus in early June. Student is responsible for additional out-of-pocket costs for the residency.

+ CMSF 5100 requires attendance at a weekend retreat in the spring at a designated location near the Tennessee campus. Student is responsible for additional out-of-pocket costs for the retreat.

SCHOOL OF BUSINESS & PUBLIC LEADERSHIP

Mission

To develop and disciple individuals for lives of leadership, business, and Christian service within their sphere(s) of influence.

Vision

To transform communities and shape the future by developing exceptional business leaders and scholars who exemplify Christ-centered leadership.

Personnel

Dean of the School of Business & Public Leadership

Catherlyn F. Brim, M.B.A., Ed.D. in Organizational Leadership—Professor of Business Administration (FL)

Graduate Faculty (Full-Time), School of Business & Public Leadership

Christopher B. Beard, Ph.D. in Leadership Studies—Ph.D. Program Director, Professor of Leadership Studies (OL)

Carol A. Decker, Ph.D. in Human Resources Development—Associate Dean of the School of Business & Public Leadership and M.B.A. Program Director, Professor of Business Administration (TN)

Keith Krispin, Jr., Ed.D. in Leadership—Professor of Leadership Studies (OL)

Academic Programs

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

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Residency Site	Programmatic Accreditation & Additional Information
School of Business & Public Leadership			
• Master of Business Administration	OL		
—Entrepreneurship Concentration	OL		
—Healthcare Management Concentration	OL		
—Human Resource Management Concentration	OL		
—Leadership Concentration	OL		
—Management Concentration	OL		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Residency Site	Programmatic Accreditation & Additional Information
—Marketing Concentration	OL		
—Nonprofit Management Concentration	OL		
• Ph.D. in Leadership Studies	OL		
—Educational Leadership Concentration	OL		
—Organizational Leadership Concentration	OL		
—Ministry Leadership Concentration	OL		
—Missional Leadership Concentration	OL		
—Philosophy of Leadership Concentration	OL		
—Theology of Leadership Concentration	OL		
• Advanced Graduate Certificate in Leadership Studies	OL		

Master of Business Administration

Program Director: Carol A. Decker, Ph.D.

Overview. The Master of Business Administration (M.B.A.) program at Johnson University is designed to develop, enhance, and strengthen the critical business skills required by today’s employers: leadership; quantitative, analytical, strategic thinking; and integrity. The faculty are experienced Christian practitioners who are adept in training graduate students to apply business knowledge and skills to life, work, and spiritual transformation. Our MBA program embraces an individual’s passion for business and their desire to demonstrate a Christ-centered life in the workplace. Students who are in the top 20 percent of their class and have completed at least 18 credit hours are eligible to become members of Sigma Beta Delta, the international honor society in Business, Management, and Administration.

The MBA Core develops competencies in leadership, analytics, marketing, operations management, accounting, business law, and economics. Concentration options include: Entrepreneurship, Healthcare Management, Human Resource Management, Leadership, Management, Marketing, and Nonprofit Management. The program culminates in a capstone project that demonstrates students’ capacity to research, synthesize, analyze, assess, and communicate core business knowledge.

Modality. Johnson University offers the Master of Business Administration degree in a fully-online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.B.A. program trains graduate students to apply business knowledge and skills to life, work, and spiritual transformation.

Graduates will be able to:

- SLO 1:* Demonstrate strategic abilities in key functions of business operations.
- SLO 2:* Demonstrate growth of scholarship and knowledge in key business functions.
- SLO 3:* Create verbal and written communications to express ideas and concepts clearly and effectively.
- SLO 4:* Demonstrate the application of Christian values and ethics in business.
- SLO 5:* Design and develop a consultative project utilizing project management or research techniques that produces actionable solutions/results for meeting management objectives.

Entrepreneurship Concentration

Purpose. The Entrepreneurship Concentration equips individuals to apply proven strategies in the creation and development of new ventures and intrapreneurial innovations to access new consumer markets, manage growth, assess financial feasibility, and design effective business models.

Graduates will be able to:

- SLO 6:* Assess ideas and differentiate entrepreneurial strategies for new venture creation and growth using evidence-based business models.

Healthcare Management Concentration

Purpose. The Healthcare Management Concentration prepares individuals to manage functions within the healthcare system through ethical application of information technology, leadership, legal parameters, and strategies pursuant to proper consumer care.

Graduates will be able to:

- SLO 6:* Synthesize healthcare operations for creating ethical healthcare organizational sustainable cultures.

Human Resource Management Concentration

Purpose. The Human Resource Management Concentration prepares individuals to formulate comprehensive human resource strategies through proper talent, performance, employee relations, and compensation management.

Graduates will be able to:

- SLO 6:* Synthesize advanced human resource knowledge for formulating comprehensive human resources strategies that create ethical and sustainable organizations.

Leadership Concentration

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

Graduates will be able to:

- SLO 6:* Evaluate and appraise the applications/communications of leadership in the context of individualism, teams, and organizations.

Management Concentration

Purpose. The Management Concentration is intended to prepare individuals with analytical skills in the realm of operational and functional strategies to be competent managerial problem solvers.

Graduates will be able to:

SLO 6: Synthesize technical application, operational decision making, and personnel issues as they relate to managerial problem solving.

Marketing Concentration

Purpose. The Marketing Concentration prepares individuals to apply marketing knowledge at the organizational level based upon understanding buyers, preparation of comprehensive communication tools, and building sustainable brands with data driven methodology.

Graduates will be able to:

SLO 6: Synthesize advanced marketing knowledge for formulating ethical marketing strategies that meet organizational objectives.

Nonprofit Management Concentration

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

Graduates will be able to:

SLO 6: Create business planning scenarios for nonprofit implementation or revise existing nonprofit strategic directions.

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

Master of Business Administration Core

BUSN 5000	MBA Orientation	0
LDRS 5023	Advanced Leadership Theory & Practice	3
BUSN 5023	Advanced Business Analytics	3
BUSN 5033	Marketing Management	3
BUSN 5013	Advanced Operations Management	3
BUSN 5113	Accounting for Strategic Decision Making	3
BUSN 5123	Business Law	3
BUSN 5223	Managerial Economics	<u>3</u>

TOTAL CREDITS IN MASTER OF BUSINESS ADMINISTRATION CORE: 21

Concentration (choose one): 15

Entrepreneurship Concentration (15 credits)

ENTR 6013	Entrepreneurship and Venture Strategy (3)
ENTR 6023	Entrepreneurial Finance (3)
ENTR 6033	Entrepreneurial Alternatives (3)
ENTR 6113	Project Design Management: Entrepreneurship (3)
ENTR 6123	Capstone Project: Entrepreneurship (3)

Healthcare Management Concentration (15 credits)

- HCMG 6013 Leadership and Quality Improvement in Healthcare (3)
- HCMG 6023 Healthcare Law & Regulation (3)
- HCMG 6033 Healthcare Strategy & Policy (3)
- HCMG 6113 Project Design Management: Healthcare Management (3)
- HCMG 6123 Capstone Project: Healthcare Management (3)

Human Resource Management Concentration (15 credits)

- HRMG 6013 Talent & Performance Management (3)
- HRMG 6023 Compensation Management (3)
- HRMG 6033 Employee & Labor Relations (3)
- HRMG 6113 Project Design Management: Human Resources (3)
- HRMG 6123 Capstone Project: Human Resource Management (3)

Leadership Concentration (15 credits)

- LDRS 6013 Leadership Communication (3)
- LDRS 6023 Leadership & Team Building (3)
- LDRS 6033 Organizational Leadership (3)
- LDRS 6113 Project Design Management: Leadership (3)
- LDRS 6123 Capstone Project: Leadership (3)

Management Concentration (15 credits)

- MGMT 6013 Strategic Human Resource Management (3)
- MGMT 6213 Advanced Corporate Finance (3)
- MGMT 6043 Advanced International Business (3)
- MGMT 6113 Project Design Management: Management (3)
- MGMT 6123 Capstone Project: Management (3)

Marketing Concentration (15 credits)

- MKTG 6013 Brand Planning & Design (3)
- MKTG 6023 Marketing Communications (3)
- MKTG 6033 Marketing Decision Making & Analytics (3)
- MKTG 6113 Project Design Management: Marketing (3)
- MKTG 6123 Capstone Project: Marketing (3)

Nonprofit Management Concentration (15 credits)

- NPMG 6303 The Nonprofit Sector (3)
- NPMG 6306 Social Entrepreneurship (3)
- NPMG 6323 Nonprofit Resource Development (3)
- NPMG 6113 Project Design Management: Nonprofit Management (3)
- NPMG 6123 Capstone Project: Nonprofit Management (3)

TOTAL CREDITS IN DEGREE:

36

Capstone Project. The program culminates in a capstone project that demonstrates a student's capacity to successfully research, synthesize, analyze, and communicate information. In lieu of the project, students may choose to develop and complete a research thesis in an area of interest. *Prerequisite: this class must be taken in the last term of the program requirements and must have the approval of the program director.*

Doctor of Philosophy in Leadership Studies

Program Director: Christopher Beard, Ph.D.

Overview. The Ph.D. in Leadership Studies follows an interdisciplinary design with a focus on four dimensions of leadership studies: individual and personal systems, organizational systems, global systems, and research. The Conceptual Framework of the Ph.D. program is rooted in a commitment to educating whole persons. The interdisciplinary curriculum is designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others.

Modality. Johnson University offers the Ph.D. in Leadership Studies in a fully online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Doctor of Philosophy in Leadership Studies prepares Christian men and women around the world for effective leadership in higher education and other organizations within their cultural contexts.

Doctor of Philosophy Core

Graduates will be able to:

- SLO 1:* Analyze and evaluate individual, organizational, and societal frameworks of leadership to recognize the influence of biblical, ethical, philosophical, and theological foundations for leadership.
- SLO 2:* Create and reflect on a personal leadership philosophy based on leadership and faith development.
- SLO 3:* Design and conduct research to make contributions to leadership studies.

Educational Leadership Concentration

Graduates will be able to:

- SLO 4:* Diagnose need for research and gaps in the literature for the context of educational leadership studies.
- SLO 5:* Explore and appraise theoretical aspects of educational leadership in a specific context.
- SLO 6:* Design a research approach that contributes to the field of educational leadership.
- SLO 7:* Execute a process of data collection to explore educational leadership concepts.
- SLO 8:* Assess and interpret data in order to contribute to the body of knowledge within the realm of educational leadership.
- SLO 9:* Disseminate research findings according to scholarly standards to contribute to educational leadership scholarship.

Organizational Leadership Concentration

Graduates will be able to:

- SLO 4:* Diagnose need for research and gaps in the literature for the context of organizational leadership studies.

- SLO 5:* Explore and appraise theoretical aspects of organizational leadership in a specific context.
- SLO 6:* Design a research approach that contributes to the field of organizational leadership.
- SLO 7:* Execute a process of data collection to explore organizational leadership concepts.
- SLO 8:* Assess and interpret data in order to contribute to the body of knowledge within the realm of organizational leadership.
- SLO 9:* Disseminate research findings according to scholarly standards to contribute to organizational leadership scholarship.

Ministry Leadership Concentration

Graduates will be able to:

- SLO 4:* Diagnose need for research and gaps in the literature for the context of ministry leadership studies.
- SLO 5:* Explore and appraise theoretical aspects of ministry leadership in a specific context.
- SLO 6:* Design a research approach that contributes to the field of ministry leadership.
- SLO 7:* Execute a process of data collection to explore ministry leadership concepts.
- SLO 8:* Assess and interpret data in order to contribute to the body of knowledge within the realm of ministry leadership.
- SLO 9:* Disseminate research findings according to scholarly standards to contribute to ministry leadership scholarship.

Missional Leadership Concentration

Graduates will be able to:

- SLO 4:* Diagnose need for research and gaps in the literature for the context of missional leadership studies.
- SLO 5:* Explore and appraise theoretical aspects of missional leadership in a specific context.
- SLO 6:* Design a research approach that contributes to the field of missional leadership.
- SLO 7:* Execute a process of data collection to explore missional leadership concepts.
- SLO 8:* Assess and interpret data in order to contribute to the body of knowledge within the realm of missional leadership.
- SLO 9:* Disseminate research findings according to scholarly standards to contribute to missional leadership scholarship.

Philosophy of Leadership Concentration

Graduates will be able to:

- SLO 4:* Diagnose need for research and gaps in the literature for the context of the philosophy of leadership.

- SLO 5:* Explore and appraise theoretical aspects of leadership philosophy in a specific context.
- SLO 6:* Design a research approach that contributes to the field of leadership philosophy.
- SLO 7:* Execute a process of data collection to explore concepts regarding the philosophy of leadership.
- SLO 8:* Assess and interpret data in order to contribute to the body of knowledge within the philosophical realm of leadership.
- SLO 9:* Disseminate research findings according to scholarly standards to contribute to philosophy of leadership scholarship.

Theology of Leadership Concentration

Graduates will be able to:

- SLO 4:* Diagnose need for research and gaps in the literature for the context of the theology of leadership.
- SLO 5:* Explore and appraise theoretical aspects of leadership theology in a specific context.
- SLO 6:* Design a research approach that contributes to the field of leadership theology.
- SLO 7:* Execute a process of data collection to explore concepts regarding the theology of leadership.
- SLO 8:* Assess and interpret data in order to contribute to the body of knowledge within the theological realm of leadership.
- SLO 9:* Disseminate research findings according to scholarly standards to contribute to theology of leadership scholarship.

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 Research Concentration in Educational Leadership, Organizational Leadership, Philosophy of Leadership, Theology of Leadership, Ministry 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: LDRS 7110 Orientation	0
<i>Leadership Core (18 credits)</i>	
LDRS 7123 Introduction to Global Studies	3
LDRS 7133 Leadership Studies & Theory	3
LDRS 7143 Ways of Knowing & Leadership Development	3
LDRS 7153 Organizational Studies & Theory	3
LDRS 7163 Intercultural Behavior, Worldview & Communication	3

LDRS 7173 Global Leadership, Systems & Policy	3
YEAR 2: <i>Ethics Core (6 credits)</i>	
ETHS 7213 Leadership & Personal Ethics	3
ETHS 7223 Applied Ethics	3
<i>Research Core: Part A (3 credits)</i>	
RSCH 7233 Principles of Research	3
RSCH 8000 Candidacy (0)	
RSCH 8010 Candidacy Continuation (0)	
<i>Research Core: Part B (6 credits)</i>	
RSCH 7243 Quantitative Analysis	3
RSCH 7253 Qualitative Research	3
YEAR 3: <i>Research Core: Part C (3 credits)</i>	
RSCH 7263 Scholarship & Research Framework	3
<i>Research Concentration (15 credits)</i>	
<i>(EDUL – Educational Leadership, ORGL – Organizational Leadership, MINL – Ministry Leadership, MISL – Missional Leadership, PHIL – Philosophy of Leadership, and THEL – Theology of Leadership)</i>	
EDUL, ORGL, MINL, MISL, PHIL, THEL 7313 Research Concentration 1	3
EDUL, ORGL, MINL, MISL, PHIL, THEL 7323 Research Concentration 2	3
EDUL, ORGL, MINL, MISL, PHIL, THEL 7333 Research Concentration 3	3
EDUL, ORGL, MINL, MISL, PHIL, THEL 7343 Research Concentration 4	3
EDUL, ORGL, MINL, MISL, PHIL, THEL 7353 Research Concentration 5	3
YEAR 4: <i>Research Core: Part D (9 credits)</i>	
EDUL, ORGL, MINL, MISL, PHIL, THEL 8103 Proposal Seminar	3
RSCH 8110 Proposal Seminar Continuation	0
EDUL, ORGL, MINL, MISL, PHIL, THEL 8201 Proposal Defense	1
EDUL, ORGL, MINL, MISL, PHIL, THEL 8304 Dissertation	4
RSCH 8310 Dissertation Continuation	0
EDUL, ORGL, MINL, MISL, PHIL, THEL 8401 Dissertation Defense	1
RSCH 8410 Dissertation Defense Continuation	0
TOTAL CREDITS IN DEGREE:	60

Orientation. An interactive online Orientation provides students with valuable information concerning doctoral program aims, requirements, processes, policies, technologies, library resources, and student services and support. It introduces the *Ph.D. Student Handbook*, the online Doctoral Learning Community, and other helpful resources.

Leadership Core. The six courses of the Leadership Core provide a solid foundation in leadership theory and practice, global systems and policy, organizational dynamics and communication, and the personal and cultural dimensions of leadership.

During the initial course, LDRS 7123 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 ETHS 7223 Applied Ethics, students take the Ethical Lens Inventory (ELI), which assesses how students prioritize core values when making ethical decisions.

Research Concentrations. In RSCH 7263 Scholarship & Research Framework, students develop a 15-credit Research Concentration in one of six broad areas: (1) Organizational Leadership, (2) Educational Leadership, (3) Philosophy of Leadership, (4) Theology of Leadership, (5) Ministry Leadership, or (6) Missional Leadership. Students may earn elective credits through a variety of means, including standard coursework, Directed Independent Studies (DIS), Directed Field Studies (DFS), and transfer courses from other institutions (limit 9 credit hours). Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their research proposal.

Academic Policies. The policies regarding academic standing for Ph.D. students are consistent with Johnson University's Academic Standing for Graduate Students, with additional specificity provided. Johnson University's Academic Standing for Graduate Students indicates that, "In most instances, graduate students should repeat courses for which they earned a grade lower than "B." For the Ph.D. in Leadership Studies program, only one final course grade of "C" is permitted, and if a student earns less than a "C" in any course, that course must be retaken.

Good Academic Standing. Ph.D. students must have a minimum cumulative grade point average (GPA) of 3.0 ("B") on a 4-point scale to apply for Ph.D. Candidate status or to graduate. Students are therefore in "good standing" when their cumulative GPAs are 3.0 or higher, and no more than one "C" is a part of that cumulative GPA. Johnson University computes GPAs at the end of each term (fall, spring, and summer).

Academic Warning. Ph.D. students who fail to meet the 3.00 GPA or earn a "C" for a course in a single term of a graduate program will be placed on academic warning. Graduate students on academic warning should consult the Program Director immediately. In the case of a deficient GPA, students will be removed from Academic Warning after they successfully raise their GPA to required levels. In the case of a "C" earned in a course, the student may choose to retake the course to earn a grade above a "C" to be removed from academic warning.

Academic Probation. If a Ph.D. student's cumulative GPA falls below 3.0, they are placed on probation but may enroll in the subsequent term. Students should contact the Program Director for advice on improving academic performance. The student will also be placed on probation if a second "C" is earned for a course. If a student earns more than one "C" for a course, at least one of the courses in which a "C" was earned must be retaken.

Academic Suspension and Readmission. If the cumulative GPA remains below 3.0 at the end of the probationary term, or if the grade earned in a course that has been retaken does not result in higher than a "C," 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, or to raise a course grade above a “C” to meet the requirement of no more than one “C” in the cumulative GPA. Failure to achieve this 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.

Research Core, Candidacy, and Dissertation. Once students have completed RSCH 7233 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. See the *Ph.D. Student Handbook* for more information.

Continuation Course Guidelines. All degree-seeking graduate students must be active and enrolled in academic endeavors every term. This begins when the student is first admitted to degree status and continues until the student has graduated. There is one exception:

If the student has completed all degree requirements prior to the beginning of a term but did not graduate during the previous graduation cycle (for example, they failed to apply for graduation or they did not complete their thesis or dissertation by the deadline), then that student is not required to register for their final term (the term in which they will graduate).

Most students will reach candidacy status or a point in their academic careers when they have taken all of the required courses and dissertation credits, but who are still working to complete degree requirements. These are examples of when continuation courses come into play. Continuation courses allow students to meet the above policy and criteria to continue deferment of loans.

In order to be reported as full-time, doctoral students must enroll in the appropriate continuation course:

- RSCH 8010 Candidacy Continuation – 0 hour credit (course fee – \$100.00)
- RSCH 8110 Proposal Seminar Continuation – 0 hour credit (course fee – \$500.00)
- RSCH 8310 Dissertation Continuation – 0 hour credit course (course fee – \$500.00)

- RSCH 8410 Dissertation Defense Continuation– 0 hour credit (course fee – \$100.00)

It is assumed that the student enrolled in these courses will be engaged in academic work averaging 15–20 hours per week. The student’s advisor will ensure that this criteria is being met.

Research Summits. Johnson University holds an annual Research Summit, which includes brief seminars conducted by professors and/or guest speakers, as well as face-to-face networking with faculty and fellow students. The Summits provide opportunities for personal consultations with academic advisors, dissertation committees, and other program personnel. These Research Summits are *optional* events. Online doctoral students are free to attend at their own expense.

For further information regarding the Ph.D. in Leadership Studies, see the *Ph.D. Student Handbook*.

Advanced Graduate Certificate in Leadership Studies

Program Director: Christopher Beard, Ph.D.

Overview. The Advanced Graduate Certificate in Leadership Studies is for currently enrolled Ph.D. in Leadership Studies students who have completed a minimum of 24 credit hours of core credits. Students are encouraged to continue their doctoral studies beyond this certificate to complete the doctoral degree, which involves an additional 36 credit hours of coursework and the successful completion of the following degree requirements: Candidacy, Research Proposal, and Dissertation.

Modality. Johnson University offers the Advanced Graduate Certificate in Leadership Studies in a fully-online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Advanced Graduate Certificate in Leadership Studies prepares Christian men and women around the world for effective leadership in higher education and other organizations within their cultural contexts.

Graduates will be able to:

- SLO 1:* Analyze and evaluate individual, organizational, and societal frameworks of leadership to recognize the influence of biblical, ethical, philosophical, and theological foundations for leadership.
- SLO 2:* Create and reflect on a personal leadership philosophy based on leadership and faith development.

Required Courses. The Advanced Graduate Certificate in Leadership Studies consists of the following courses:

LDRS 7110 Orientation	0
<i>Leadership Core (18 credits)</i>	
LDRS 7123 Introduction to Global Studies	3
LDRS 7133 Leadership Studies & Theory	3
LDRS 7143 Ways of Knowing & Leadership Development	3
LDRS 7153 Organizational Studies & Theory	3
LDRS 7163 Intercultural Behavior, Worldview & Communication	3
LDRS 7173 Global Leadership, Systems & Policy	3

Ethics Core (6 credits)

ETHS 7213 Leadership & Personal Ethics 3

ETHS 7223 Applied Ethics 3

TOTAL CREDITS IN CERTIFICATE: 24

SCHOOL OF CHRISTIAN MINISTRIES

Personnel

Dean of the School of Christian Ministries

Jeff Snell, D.Min. in Expository Preaching—Professor of Ministry Leadership (TN/FL/OL)

Graduate Faculty (Full-Time), School of Congregational Ministry

Daniel Overdorf, D.Min. in Preaching—Director of Preaching Ministries, Professor of Ministry Leadership (TN/OL)

Academic Programs

The School of Christian Ministries oversees the following academic programs consisting of two departments – Department of Cross-Cultural Leadership and Department of Ministry Leadership:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Residency Site	Additional Programmatic Accreditation & Additional Information
School of Christian Ministries			
Department of Cross-Cultural Leadership			
• Graduate Certificate in Translation	OL		
• Graduate Certificate in Intercultural Studies	OL		
• Graduate Translation Consultancy Certificate	OL		
• M.A. in Intercultural Commerce	OL		
• M.A. in Intercultural Studies	OL		
—Customized Concentration	OL		
—Cross-Cultural Church Planting Concentration	OL		
—Cross-Cultural Engagement Concentration	OL		
—Translation Concentration	OL		
Department of Ministry Leadership			
• Master of Strategic Ministry	OL	Ministry Apprenticeship	ABHE

DEPARTMENT OF CROSS-CULTURAL LEADERSHIP

Graduate Certificate in Translation (OL)

Program Director: Jeff Snell, D. Min.

Overview. The Graduate Certificate in Translation is especially designed for students who already have prior bachelor's degrees, often having seminary education as well, but do not have a background in Translation. Students will complete twenty-four credits (8 courses) with a 2.5 cumulative grade point average in the Translation concentration core of the M.A. in Intercultural Studies. Contact the Department of Cross-Cultural Leadership to discuss course options.

Modality. Johnson University offers the Graduate Certificate in Translation in a fully-online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Certificate in Translation develops foundational skill for implementing effective translation work. The certificate develops skills for implementing effective translation techniques across cultural boundaries when added to biblical language and other cultural studies.

SLO 1: Graduates will be able to exercise appropriate techniques across cultural boundaries.

SLO 2: Graduates will be committed to studying Bible-less languages around the world, interacting with speakers of these languages, and translating and developing written Scriptures and other works.

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

ICLI 5810	Translation Linguistics	3
ICLI 5813	Language Analysis	3
ICLI 5823	Use & Distribution of Cross-Cultural Literature	3
ICLI 6210	Semantics, Pragmatics & Discourse	3
ICLI 6410	Translation Models & Methods	3
ICLI 6610	Translation Process	3
ICST 5135	Second Language & Culture Acquisition	3
ICST 6031	Missionary Formation OR	<u>3</u>
ICCC 6031	Dynamics of Cross-Cultural Growth (3)	

TOTAL CREDITS IN CERTIFICATE: 24

NOTE: ICLI 5813 Language Analysis, ICLI 6210 Semantics Pragmatics & Discourse, ICLI 6410 Translation Models & Methods, and ICLI 6610 Translation Process must be taken in consecutive order with ICLI 5813 Language Analysis as the first course.

Graduate Certificate in Intercultural Studies (OL)

Program Director: Jeff Snell, D. Min.

Overview. The Graduate Certificate in Intercultural Studies is especially designed for students who already have an undergraduate degree and are joining a mission team as support personnel, becoming missionaries as a second career, or want to increase their mission understanding. Students must complete fifteen credits (5) online courses. To earn the Graduate Certificate, students must complete a minimum 15 credits with a 2.0 cumulative grade point average. Working with their advisor, students have the freedom to customize their program by choosing

courses most applicable to their studies. Contact the Department of Cross-Cultural Leadership to discuss course options.

Modality. Johnson University offers the Graduate Certificate in Intercultural Studies in a fully-online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Certificate in Intercultural Studies develops foundational skill for implementing cross-cultural work. The certificate develops skills in Christian men and women for strategic, cross-cultural, and missional vocations among all peoples in accordance with God's kingdom gospel.

SLO 1: Graduates will be able to articulate foundational critical thinking that is biblically, culturally, and missiologically informed.

SLO2: Graduates will be able to grasp the need for cultural and ethnic sensitivity in relationships and leadership for communicating the Gospel.

Required Courses. The Graduate Certificate in Intercultural Studies consists of the following courses:

ICST 5232 Missiological Anthropology or ICCC 5232 Applied Anthropology	3
ICST 5234 Mission Theology or ICCC 5234 Global Philosophy & Religion	3
<i>Choose One (3 credits):</i>	3
ICST 6033 Living and Working in the Muslim World (3)	
ICST 6103 Animism and Folk Religions (3)	
<i>Intercultural Studies Elective (6 credits)—choose two:</i>	<u>6</u>
Students may choose, with consultation of their advisor, two (2) graduate-level courses with the prefix ICCC, ICST, or ICLI.	
TOTAL CREDITS IN CERTIFICATE:	15

Graduate Translation Consultancy Certificate (OL)

Program Director: Jeff Snell, D. Min.

Overview. These certificate courses develop consulting skills for translation in students who have had training in Bible translation and biblical exegesis, have experience in biblical translation, and desire to assist other translators in consultant capacity for the completion of their projects. Students with no field experience are required to obtain instructor approval before registering for Mentored Consulting.

Modality. The Graduate Translation Consultancy Certificate is offered in a fully-online format and initially in English.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Graduate Translation Consultancy Certificate develops an experienced Bible translator with biblical training and experience to act in the role of consultant on translation projects of other teams. It focuses on the role of Consultant, the Consultant's relationship to the translation teams, the process of consultancy, back translation and other analysis, Paratext tools usage, and evaluating the translation's acceptability by the people based on style, genre and exegetical parameters.

SLO 1: Graduates will be able to deal with multicultural nature of the people involved in the process of consultancy.

SLO 2: Graduates will be able to analyze meaning based on translation.

SLO 3: Graduates will be prepared for and will be able to perform a consultant check.

SLO 4: Graduates will be able to oversee the process of preparation for publication.

Required Courses. The Graduate Translation Consultancy Certificate consists of the following courses:

ICLI 6410	Translation Models and Methods	3
ICLI 6703	Translation Consulting	3
ICLI 6723	Mentored Consulting	3
	<i>Exegetical Elective</i>	<u>3</u>
	Choose one advisor-approved course with prefix BIBL or ICST.	
TOTAL CREDITS IN CERTIFICATE:		12

Master of Arts in Intercultural Commerce (OL)

Program Director: Jeff Snell, D. Min.

Overview. The Intercultural Commerce Major prepares Christian men and women to work successfully in an international setting in the global marketplace, adapting business and entrepreneurial concepts and practices to other countries' financial, sociopolitical, and economic systems. Intercultural Commerce students finetune their abilities to do business in markets around the world while demonstrating their faith through their business practices, commerce, and actions.

Modality. Johnson University offers the M.A. in Intercultural Commerce in a fully-online format. Students should consult the Jenzabar enrollment system to determine which courses are available in each 7-week session.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Intercultural Commerce M.A. equips Christian men and women to serve in intentionally missional Christian business settings internationally and locally in a cross-cultural setting at an advanced level in order to thrive and lead out in today's global and multicultural work environment.

SLO 1: Graduates will be able to demonstrate the application of biblical and theologically-based ethics, and the missiological implications of their professional field.

SLO 2: Graduates will be able to demonstrate strategic abilities of international business operations.

SLO 3: Graduates will be able to develop a comprehensive international business plan for their chosen field.

SLO 4: Graduates will be able to design and apply cultural research relative to a chosen international field.

Required Courses. The M.A. in Intercultural Commerce consists of the following courses:
Intercultural Commerce (36 credits)

ICST 5232	Missiological Anthropology <i>OR</i>	
ICCC 5232	Applied Anthropology	3
ICST 5143	Advanced Cross-Cultural Leadership	3
ICST 5234	Mission Theology <i>OR</i>	
ICCC 5234	Global Philosophy and Religion	3
ICST 6031	Missionary Formation <i>OR</i>	
ICCC 6031	Dynamics of Cross Cultural-Growth	3
ICST 6033	Living & Working in the Muslim World <i>OR</i>	
ICST 6103	Animism and Folk Religions	3
ICST 6306	Social Entrepreneurship	3
MGMT 6043	Advanced International Business	3
BUSN 5223	Managerial Economics	3
BUSN 5033	Marketing Management	3
ICST 6301	Microfinance for Missions <i>OR</i>	
ICCC 6301	Microfinance for Development	3
ICST 6302	Sustainable Development	3
ICST 6433	Intercultural Studies Integrative Project	3
<i>TOTAL CREDITS IN DEGREE:</i>		36

Master of Arts in Intercultural Studies (OL)

Program Director: Jeff Snell, D. Min.

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 four concentrations: Cross-Cultural Engagement, Cross-Cultural Church Planting, Translation, or Customized Concentration. Depending upon their concentration, graduates are equipped for missional, para-church, development, and marketplace roles in the cross-cultural and local context, and may enter into such mission specialties as church planter, relief and aid worker, or Bible translator.

The other concentrations were developed in partnership with Pioneer Bible Translators (PBT) and other mission organizations actively engaged in world evangelism and discipleship. Some PBT personnel teach in Johnson University's online master's program.

Modality. Johnson University offers the M.A. in Intercultural Studies in fully-online format.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. in Intercultural Studies prepares Christian men and women around the world for advanced strategic, intercultural, and missional vocation in keeping with God's kingdom gospel among the nations.

Intercultural Studies Core

SLO 1: Graduates will be able to articulate critical thinking that is biblically, culturally, and missiologically informed.

SLO 2: Graduates will be able to demonstrate cultural and ethnic sensitivity in relationships and leadership for communicating the Gospel.

SLO 3: Graduates will be able to have the knowledge and skills for pursuing mission vocations as participants in God’s mission.

SLO 4: Graduates will be able to value spiritual formation in their personal lives, families, and faith community.

Cross-Cultural Church Planting Concentration

Purpose. The Cross-Cultural Church Planting Concentration prepares cross-cultural missional leaders for professional contributions to the expansion of God’s kingdom through church planting and dedicated Scripture use.

SLO 5: Graduates will be able to transform lives of individuals and communities through using and encouraging the use of Scripture.

Cross-Cultural Engagement Concentration

Purpose. The Cross-Cultural Engagement Concentration prepares cross-cultural transformational leaders for professional contributions to the expansion of God’s kingdom through initiating transformational communities and dedicated cross-cultural literature use.

SLO 5: Graduates will be able to transform lives of individuals and communities through using and encouraging the use of cross-cultural literature.

Translation Concentration

Purpose. The Translation Concentration prepares cross-cultural missional leaders to be Scripture translation professionals for the Bibleless people of the world.

SLO 5: Graduates will be able to exercise appropriate translation techniques across cultural boundaries.

SLO 6: Graduates will be translation specialists who are committed to studying Bible-less languages around the world, interacting with speakers of these languages, and translating and developing written Scriptures and other written works.

Customized Concentration

SLO 5: Graduates will be able to develop a customized educational program that meets special training needs.

Required Courses. The M.A. in Intercultural Studies consists of the following courses:

Intercultural Studies Core (12 credits)

ICST 5232 Missiological Anthropology <i>OR</i>	3
ICCC 5232 Applied Anthropology	
ICST 5234 Mission Theology <i>OR</i>	3
ICCC 5234 Global Philosophy and Religion	
ICST 6031 Missionary Formation <i>OR</i>	3
ICCC 6031 Dynamics of Cross-Cultural Growth	
ICST 6033 Living and Working in the Muslim World <i>OR</i>	
ICST 6103 Animism and Folk Religions	<u>3</u>

Total Core Credits: 12

Prerequisite for all Concentrations except Customized and Translation Concentrations

ICST 3136 Introduction to Linguistics (3) (available online from Johnson University) OR

ICLI 5813 Language Analysis (3) (available online from Johnson University)

Choose one of the following concentrations (24–33 credits): 24–33

Cross-Cultural Church Planting Concentration (24 credits)

ICST 5131 Missiology (3)

ICST 5135 Second Language & Culture Acquisition (3)

ICST 5143 Advanced Cross-Cultural Leadership (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 6337 The Gospel & Change Theory (3)

ICST 6433 Intercultural Studies Integrative Project (3)

Cross-Cultural Engagement Concentration (24 credits)

ICCC 5131 Foundations of Intercultural Studies (3)

ICST 5135 Second Language & Culture Acquisition (3)

ICST 5143 Advanced Cross-Cultural Leadership (3)

ICCC 5333 Initiating Transformational Communities (3)

ICST 5431 Critical Introduction to the Old Testament Translation (3)

ICST 5433 Critical Introduction to the New Testament Translation (3)

ICCC 6337 Innovation of Transformation (3)

ICST 6433 Intercultural Studies Integrative Project (3)

Translation Concentration (33 credits)

Translation Core (21 credits)

ICLI 5813 Language Analysis (3)

ICLI 5823 Use & Distribution of Cross-Cultural Literature (3)

Courses 1–4 must be taken in consecutive order:

1. ICLI 5810 Translation Linguistics (3)
2. ICLI 6210 Semantics, Pragmatics & Discourse (3)
3. ICLI 6410 Translation Models & Methods (3)
4. ICLI 6610 Translation Process (3)

ICST 5135 Second Language & Culture Acquisition (3)

NOTE: ICLI 5813 Language Analysis, ICLI 6210 Semantics Pragmatics & Discourse, ICLI 6410 Translation Models & Methods, and ICLI 6610 Translation Process, must be taken in consecutive order with ICLI 5813 Language Analysis as the first course.

Translation Specialty (12 credits)—choose one:

Old Testament Translation Specialty

ICST 5431 Critical Introduction to the Old Testament Translation (3) [or equivalent] (prerequisite for BIBL 6505)

BIBL 6505 Translation & Exegesis of Old Testament Texts (3)

HEBR 5543 Hebrew A (3)

HEBR 5553 Hebrew B (3)

OR

New Testament Translation Specialty

ICST 5433 Critical Introduction to the New Testament Translation (3) [or equivalent]
(prerequisite for BIBL 6303)

BIBL 6303 Translation & Exegesis of New Testament Texts (3)

GREK5553 Greek A (3)

GREK5563 Greek B (3)

Customized Concentration (24+ credits)

ICST 5131 Missiology or ICCS 5131 Foundations of Intercultural Studies (3)

ICST 6433 Intercultural Studies Integrative Project (3)

In consultation with the Dean of the School of Christian Ministries and relevant mission agencies (e.g., Pioneer Bible Translators, Team Expansion), students develop a learning contract under which they choose 18+ credits of elective coursework that meet their ministry preparation needs.

TOTAL CREDITS IN DEGREE:

36–45

DEPARTMENT OF MINISTRY LEADERSHIP

Master of Strategic Ministry

Program Director: Jeff Snell, D.Min.

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 and a 12 or 24-month ministry apprenticeship at a partner church. Students complete a Leadership Core and can choose a concentration in a specialty area. Customized specialty areas are sometimes developed in partnership with church professionals on an as-available basis. Throughout the program, apprentices are mentored by Johnson University instructors, some of whom serve on staff at the participating churches.

Modality. Johnson University offers the Master of Strategic Ministry degree partially online and partially through field experiences at partner churches. Students take the core classes online and complete their field experiences face-to-face at a partner church.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Master of Strategic Ministry equips Christian graduate students with advanced skills in strategic leadership, missional ministry, and effective management of people and resources to extend the kingdom of God among all nations.

Leadership Core

SLO 1: Graduates will be able to practice spiritual disciplines that further their growth into Christlikeness.

SLO 2: Graduates will be able integrate biblical leadership principles into their ministries.

SLO 3: Graduates will be able to analyze how leadership principles learned during the residency will apply to other ministry contexts.

Children's Ministry Concentration

SLO 4: Graduates will be able to implement best practices for children's ministry into their ministries.

Church Leadership Ministry Concentration

SLO 4: Graduates will be able to implement best practices for church leadership ministry into their ministries.

Missions Ministry Concentration

SLO 4: Graduates will be able to implement best practices for missions ministry into their ministries.

Pastoral Ministry Concentration

SLO 4: Graduates will be able to implement best practices for pastoral ministry into their ministries.

Special Needs Ministry Concentration

SLO 4: Graduates will be able to implement best practices for special needs ministry into their ministries.

Sports Ministry Concentration

SLO 4: Graduates will be able to implement best practices for sports ministry into their ministries.

Student Ministry Concentration

SLO 4: Graduates will be able to implement best practices for student ministry into their ministries.

Worship Ministry Concentration

SLO 4: Graduates will be able to implement best practices for worship ministry into their ministries.

**Customized Concentration*

SLO 4: Graduates will be able to implement best practices for their chosen concentration into their ministries.

**NOTE:* A customized concentration requires approval from the Dean of the School of Christian Ministries.

Required Courses. The Master of Strategic Ministry program consists of the following courses:

Prerequisites:

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

Master of Strategic Ministry Core Curriculum (18 credits)

CMSM 5013	The Church's Mission	3
CMSM 5023	The Church's Ministry	3

CMSM 5033	Strategic Leadership	3
CMSM 5043	Strategic Management	3
CMSM 5053	The Leader's Spiritual Development	3
CMSM 5063	The Leader's Professional Development	3

Field Experience (12 credits) 12

Choose from the following specialty areas. Students may choose to do three sets of field experience at 4 credits each, or they may choose to do six sets of field experience at 2 credits each. Students who choose 12 elective credits from a particular area earn a concentration in that field (12 credits):

Children's Ministry:

CMSM 6014	Children's Ministry Field Experience I (4)
CMSM 6024	Children's Ministry Field Experience II (4)
CMSM 6034	Children's Ministry Field Experience III (4)
CMSM 6012	Children's Ministry Field Experience I (2)
CMSM 6022	Children's Ministry Field Experience II (2)
CMSM 6032	Children's Ministry Field Experience III (2)
CMSM 6042	Children's Ministry Field Experience IV (2)
CMSM 6052	Children's Ministry Field Experience V (2)
CMSM 6062	Children's Ministry Field Experience VI (2)

Church Leadership Ministry:

CMSM 6714	Church Leadership Ministry Field Experience I (4)
CMSM 6724	Church Leadership Ministry Field Experience II (4)
CMSM 6734	Church Leadership Ministry Field Experience III (4)
CMSM 6712	Church Leadership Ministry Field Experience I (2)
CMSM 6722	Church Leadership Ministry Field Experience II (2)
CMSM 6732	Church Leadership Ministry Field Experience III (2)
CMSM 6742	Church Leadership Ministry Field Experience IV (2)
CMSM 6752	Church Leadership Ministry Field Experience V (2)
CMSM 6762	Church Leadership Ministry Field Experience VI (2)

Missions Ministry:

CMSM 6114	Missions Ministry Field Experience I (4)
CMSM 6124	Missions Ministry Field Experience II (4)
CMSM 6134	Missions Ministry Field Experience III (4)
CMSM 6112	Missions Ministry Field Experience I (2)
CMSM 6122	Missions Ministry Field Experience II (2)
CMSM 6132	Missions Ministry Field Experience III (2)
CMSM 6142	Missions Ministry Field Experience IV (2)
CMSM 6152	Missions Ministry Field Experience V (2)
CMSM 6162	Missions Ministry Field Experience VI (2)

Pastoral Ministry:

CMSM 6214	Pastoral Ministry Field Experience I (4)
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- CMSM 6224 Pastoral Ministry Field Experience II (4)
- CMSM 6234 Pastoral Ministry Field Experience III (4)
- CMSM 6212 Pastoral Ministry Field Experience I (2)
- CMSM 6222 Pastoral Ministry Field Experience II (2)
- CMSM 6232 Pastoral Ministry Field Experience III (2)
- CMSM 6242 Pastoral Ministry Field Experience IV (2)
- CMSM 6252 Pastoral Ministry Field Experience V (2)
- CMSM 6262 Pastoral Ministry Field Experience VI (2)

Sports Ministry:

- CMSM 6314 Sports Ministry Field Experience I (4)
- CMSM 6324 Sports Ministry Field Experience II (4)
- CMSM 6334 Sports Ministry Field Experience III (4)
- CMSM 6312 Sports Ministry Field Experience I (2)
- CMSM 6322 Sports Ministry Field Experience II (2)
- CMSM 6332 Sports Ministry Field Experience III (2)
- CMSM 6342 Sports Ministry Field Experience IV (2)
- CMSM 6352 Sports Ministry Field Experience V (2)
- CMSM 6362 Sports Ministry Field Experience VI (2)

Special Needs Ministry:

- CMSM 6414 Special Needs Ministry Field Experience I (4)
- CMSM 6424 Special Needs Ministry Field Experience II (4)
- CMSM 6434 Special Needs Ministry Field Experience III (4)
- CMSM 6412 Special Needs Ministry Field Experience I (2)
- CMSM 6422 Special Needs Ministry Field Experience II (2)
- CMSM 6432 Special Needs Ministry Field Experience III (2)
- CMSM 6442 Special Needs Ministry Field Experience IV (2)
- CMSM 6452 Special Needs Ministry Field Experience V (2)
- CMSM 6462 Special Needs Ministry Field Experience VI (2)

Student Ministry:

- CMSM 6514 Student Ministry Field Experience I (4)
- CMSM 6524 Student Ministry Field Experience II (4)
- CMSM 6534 Student Ministry Field Experience III (4)
- CMSM 6512 Student Ministry Field Experience I (2)
- CMSM 6522 Student Ministry Field Experience II (2)
- CMSM 6532 Student Ministry Field Experience III (2)
- CMSM 6542 Student Ministry Field Experience IV (2)
- CMSM 6552 Student Ministry Field Experience V (2)
- CMSM 6562 Student Ministry Field Experience VI (2)

Worship Ministry:

- CMSM 6614 Worship Ministry Field Experience I (4)
- CMSM 6624 Worship Ministry Field Experience II (4)
- CMSM 6634 Worship Ministry Field Experience III (4)

- CMSM 6612 Worship Ministry Field Experience I (2)
- CMSM 6622 Worship Ministry Field Experience II (2)
- CMSM 6632 Worship Ministry Field Experience III (2)
- CMSM 6642 Worship Ministry Field Experience IV (2)
- CMSM 6652 Worship Ministry Field Experience V (2)
- CMSM 6662 Worship Ministry Field Experience VI (2)

TOTAL DEGREE CREDITS:

30

Church Partnership. The Master of Strategic Ministry involves a partnership between Johnson University and various partner churches. Acceptance by the partner church is required but does not guarantee admission into Johnson University's Master of Strategic Ministry program. For application materials and further information, contact Dr. Jeff Snell, Dean of the School of Christian Ministries.

NOTE: Students in the Master of Strategic Ministry major follow a modified version of the Academic Calendar, which may include arriving to their residency location prior to the first academic term for a period of orientation and functioning similar to the staff of their host churches in regard to vacations and holidays.

SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

Personnel

Dean of the School of Social & Behavioral Sciences

Nealy Brown, Ph.D. in Psychology—Professor of Social & Behavioral Sciences (FL)

Graduate Faculty (Full-Time), School of Social & Behavioral Sciences

Jonathan Benz, Ph.D. in Counselor Education and Supervision—Associate Professor of Counseling (TN)

Kristel W. Headley, Ph.D. in Counselor Education and Supervision—Professor of Counseling (TN)

Sean M. Ridge, Ph.D. in Family Therapy—Professor of Counseling (TN)

Academic Programs

The School of Social & Behavioral Sciences oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Residency Site	Programmatic Accreditation & Additional Information
School of Social & Behavioral Sciences			
• M.A. in Counseling	TN Hybrid		
—Clinical Mental Health Counseling Concentration	TN Hybrid		CACREP
—School Counseling Concentration	TN Hybrid		CACREP
HYBRID = This format incorporates diverse teaching modalities, such as in-class discussion, experiential activities, and online learning.			

Master of Arts in Counseling

Program Director: Kristel Headley, Ph.D., LPC-MHSP, ACS, RPT-S

Overview. The M.A. in Counseling offers concentrations in two areas: (1) Clinical Mental Health Counseling; and (2) School Counseling. Both concentrations are accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Students experience a unique blend of high-quality theoretical training and clinical experience in a holistic Christian atmosphere. Additionally, the program maintains a student-faculty ratio of less than 12:1, allowing for more direct interaction and engagement between faculty and students.

The Clinical Mental Health Concentration (MAC-CMHC) provides a professional mental health counseling education and experience. Graduates are eligible to pursue professional licensure in most states. In Tennessee, graduates with this degree may pursue licensure as both Marital & Family Therapists and Professional Counselors with the Mental Health Service Provider designation. The program consists of 63 credit hours. Upon graduation students will have completed 1000 hours of clinical contact. Practicum and internship opportunities include placements at the Johnson University Counseling Center, as well as various community-based settings.

The School Counseling Concentration (MAC-SC) provides a professional school counseling education and experience. Graduates of the program are eligible for licensure in Tennessee as Licensed Professional School Counselors. Students experience a unique blend of quality theoretical training and professional experience in a holistic Christian atmosphere. The program consists of 60 credit hours. Upon graduation students will have completed over 600 hours of practicum and internship experiences in both primary and secondary schools.

Modality. Johnson University offers the MAC in hybrid format based on its Tennessee campus. This course format incorporates diverse teaching modalities, such as in-class discussion, experiential activities, and online learning. Options allow individuals to complete the program in 2 ½–5 years. Typically, courses require students to be on campus in a Class Residency two weekends per term per course.

Practicum and internship courses provide additional flexibility, allowing students to choose on-campus and/or off-campus site placements.

- MAC-CMHC: Practicum must be completed on the Tennessee campus in the University Counseling Center, and internships may include either an on-campus or an approved off-campus location, or some combination of the two.
- MAC-SC: All practicum and internship work is completed at approved off-campus school settings.

Purpose and Student Learning Outcomes (SLO)

Purpose. The M.A. in Counseling, Clinical Mental Health Counseling Concentration prepares students for work or advanced training with a professional therapeutic identity as they serve in diverse clinical settings.

The M.A. in Counseling, School Counseling Concentration prepares students for work or advanced training with a professional school counselor identity as they serve diverse educational environments.

MA in Counseling Core

- SLO 1:* Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves.
- SLO 2:* Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.
- SLO 3:* Graduates will demonstrate responsible use of research and assessment tools.

Clinical Mental Health Counseling Concentration

SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.

School Counseling Concentration

SLO 4-SC: Graduates will competently counsel, informed by knowledge and professional best practices.

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

MAC Core Coursework (42 credits)

COUN 5000 Graduate Counseling Orientation	0
COUN 5100 Research & Statistics	3
COUN 5200 Integrating Theology & Therapy	3
COUN 5210 Ethics & Professional Issues in Counseling	3
COUN 5220 Social & Cultural Diversity in Counseling	3
COUN 5310 Human Development Over the Lifespan	3
COUN 5330 Human Sexuality	3
COUN 5410 Theories of Counseling and Marriage & Family Therapy I	3
COUN 5420 Theories of Counseling and Marriage & Family Therapy II	3
COUN 5520 Child & Adolescent Assessment, Diagnosis & Treatment	3
COUN 5540 Group Dynamics, Theories & Techniques	3
COUN 5550 Addiction Etiology & Counseling	3
COUN 5560 Career Assessment & Development	3
COUN 5587 Testing & Appraisal	2
COUN 5584 Psychopharmacology for Counselors	1
COUN 5585 Crisis Intervention & Psychological First Aid	1
COUN 5586 Counseling Skills & Techniques	2

Concentration (18-21 credits)—choose one: 18-21

CMHC Concentration (21 credits)

- COUN 5430 Contemporary Trends in Marriage & Family Therapy/CMHC (3)
- COUN 5530 Couples & Marital Therapy (3)
- COUN 5570 Adult Assessment, Diagnosis & Treatment (3)
- COUN 6106 Clinical Practicum (6)
- *COUN 61xx Clinical Internship (6)

**Note: Six credits of Internship coursework are required and consist of 1-, 2-, 3-, 4-, 5-, and 6-credit course options.*

SC Concentration (18 credits)

- COUN 5610 Foundations in School Counseling (3)
- COUN 5650 Contemporary Trends in School Counseling (3)
- COUN 5830 School Counseling Practicum (3)
- *COUN 58xx School Counseling Internship (6)

**Note: Six credits of Internship coursework are required and consist of 2-, 3-, and 6-credit course options*

Choose one of the following Electives (3 credits):

- EDUC 5022 Teaching in the Christian School (3)
- EDUC 5203 Classroom Management for Regular and Special Populations (3)

EDUC 5225 Diversity & Special Education (3)

TOTAL CREDITS IN DEGREE:

60-63

Academic Standards. MAC students must maintain a minimum cumulative grade point average (GPA) of 3.0 (B) in all courses taken toward the degree. If a grade below C is assigned for a graduate course, no credit is awarded for that course. No more than two grades of C/C+ may be applied to the degree. If a student's cumulative GPA falls below 3.0, s/he will be placed on academic probation until the average is raised to 3.0. Students on probation must meet with their faculty advisors to develop and implement an academic recovery plan.

A student who earns two grades of C/C+ may be placed on probation even if the cumulative GPA remains at 3.0. If a student's term average falls below 2.0, his/her case will be reviewed by the dean and faculty of the School of Social & Behavioral Sciences. Failure to maintain good academic standing may result in dismissal from the Graduate Counseling Program.

Personalized Degree Options. Students entering the Graduate Counseling Program develop an Individual Program of Study that is revised each term with their faculty advisor. This form identifies which courses will be taken in each semester leading up to graduation. This plan can be adapted at any point, allowing students the flexibility to adjust and personalize their academic course load.

Students typically complete the program in 2½ to 3 years as full-time students. Students also have the option to enroll part-time and complete the program within a 3–5 year timeline.

Additionally, students may choose to complete requirements for both concentrations. Students who do so will graduate with an MA in Counseling, with concentrations in CMHC and SC. Students who do this need only complete one Practicum course, but otherwise must complete all coursework in both concentrations. Doing so results in a degree of 78 credit hours and allows for pursuit of licensure as a Professional School Counselor and Professional Counselor with Mental Health Service Provider designation. Should students want to pursue licensure outside the state of Tennessee, they are encouraged to speak with their academic advisor as early in their program of study as possible to ensure they design a course of study that complies with their respective state's requirements.

Fingerprinting and Background Checks. The Johnson University Graduate Counseling faculty requires background checks for all degree-seeking graduate counseling students. Students are required to pay a fee (approximately \$60) to cover the cost of this requirement. This requirement is completed during application to the Graduate Counseling program. Students convicted of a felony may not be eligible to be licensed to work in the mental health field, and they should disclose any prior felonies to their admissions counselor when applying to the Graduate Counseling Program.

Graduation Requirements. Students who successfully complete all academic coursework and the practicum/internship should be eligible to receive their degree given the following conditions are also met:

- Student has a cumulative graduate GPA of 3.0 or higher
- Student has an earned final grade of C or better in all academic coursework
- Student has earned no more than two grades below B- in all academic coursework
- Student has an earned final grade of B- or better in all practicum/internship courses

- Student is not on academic or clinical probation
- Student has submitted an *Intent to Graduate* form to the Registrar by the due date
- Student consistently demonstrates all counseling dispositions identified by the graduate counseling program (meets or exceeds standards)
- Student has completed the School Guidance & Counseling (0420) Praxis examination. (SC Concentration only). To be recommended for licensure as a Professional School Counselor in the state of Tennessee, students must pass this exam.
- Student has passed an oral comprehensive examination or completed remediation as designated by the core faculty.
- Student has successfully passed the CPCE or completed remediation as designated by the core faculty.

TEMPLAR SCHOOL OF EDUCATION

Personnel

Dean of the Templar School of Education

Roy V. Miller, Ed.D. in Executive Leadership—Professor of Education (TN)

Graduate Faculty (Full-Time), Templar School of Education

Melissa Drinnon, M.S. in Administration & Supervision—Director of Undergraduate Studies and Special Education, Assistant Professor of Education (TN)

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

Nikki L. Votaw, Ph.D. in Curriculum and Instruction—Director of Graduate Studies, Professor of Education (TN)

Academic Programs

The Templar School of Education oversees the following academic programs:

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Residency Site	Programmatic Accreditation & Additional Information
Templar School of Education			
• M.A. in Educational Technology	TN		
• M.A. in Holistic Education	TN		
—Early Childhood Education Concentration with Grades PreK-3 Licensure	TN		
—Early Childhood Education & English as a Second Language Concentration with Grades PreK-3 Licensure and Grades PreK-12 ESL Licensure	TN		
—Elementary Education & English as a Second Language Education Concentration with Grades K-5 Licensure and Grades PreK-12 ESL Licensure	TN		
—English as a Second Language Education Concentration with Grades PreK-12 ESL Licensure	TN		
—Music Education (Vocal/General) Concentration with Grades K-12 Licensure	TN		

JOHNSON UNIVERSITY SCHOOL/PROGRAM	Campus	Residency Site	Programmatic Accreditation & Additional Information
—Physical Education Concentration with Grades K-12 Licensure	TN		
—Special Education Interventionist Concentration with Grades K-8 Licensure	TN		
• M.A. in Teaching Elementary Education with Grades K-5 Licensure	TN Hybrid		
• M.A. in Teaching English as a Second Language (PreK-12 Licensure)	TN Hybrid		
• M.A. in Teaching Physical Education (K-12 Licensure)	TN Hybrid		
• M.A. in Teaching Secondary Education with Grades 6-12 Licensure in Biology, Business, , English, , History, or Mathematics	TN Hybrid		
• Endorsement in English as a Second Language Education (Continuing Education)	OL		
• Endorsement in Gifted Education (Continuing Education)	OL		
• Ed.S. in Educational Technology	TN		
<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 face-to-face at certain sites</p> <p>HYBRID = Hybrid format, which typically includes online courses supplemented with occasional intensive face-to-face sessions at the site indicated</p> <p>ONLINE = Fully-online programs available anywhere in the world with an internet connection</p>			

Licensure and Certification. Johnson University’s Teacher Education program is approved by the Tennessee State Board of Education and by the Association of Christian Schools International (ACSI). Bachelor’s Degrees are offered in several licensure areas and partially meet the requirements for licensure in the State of Tennessee. State clinical practice requirements are met through student teaching or an internship. Early Childhood Education PreK-3 & English as a Second Language PreK-12 dual program, Elementary Education K-5 & English as a Second Language PreK-12 dual program, and Special Education Interventionist K-8 candidates must pursue MA in Holistic Education with one year internship. Physical Education K-12, English as Second Language PreK-12, and Music Education K-12 can choose either internship or one semester student teaching.

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:** Education programs are detailed in the section of this *Catalog* devoted to “Application & Admission.”
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. **Internship and Licensure:** To earn a teaching license in the State of Tennessee, graduates must:
 - Earn the minimum score set by the State of Tennessee on each part of the PRAXIS II test
 - Successfully complete a 12-credit internship or 6-credit student teaching in a Partnership School approved by Johnson University, earning a minimum grade of B-
 - Earn the minimum score of a 40 on edTPA Portfolio
 - 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.

Master of Arts in Educational Technology

Program Director: Roy Miller, Ed.D.

Overview. The M.A. in Educational Technology program is designed for licensed teachers who want to further their education and are interested in technology. It offers an understanding of the roles of hardware, software, and their integration within various curricular areas. It also explores ethical and biblical issues involved in the use of technology in education.

Modality. Johnson University offers the M.A. in Educational Technology in a face-to-face format based on its Tennessee campus.

Purpose and Student Learning Outcomes (SLO)

Purpose. This program provides graduate education in education, technology, and Bible to professionals, such as teachers interested in using technology in their classrooms, Christian school teachers who need Bible and technology credits for certification renewal, supervisors, and computer coordinators.

SLO 1: Graduates will be able to create a classroom learning space using current technologies.

SLO 2: Graduates will be able to create a classroom assessment system using Learning Management System (LMS) technology best practices.

SLO 3: Graduates will be able to create a technologically connected classroom using current technologies.

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

EDUC 5022 Teaching in a Christian School (or PHIL 5200 Confucius & Wisdom Literature)	3
CPED 5103 Computer Architecture	3
CPED 5213 Putting Your Class on the Web	3
CPED 5233 Mobile Computing	3
CPED 5313 The Internet of Things	3
*CPED 5323 Special Issues: Multimedia	3
*CPED 5408 Special Issues: Robotics	3
*CPED 5402 Special Issues: Digital Video	3
CPED 5404 Computer Tools for the Teacher & Student	3
CPED 5513 Introduction to Block-Based Coding	<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

Program Director: Nikki L. Votaw, Ph.D.

Overview. The 13-month M.A. in Holistic Education program provides a “fifth year” of advanced study leading to licensure for those who have completed a baccalaureate degree from the Templar School of Education. Students choose a concentration in (1) Early Childhood Education with Grades PreK-3 Licensure, (2) Early Childhood Education & English as a Second Language Education Grades PreK-3 Licensure and Grades PreK-12 ESL Licensure, (3) Elementary Education & English as a Second Language Education with Grades K-5 Licensure and Grades PreK-12 ESL Licensure, (4) Special Education Interventionist with Grades K-8, (5) English as a Second Language PreK-12, (6) Music Education (Vocal/General) with Grades K-12 Licensure, or (7) Physical Education with Grades K-12 Licensure.

Modality. Johnson University offers the M.A. in Holistic Education through a traditional, on-ground format based on its Tennessee campus.

Purpose and Student Learning Outcomes (SLO)

Purpose. This program provides beginning teachers an opportunity to hone their skills in holistic education (i.e. instruction that addresses the whole child, integrative practices, and best practices) and a chosen area of concentration while completing a year-long internship under the mentorship of expert teachers.

Holistic Education Core

SLO 1: Graduates will be able to develop multicultural, and diversity competencies.

SLO 2: Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

SLO 3: Graduates will be able to understand and apply principles of human development with a holistic view of the child to the classroom.

SLO 4: Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

Early Childhood Education Concentration with Grades PreK-3 Licensure

SLO 5: Graduates will be able to integrate Early Child Ed. PreK-3 methodologies and content into teaching.

Early Childhood Education & English as a Second Language Education Concentration with Grades PreK-3 Licensure & Grades PreK-12 ESL Licensure

SLO 5: Graduates will be able to integrate Early Child Ed. PreK-3 & Grades PreK-12 ESL methodologies and content into teaching.

Elementary Education & English as a Second Language Education Concentration with Grades K-5 Licensure & Grades PreK-12 ESL Licensure

SLO 5: Graduates will be able to integrate Elem. Ed. & ESL w/ K-5 & PreK-12 methodologies and content into teaching.

English as a Second Language Education Concentration with Grades PreK-12 ESL Licensure

SLO 5: Graduates will be able to integrate ESL PreK-12 methodologies and content into teaching.

Music Education (Vocal/General) Concentration with Grades K-12 Licensure

SLO 5: Graduates will be able to integrate Music Education (Vocal/General) K-12 methodologies and content into teaching.

Physical Education Concentration with Grades K-12 Licensure

SLO 5: Graduates will be able to integrate Physical Education K-12 methodologies and content into teaching.

Special Education Interventionist Concentration with Grades K-8 Licensure

SLO 5: Graduates will be able to integrate Special Education Interventionist K-8 methodologies and content into teaching.

Required Courses. The M.A. in Holistic Education consists of the following courses:

Holistic Education Core Curriculum (18 credits)

EDUC 5213 Introduction to Education II	3
CPED 5605 Tools for Teachers	3
HLED 5605 STEM Beyond the Classroom	3
EPSY 5440 Statistics	3
EPSY 5450 Research Design	3
HLED 5225 Curriculum & Diversity	3

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

Early Childhood Education Concentration with Grades PreK-3 Licensure (12 credits)

- ECED 5115 Early Childhood Education Internship I (6)
- ECED 5225 Early Childhood Education Internship II (6)

Early Childhood Education & English as a Second Language Education Concentration with Grades PreK-3 Grades Licensure & Grades PreK-12 ESL Licensure (12 credits)

- ECSL 5115 Early Childhood Education and ESL Internship I (6)
- ECSL 5225 Early Childhood Education and ESL 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)

*English as a Second Language Education Concentration with Grades
PreK-12 ESL Licensure (12 credits)*

ESED 5115 English as a Second Language Internship I (6)

ESED 5225 English as a Second Language Internship II (6)

*Music Education (Vocal/General) Concentration with Grades K-12
Licensure (12 credits)*

MUSC 5115 Music Education (Vocal/General) Internship I (6)

MUSC 5225 Music Education (Vocal/General) Internship II (6)

Physical Education Concentration with Grades K-12 Licensure (12 credits)

PHED 5115 Physical Education Internship I (6)

PHED 5225 Physical Education Internship II (6)

*Special Education Interventionist Concentration with Grades K-8
Licensure (12 credits)*

SPED 5115 Practicum: Internship I (6)

SPED 5225 Practicum: Internship II (6)

TOTAL CREDITS IN DEGREE:

30

Master of Arts in Teaching

Program Director: Nikki L. Votaw, Ph.D.

Overview: The 14-month Master of Arts in Teaching Program allows candidates with a non-education undergraduate degree to obtain a Master's degree in Education and Tennessee teacher licensure.

Modality: Johnson University offers the M.A. in Teaching face-to-face program at its Tennessee campus.

Initial Admission: Students will be admitted into Johnson University working toward admission into the MAT Program upon meeting the following requirements:

- An appropriate bachelor's degree in a non-education field from a regionally accredited university with a cumulative grade point average (GPA) of at least 3.0
- An application to Johnson University Graduate Program
- An interview with the Teacher Education Graduate Committee

Admission into the MAT program: Students will be admitted into the Master of Arts in Teaching Program upon completion of the following:

- The successful completion of 12 hours of the program with a 3.0 average and a B- or above in each of the first 4 courses

- Earned the required ACT/SAT exemption or the required scores on the PRAXIS Core Academic Skills for Educators Test
- Acceptance into the master’s program and the student teaching or internship experience by the Teacher Education Graduate Committee

Student Teaching and Licensure: To earn a teaching license in the State of Tennessee, graduates must:

- Earn the minimum score set by the State of Tennessee on each part of the PRAXIS II test
- Earn the minimum score of a 40 on their edTPA Portfolio
- Successfully complete a 6-credit student teaching placement in a Partnership School approved by Johnson University, earning a minimum grade of B-
- Receive a satisfactory evaluation by the Partnership School mentor
- Be recommended for licensure by the Templar School of Education
- Satisfy any other licensure requirements mandated by the State of Tennessee. Requirements frequently change and candidates must meet requirements in effect at the time of their graduation.

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”).

Master of Arts in Teaching Elementary Education with Grades K-5 Licensure

Program Director: Nikki L. Votaw, Ph.D.

Overview. The Master of Arts in Teaching 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.

Modality. Johnson University offers the Master of Arts in Teaching with Grades K-5 Licensure through traditional, online, and hybrid formats based on its Tennessee campus. Students complete student teaching in local schools.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Master of Arts in Teaching with Grades K-5 Licensure equips college graduates in a field other than education to teach in elementary schools.

Master of Arts in Teaching Core

SLO 1: Graduates will be able to develop multicultural and diversity competencies.

SLO 2: Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

SLO 3: Graduates will be able to understand and apply principles of human development with a holistic view of the child to the classroom.

SLO 4: Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

Elementary Education with Grades K-5 Licensure

SLO 5: Graduates will be able to integrate Elem. Ed. K-5 methodologies and content into teaching.

Required Courses. The Master of Arts in Teaching Elementary Education with Grades K-5 Licensure consists of the following courses:

Bible & Theology Corequisites (3 credits) 3

Required for students who have not completed 3 or more credits (undergraduate or graduate) in Biblical Studies and/or Theology from an accredited institution approved by Johnson University. Students may meet this requirement prior to entering the MAT program or concurrently while completing the coursework. The course needed to fulfill this requirement is:

BIBL 5107 Ministry of the Master (3)

Elementary Core Curriculum:

EDUC 5203	Classroom Management	3
EDUC 5031	Mathematics & Science Methods	4
EDUC 5213	Introduction to Education II	3
EDUC 5225	Diversity & Special Education	3
ELED 5114	Introduction to Elementary Education	3
ELED 5213	Integrated Methods I: Language Arts & Social Studies	3
ELED 5216	Integrated Methods II: Reading	4
EDUC 5022	Teaching in the Christian School	3
ELED 5400	Student Teaching: Elementary Education	6
FLED 5231	Observation Practicum	.5
<i>TOTAL CREDITS IN DEGREE:</i>		35.5

***Master of Arts in Teaching
 English as a Second Language (PreK-12 Licensure)***

Program Director: Nikki L. Votaw, Ph.D.

Overview: The 14-month ESL Master of Arts in Teaching Program allows candidates with a TESOL or Linguistics undergraduate degree to obtain a master's degree in ESL Education and Tennessee teacher licensure (preK-12). 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.

Modality: Johnson University offers the Master of Arts in Teaching in ESL with Grades PreK-12 Licensure through traditional, online, and hybrid formats based on its Tennessee campus. Students complete student teaching in local schools.

Initial Admission: Students will be admitted into Johnson University working toward admission into the ESL MAT Program (preK-12) upon meeting the following requirements:

- An appropriate bachelor's degree in a TESOL or Linguistics from a regionally accredited university with a cumulative grade point average (GPA) of at least 3.0. It is specifically designed for graduates of the School of Intercultural Studies TESOL program.
- An application to Johnson University Graduate Program
- An interview with the Teacher Education Graduate Committee

Admission into the MAT program: Students will be admitted into the Master of Arts in Teaching Program upon completion of the following:

- The successful completion of 12 hours of the program with a 3.0 average and a B- or above in each of the first 4 courses
- Earned the required ACT/SAT exemption or the required scores on the PRAXIS Core Academic Skills for Educators Test
- A passing score on the Praxis Test 5362 English to Speakers of Other Languages
- Acceptance into the master's program and the student teaching or internship experience by the Teacher Education Graduate Committee

Student Teaching and Licensure: To earn a teaching license in the State of Tennessee, graduates must:

- Earn the minimum score set by the State of Tennessee on each part of the PRAXIS II test
- Earn the minimum score of a 40 on their edTPA Portfolio
- Successfully complete a 6-credits of student teaching in two different Partnership Schools (1 elementary placement and 1 secondary placement) 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.

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.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Master of Arts in Teaching English as a Second Language with Grades PreK-12 Licensure equips college graduates in TESOL or Linguistics to teach in PreK-12 settings.

Master of Arts in Teaching Core

- SLO 1:* Graduates will be able to develop multicultural, and diversity competencies.
- SLO 2:* Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.
- SLO 3:* Graduates will be able to understand and apply principles of human development with a holistic view of the child to the classroom.
- SLO 4:* Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

Elementary Education with Grades K-5 Licensure

- SLO 5:* Graduates will be able to integrate ESL methodologies and content into teaching.

Required Courses. The Master of Arts in Teaching ESL with Grades PreK-12 Licensure consists of the following courses:

Bible & Theology Corequisites (3 credits) 3

Required for students who have not completed 3 or more credits (undergraduate or graduate) in Biblical Studies and/or Theology from an accredited institution approved by Johnson University. Students may meet this requirement prior to entering the MAT program or concurrently while completing the coursework. The course needed to fulfill this requirement is:

BIBL 5107 Ministry of the Master (3)

ESL Core Curriculum:

EDUC 5012 Introduction to Education	3
EDUC 5225 Diversity & Special Education	3
ESED 5102 Instruction and Assessment for English Learners	3
EDUC 5203 Classroom Management	3
EDUC 5213 Introduction to Education II	3
ELED 5216 Integrated Methods II Reading	4
ESED 5103 Topics and Trends	3
FLED 5231 Observation Practicum	.5
ESED 5527 Student Teaching: English as a Second Language	6
EDUC 5022 Teaching in the Christian School	<u>3</u>

TOTAL CREDITS IN DEGREE: 34.5

***Master of Arts in Teaching
Physical Education (K-12 Licensure)***

Program Director: Nikki L. Votaw, Ph.D.

Overview: The 14-month Physical Education Master of Arts in Teaching Program allows candidates with a Sport and Fitness Leadership undergraduate degree to obtain a master's degree in Physical Education and Tennessee teacher licensure (K-12). 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.

Modality: Johnson University offers the Master of Arts in Teaching in Physical Education with Grades K-12 Licensure through traditional, online, and hybrid formats based on its Tennessee campus. Students complete student teaching in local schools.

Initial Admission: Students will be admitted into Johnson University working toward admission into the PE MAT Program (K-12) upon meeting the following requirements:

- An appropriate bachelor's degree in a Sport and Fitness Leadership from a regionally accredited university with a cumulative grade point average (GPA) of at least 3.0. It is specifically designed for graduates of the Johnson University School of Arts and Sciences Sport and Fitness Leadership program.
- An application to Johnson University Graduate Program
- An interview with the Teacher Education Graduate Committee

Admission into the MAT program: Students will be admitted into the Master of Arts in Teaching Program upon completion of the following:

- The successful completion of 12 hours of the program with a 3.0 average and a B- or above in each of the first 4 courses
- Earned the required ACT/SAT exemption or the required scores on the PRAXIS Core Academic Skills for Educators Test
- A passing score on the Praxis Test 5095 Physical Education: Content and Design
- Acceptance into the master's program and the student teaching or internship experience by the Teacher Education Graduate Committee

Student Teaching and Licensure: To earn a teaching license in the State of Tennessee, graduates must:

- Earn the minimum score set by the State of Tennessee on each part of the PRAXIS II test
- Earn the minimum score of a 40 on their edTPA Portfolio
- Successfully complete a 6-credits of student teaching in two different Partnership Schools (1 elementary placement and 1 secondary placement) 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.

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.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Master of Arts in Teaching Physical Education with Grades K-12 Licensure equips college graduates in Sport and Fitness Leadership to teach in K-12 settings.

Master of Arts in Teaching Core

- SLO 1:* Graduates will be able to develop multicultural, and diversity competencies.
- SLO 2:* Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.
- SLO 3:* Graduates will be able to understand and apply principles of human development with a holistic view of the child to the classroom.
- SLO 4:* Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

Physical Education with Grades K-12 Licensure

- SLO 5:* Graduates will be able to integrate PE methodologies and content into teaching.

Required Courses. The Master of Arts in Teaching PE with Grades K-12 Licensure consists of the following courses:

<i>Bible & Theology Corequisites (3 credits)</i>	3
Required for students who have not completed 3 or more credits (undergraduate or graduate) in Biblical Studies and/or Theology from an accredited institution approved by Johnson University. Students may meet this requirement prior to entering the MAT program or concurrently while completing the coursework. The course needed to fulfill this requirement is:	
BIBL 5107 Ministry of the Master (3)	
<i>PE Core Curriculum:</i>	
EDUC 5012 Introduction to Education	3
EDUC 5225 Diversity & Special Education	3
SCED 5023 Topics and Trends in Secondary Education	3
EDUC 5203 Classroom Management	3
FLED 5231 Observation Practicum	.5
EDUC 5213 Introduction to Education II	3
PHED 5205 Physical Education Methods	3
SCED 5014 Reading in the Content Area	3
PHED 5400 Student Teaching	6
EDUC 5022 Teaching in the Christian School	3

TOTAL CREDITS IN DEGREE: 33.5

Master of Arts in Teaching Secondary Education with Grades 6-12 Licensure in Biology, Business, English, History, or Mathematics

Program Director: Nikki L. Votaw, Ph.D.

Overview. The Master of Arts in Teaching Secondary Education with Grades 6-12 Licensure in Biology, Business, English, History, or Mathematics introduces students 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.

Licensure. Students must hold a bachelor's degree with a major in their chosen field (Biology, English, History, or Mathematics) in order to receive licensure in that field.

Modality. Johnson University offers the Master of Arts in Teaching 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.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Master of Arts in Teaching Secondary Education with Grades 6-12 Licensure equips college graduates in a field other than education to teach in secondary schools.

Master of Arts in Teaching Core

SLO 1: Graduates will be able to develop multicultural, and diversity competencies.

SLO 2: Graduates will be able to develop and implement an effective system of discipline and classroom management based on a Christian Philosophical foundation.

SLO 3: Graduates will be able to understand and apply principles of human development with a holistic view of the child to the classroom.

SLO 4: Graduates will be able to demonstrate technological and technical skills required for competent classroom instruction.

Secondary Education with Grades 6-12 Licensure in Biology, Business, English, History, or Mathematics

SLO 5: Graduates will be able to integrate Secondary Ed. 6-12 methodologies and content into teaching.

Required Courses. The Master of Arts in Teaching Secondary Education with Grades 6-12 Licensure consists of the following courses:

Bible & Theology Corequisites (3 credits) 3

Required for students who have not completed 3 or more credits (undergraduate or graduate) in Biblical Studies and/or Theology from an accredited institution approved by Johnson University. Students may meet this requirement prior to entering the MAT program or concurrently while completing the coursework. The course needed to fulfill this requirement is:

BIBL 5107 Ministry of the Master (3)

Secondary Core Curriculum:

EDUC 5213 Introduction to Education II 3

SCED 5023 Topics & Trends in Secondary Education	3
EDUC 5225 Diversity & Special Education	3
SCED 5012 Introduction to Secondary Education	3
SCED 5014 Reading in the Content Area	3
EDUC 5022 Teaching in the Christian School	3
EDUC 5203 Classroom Management	3
FLED 5231 Observation Practicum	.5
SCED 5200 Student Teaching: Secondary Education	6
<i>Elective (3 credits)—choose one:</i>	<u>3</u>
SCED 5120 Teaching English (3)	
SCED 5122 Teaching History (3)	
SCED 5125 Teaching Biology (3)	
SCED 5134 Teaching Mathematics (3)	
SCED 5205 Teaching Business (3)	
TOTAL CREDITS IN DEGREE:	33.5

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. A passing score on the English as a Second Language Praxis Test (5362) is also required for recommendation.

Modality. Educational needs of students pursuing the ESL Endorsement are determined on a case-by-case basis. Accordingly, the program may include prior undergraduate courses offered at the Tennessee campus. Students will be required to participate as an online cohort that begins during the summer session and concludes the following summer term.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Endorsement in ESL Education program prepares teachers to understand and meet the needs of students who do not speak English at a level where they can obtain grade-level competencies.

SLO 1: Graduates will be able to demonstrate the teaching profession as servants of Christ.

SLO 2: Graduates will be able to demonstrate professional skills for teaching in the ESL classrooms.

Required Courses. The Endorsement in ESL Education program consists of the following courses (or the equivalent competencies):

ESED 5101 Principles for Second Language Acquisition	3
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ESED 5102 Instruction & Assessment for English Learners	3
ESED 5103 Topics and Trends	3
ESED 5104 Literacy and Content	3
ESED 5106 K-12 ESL Endorsement Field Experience	<u>3</u>
<i>TOTAL CREDITS IN ENDORSEMENT:</i>	<i>15</i>

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. A passing score on the Gifted Education Praxis Test (5358) is also required for recommendation.

Modality. Educational needs of students pursuing the Gifted Education Endorsement are determined on a case-by-case basis. Accordingly, the program may include a combination of Credit for Prior Learning, online courses, and/or face-to-face courses offered at the Tennessee campus. Students will be required to participate as an online cohort that begins during the fall semester and concludes with the spring semester.

Purpose and Student Learning Outcomes (SLO)

Purpose. The Endorsement in Gifted Education program prepares teachers to understand and meet the needs of gifted and talented students, to help them broaden their experiences and find areas of personal interest and growth.

SLO 1: Graduates will be able to demonstrate the teaching profession as servants of Christ.

SLO 2: Graduates will be able to demonstrate professional skills for teaching in the Gifted classrooms.

Required Courses. The Endorsement in Gifted Education program consists of the following courses (or the equivalent competencies):

EDUC 5064 Nature & Needs of the Gifted Child	3
EDUC 5074 Methods of Teaching the Gifted Child	<u>3</u>
<i>TOTAL CREDITS IN ENDORSEMENT:</i>	<i>6</i>

Education Specialist in Educational Technology

Program Director: Roy Miller, Ed.D.

Overview. The Education Specialist (Ed.S.) program in Educational Technology is designed to serve as a specialist degree in educational technology and is designed to meet the needs of educational technology coaches, administrator of educational technology programs and technologically savvy teachers. Graduates of the program would serve in building level

leadership positions such as technology coaches, as well as district level leadership positions such as supervisors and directors.

Modality. For American working professionals, typically the preliminary structure of the Ed.S. in Educational Technology Program combines in-person and online courses. The base courses and Bible courses will be taught online with the specialized courses being taught during the summer at the Johnson University TN campus. This hybrid approach to the instructional program ensures that students have a copious and propitious education while accommodating the schedules of working professionals.

For international students, all courses will be on-ground. The base courses and Bible courses will be taught during the school year, and the students will join the American students for the specialized courses during the summer session.

Purpose and Student Learning Outcomes (SLO)

Purpose. The purpose of the Education Specialist in Educational Technology is to prepare exceptional technology leaders to serve education institutions as exceptional leaders while exemplifying Christian ideals.

SLO 1: Graduates will be able to integrate their faith and technology in their job.

SLO 2: Graduates will be able to meet the ISTE technology standards for coaches.

SLO 3: Graduates will be able to make responsible decisions to keep up to date with technological innovations in their classrooms, schools, or districts.

Required Courses. The Ed.S. in Educational Technology consists of the following courses:

CPED 6103	Biblical Principles of Leadership	3
CPED 6203	Educational Technology Leadership	3
CPED 6303	Instructional Design & Learning Environments	3
CPED 6403	Technology in Integrated Learning Environments	3
CPED 6503	Coding for Elementary & Secondary Students	3
RSCH 7233	Principles of Research	3
BIBL 5107	Ministry of the Master	3
CPED 7403	Capstone Project I	3
CPED 7103	Special Issues I: Critical Thinking & the Makerspace	3
CPED 7203	Special Issues II: Robotics	3
CPED 7303	Special Issues III: Unmanned Aerial Systems	3
CPED 7423	Emerging Technologies	<u>3</u>
TOTAL CREDITS IN DEGREE:		36

ACADEMIC POLICIES & PROCEDURES

Behavioral Standards

Student Conduct. Students, by their voluntary membership in Johnson University’s Christian community, assume responsibility to abide by all the regulations of the University. They should also use personal discretion regarding any activities that may be morally or spiritually destructive or may reflect poorly on the University. For specific guidelines, see the *Student Handbooks* posted on the Johnson University website for the Tennessee campus and the Florida campus.

Academic Integrity. Because Johnson University seeks to develop mature Christian leaders and scholars, the University strictly upholds the principle of academic integrity. The primary rule of academic integrity is that all members of the University community must do their own work, executed to the best of their ability, exclusively for the assignment for which it is presented. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the University’s educational objectives and the students’ best interest.

- **Plagiarism.** Students commit plagiarism when they deliberately submit the writing of someone else as their own work. This offense may involve either submission of a paper written by someone else or directly copying from a printed source without using quotation marks or appropriate documentation. For demonstrable plagiarism in a paper, students will receive a minimum penalty of “F” on that paper. The penalty may include a failing grade for the course. The matter will also be reported to the Student Life Office. Disciplinary action may lead to suspension or dismissal from Johnson University.
- **Excessive Collaboration.** To write more effectively, students (like most writers) may discuss their ideas and plans for papers with others or may read a paper (or a section of a paper) to friends, making revisions based on their responses. Normally such collaboration improves writing. Students may also seek help from a volunteer or hired typist. For instructors to gain an accurate representation of a student’s work, the student must present the rough draft of any theme or research paper typed by someone other than the student. The final copy must mention the typist’s name. Either of the above practices carried to the extreme constitutes excessive collaboration and prevents instructors from recognizing the real ability and progress of their students, thus inhibiting effective teaching and learning. Students may receive the grade of “F” on a paper which shows unmistakable evidence of excessive collaboration. Since students often practice excessive collaboration without a deliberate intention to deceive, a professor, after conferring with the student, may allow a rewrite of the paper.
- **Insufficient Documentation.** Honesty and courtesy require that writers acknowledge their debt for information and opinions they draw from other sources. Documentation provides both an acknowledgment of this debt and a kind of support for the ideas expressed in a paper. Appropriate documentation may range from the mere mention of a name or title to the

extensive footnotes and bibliography required in a fully documented paper. Insufficient or inaccurate documentation constitutes a serious weakness in a paper and normally results in a lowered grade. Students may receive the grade of “F” on a paper where insufficient documentation overwhelms the communication.

- ***Inadequate Paraphrase.*** In paraphrasing, students should carefully change the words and sentence structure of the original source while retaining the original sense of the source’s meaning. Students must learn the ability to paraphrase. Usually, inadequate paraphrase represents a lack of knowledge and skill on the part of the student rather than a deliberate attempt to deceive. Professors treat inadequate paraphrase like any other writing deficiency, provided it does not also involve insufficient documentation. Students may receive the grade of “F” on a paper where inadequate paraphrase makes up most of the communication. In such instances, professors may require the student to rewrite the paper. Inadequate paraphrase without documentation usually constitutes plagiarism.
- ***Other Forms of Cheating.*** Examples of other forms of cheating include (1) padding a bibliography by adding resources not actually used in the paper, (2) getting exam questions ahead of time from someone who has already taken the same exam, (3) copying another student’s work on an exam, (4) giving answers to another student during an exam, (5) using unauthorized notes during an exam, (6) working on the same homework with other students when the professor does not allow it, and (7) using artificial intelligence tools such as ChatGPT for assignments or papers without the explicit permission of the instructor.

Communication

All electronic communications from the University are sent to students’ Johnson University email addresses. Students are responsible for checking their University Email regularly. Please consult the official email policy contained in the Student Handbook for more information.

Credit Hour Definition

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

The amount of time that is required to earn one credit hour in a laboratory-, fieldwork-, practicum-, studio- or seminar-based course, including a music performance ensemble or private music lessons, varies with the nature of the subject and the stated learning outcomes. Classroom and student involvement time can vary from 30 minutes to four hours of work in one of these aforementioned courses and is considered the equivalent of 50 minutes of classroom-based direct instruction. Semester credit hours earned in courses such as internships, research, theses, dissertation, etc., are based on outcome expectations established by the academic program.

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

Academic Advising

Academic Advisors. Johnson University assigns each student an academic advisor. Advisors assist students in planning their educational programs by explaining requirements and procedures, suggesting coursework appropriate to students' career goals, aiding with course registration (described below), and recommending ways to improve academic performance.

- ***Graduate Students.*** School deans assign graduate students a faculty advisor according to their chosen program of study. Initial contact is made through students' Johnson University email addresses or by phone. The deans, the entire graduate faculty, and administrative staff are also available for graduate advising.

Student Responsibilities. Prior to registration for each term, students contact their advisors to discuss their status and upcoming courses. However, *students are ultimately responsible for their own academic progress.* The following list outlines students' responsibilities in the advising process:

- Read the *Catalog* and other academic information Johnson University provides.
- Know and comply with all current policies, procedures, and requirements for earning a degree—including internship and practicum requirements.
- Review the Course Schedule and discuss course options with the advisor.
- Contact advisors in a timely fashion for registration, advising, and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, course changes (audit, add, drop), graduation, and related matters, according to the deadlines set by the Office of the Registrar.
- Contact advisors immediately with concerns about academic progress in particular courses or progress toward a degree.

Course Registration

Registration Dates and Process. Students are required to register for courses prior to the beginning of each session or term. They register through the online student portal for Jenzabar EX, the data management system used by Johnson University. The Office of the Registrar notifies students of the registration dates and process through their Johnson University email accounts. Registration dates also appear on the academic calendar. Registration for the next term typically begins shortly after the midpoint of the current term.

Through Jenzabar, students may track their degree progress, view courses scheduled for upcoming terms, and plan their course of study. Prior to registration, students should consult with their academic advisors in person or through the telephone or email. Advisors approve student course selections through Jenzabar. If students deviate too far from their degree plan, advisors may reject student course selections and require additional advising with the student. Students are then responsible for registering for courses needed for their academic program.

Registration may also include other preparations, such as making financial arrangements, providing insurance and directory information, and taking yearbook and I.D. photos. Students must clear all academic, financial, and student life holds on their account in order to register for courses. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop deadline.

Course Schedule Changes. Students may change their course schedules during the registration period, which opens during registration week and remains open until the add/drop deadline.

Registration Reinstatement Fee. Continuing residential students who are not enrolled in courses before students arrive on campus are subject to a Registration Reinstatement Fee of \$100.

Directed Study

Under exceptional circumstances, individual students or groups of students may request to engage in a Directed Study under the supervision of a Johnson University professor. A Directed Study is a current course in the catalog using the section code -75. Such studies provide an opportunity to augment or enrich a student's learning experience by pursuing learning in a closely-supervised program or to remedy unavoidable course scheduling conflicts. They are not intended to remedy poor academic planning on the part of the student or merely as a personal convenience (e.g., enrolling in a Directed Study to avoid an early morning class). Students are responsible for arranging their schedules so as to complete required courses when they become available.

Students initiate a Directed Study by completing the *Request for a Directed Study* form available from the Office of the Registrar. The form must be accompanied by a Directed Study course syllabus designed by the intended instructor which details the required contact hours of the course between the student and the faculty member, a significant writing component, and evidence that the course substantially provides the same learning experience as the traditional offering.

The Directed Study must be approved by the instructor, the student's academic advisor, the appropriate school dean, and the Director of Program Administration in Tennessee and Florida. Johnson University can approve only a very limited number of Directed Study courses due to the already heavy demands on faculty members' time.

Students are assessed a \$100 per credit Directed Study fee—above and beyond normal tuition—which compensates the faculty supervisor. The appropriate school dean may waive the fee if Johnson University created the need for the Directed Study through, for example, an unavoidable course scheduling conflict. (*NOTE:* The Directed Study policy and fee do not apply to Elective Concentrations within the Ph.D. program.)

The following conditions apply: only two courses (6 credit hours) completed by Directed Study may apply toward a Johnson University degree; no more than 4 credit hours of Directed Study may be applied toward one project; a maximum of 4 credit hours of Directed Study may be taken during one academic term; and a Directed Study may not be employed to repeat a course in which a student has already received a grade of "D" or "F" (at Johnson University or at any other college).

Independent Study

An Independent Study is designated within a discipline by the same course code with a different section number and involves a student-proposed project requiring supervised research and writing within a major or minor to provide an opportunity to explore an area of interest not covered by Johnson University's standard curricula or a current course in the Academic Catalog. An Independent Study fee of \$100 per credit hour will be charged to the student over and above

regular tuition, both on and off campus, which compensates the faculty supervisor. Consideration of requests for such independent study originates with the student and must be approved by the faculty member involved, the Dean(s) of the School(s), and the Provost of the University. Successful petitions must include a copy of the syllabus and/or learning contract, which detail a significant research and writing component. The Independent Study form is available in the Office of the Registrar.

Auditing Courses

Audit Policy. Students may audit (“listen in on”) Johnson University courses for personal enrichment without seeking academic credit. To audit a course, students must secure written permission from the course instructor, register for the course, and pay the audit fee. The number of audit students in a given course may be limited at the discretion of the University.

Audit students may attend class sessions, complete required readings, and participate fully in face-to-face and online learning activities and group discussions. Written and/or graded assignments are optional. Students who audit a course do not receive a final letter grade. Instead, their transcripts indicate “Audit” in place of a grade. Audited courses may not be used to meet graduation requirements for any degree program. Students may not audit private music lessons or other specialized courses as designated by the Office of the Registrar.

Financial aid is not offered for course audits.

Applying to Audit a Course. Students who are not already enrolled at Johnson University and who wish to audit a course must submit the following:

- ❖ **Acceptable 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.

Grading System

Grades and Quality Points. The standard 4-point grade scale for Johnson University appears on the table below. Johnson University instructors determine the percentages or points that constitute each grade. Instructors will publish the grade scale in their syllabi along with explanations of how the grade is calculated. Grades and quality points are recorded as follows:

Letter Grade	Grade Point	Description
A	4.00	Above Average
A-	3.67	
B+	3.33	Average
B	3.00	

B-	2.67	
C+	2.33	Below Average
C	2.00	
C-	1.67	
D+	1.33	Barely Passing
D	1.00	
D-	0.67	
F	0.00	Failure
WF	0.00	Withdrawal after deadline. Treated as “F” for GPA.
P	N/A	Passing. Denotes adequate completion of a pass/fail credit course, equivalent to a C or higher. Does not affect GPA.
PT	N/A	Passing Transfer Course. Denotes a grade of C or higher on a course accepted for transfer. Does not affect GPA.
S	N/A	Satisfactory. Used only for RSCH 8110 Proposal Seminar Continuation and RSCH 8310 Dissertation Continuation course. Does not affect GPA.
U	N/A	Unsatisfactory. Used only for RSCH 8110 Proposal Seminar Continuation and RSCH 8310 Dissertation Continuation 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.

Special Grades. All assignments not completed by the end of the term automatically receive the grade of “F” unless students successfully petition the instructor for the privilege of taking an Incomplete (“I”) or Emergency (“E”) grade. This arrangement must be made *before* the end of the course.

1. ***Incomplete (“I”) Grade.*** The “I” grade is a temporary grade indicating that work for the course is not yet complete but is expected to be complete within a short period of time. The instructor must submit to the Office of the Registrar an *Incomplete Grade Request Form* with a course completion plan.

Instructors *should* award an “I” when students are confronted with unavoidable life situations, such as a well-documented serious illness or a death in the family near the end of the term. Instructors *should not* award an “I” merely to allow students to improve on a bad grade due to poor performance to that point. Nor should Incompletes serve as a remedy to laziness or poor planning on the part of the student. The instructor decides if the student’s *Petition* falls within these guidelines. Normally, the instructor will not approve an Incomplete

unless the student has finished at least 75% of the coursework prior to the end date for the course.

The *Request Form* must include a plan and timeline for completing the remaining course requirements. The instructor must submit a letter grade (A, B, C, D, F, or P) based on *all* work assigned for the course, including 0 points for missing assignments. If the student does not submit those missing assignments by the deadline on the *Request*, this grade stands. If the student does submit the missing assignments, the instructor adjusts the final grade accordingly. *The Incomplete may extend no more than 3 weeks beyond the last day of the term or session in which the course is offered.*

“I” grades are awarded within the framework of the Johnson University Attendance Policy (see below). This means that students who exceed the total allowed absences for a course may not file an *Incomplete Grade Request Form*, but must withdraw from the course and retake it at a later time.

2. ***Emergency (“E”) Grade.*** A grade of “E” is given when an emergency situation interrupts otherwise satisfactory coursework for an extended period of time.

Instructors, advisors, or students may request an Emergency grade when students are confronted with serious and unavoidable life situations, such as a well-documented major medical issue, the death of a close relative, a sudden job change or relocation, or a catastrophic personal circumstance. Instructors *should not* request Emergency grades merely to allow students to improve on a bad grade due to poor performance to that point. Nor should an “E” serve as a remedy to negligence or poor planning on the part of the student. Normally, an Emergency grade will not be awarded unless the student has finished at least 50% of the coursework prior to the end date for the course. If an emergency situation arises early in the term, it is usually best for the student to withdraw and retake the course at a later time.

To request an Emergency grade, instructors, advisors, or students contact the Registrar’s office on their campus. Online courses fall under the Registrar’s office in Tennessee. The Registrar’s office will complete a *Request Form* that includes a plan and timeline for completing the remaining course requirements. The Emergency grade may not extend beyond 180 days from the date of approval. Instructors may recommend a timeline less than the 180-day maximum, but this is subject to final determination by the Vice Provost for Academic Services. The instructor must submit a letter grade (A, B, C, D, F, or P) based on *all* work assigned for the course, including 0 points for missing assignments. If the student does not submit those missing assignments by the deadline on the *Request*, this grade stands. If the student does submit the missing assignments, the instructor adjusts the final grade accordingly and reports the final grade to the Registrar’s office. Requests for Emergency grades are subject to approval by the Vice President for Academic Affairs/Provost. The Academic Support Office on each campus will be notified of approved Emergency grades in case the student needs assistance.

Difference Between an “E” Grade and an LOA. An Emergency (“E”) grade is intended for students who must leave Johnson University while courses are in progress. A Leave of Absence (LOA, described below) is for students who must leave Johnson University between terms with courses not in progress. *If students take an “E” grade followed by an LOA, the*

total combined “E”/LOA may not extend beyond 180 days from the date of approval of the Emergency grade.

How to Compute a Grade Point Average (GPA). The student’s grade point average (GPA) is an important index to academic achievement. Students must maintain a minimum GPA to remain enrolled in the University or a given academic program (see below under “Academic Standing”). This average also determines the student's eligibility for academic honors and financial aid. In the example given below,

3. The quality point value of the letter grade for each course (see above under “Grades and Quality Points”) is multiplied by the number of credit hours in the course to determine the grade points for each course.
- The total grade points for all courses divided by the total credit hours yields the grade point average or “GPA” ($41.9 \div 15 = 2.79$).
 - Johnson University does not transfer in grades or the total GPA for a student’s prior coursework. Rather, the grade of PT (pass-transfer) is applied and only coursework from Johnson University is factored into the cumulative GPA. Note: students in the Templar School of Education are exempt from this policy and all transfer work will be entered with the corresponding grade and GPA on the transcript due to Tennessee Department of Education teacher licensure regulations.

Course	Grade	Quality Points		Credit Hours	Grade Points for Course
ABCD 1001	A	4.00	x	3.0	12.0
ABCD 1002	B	3.00	x	3.0	9.0
ABCD 1003	C+	2.33	x	3.0	6.9
ABCD 1004	C	2.00	x	3.0	6.0
ABCD 1005	B-	2.67	x	<u>3.0</u>	<u>8.0</u>
Totals:				15.0	41.9
				GPA:	2.79

Grade Information. Students may view their grades in Jenzabar at mid-term and following each term. Students may view their transcripts at any time on Jenzabar.

Attendance Policy

Johnson University has deemed all programs as “Non-Attendance Tracking Programs” as defined by the U.S. Department of Education. As such, professors record attendance only at the beginning of the course to determine that students have started and on the Add/Drop date to ensure they have maintained their enrollment (Enrollment Verification). Faculty members may choose to require attendance in their own classes or encourage attendance by including it in participation scores, administering quizzes during class, evaluating classroom discussions and group work, etc. However, schools and programs may not require their faculty to take attendance in classes.

Adding, Dropping, or Withdrawing from Courses

Adding a Course. Students may add a course through the University’s online enrollment system or Office of the Registrar until the date in the table below. Students should seek the advice of their academic advisor to assure that the course meets credit hour requirements and academic goals. They should consult with a financial aid counselor regarding financial implications. Students receiving VA benefits must contact Johnson University’s School Certifying Official (SCO) before adding the course. Any absences accumulated before enrollment are chargeable to the student according to the attendance policy. Furthermore, students are responsible for securing required textbooks and materials in a timely fashion.

	Full Term Course	Session Course
Adding a Course	Before 5:00 p.m. EST on the first Friday after courses begin	Before 5:00 p.m. EST on the first Wednesday after courses begin

Dropping a Course. Students may drop a course through the University’s online enrollment system or Office of the Registrar until the date in the table below. Students should be aware that dropping a course could affect full-time student status, financial aid, and VA benefits. Students should seek the advice of their academic advisor to evaluate how the dropped course affects requirements and academic goals. They should consult with a financial aid counselor regarding financial implications. Students receiving VA benefits must contact Johnson University’s SCO before dropping the course. Dropped courses do not appear on student transcripts.

	Full Term Course	Session Course
Dropping a Course	Before 5:00 p.m. EST on the second Wednesday after courses begin	Before 5:00 p.m. EST on the first Friday after courses begin

Administrative Removal from a Course. It is the responsibility of the student to drop a course in which they decide not to participate. Further, online students enrolled in a 7-week session course must log into the course and participate in an academically related activity in the course within the first 3 days. However, if a student does not attend or fails to participate in an academically related activity in their session courses, the professor reports via enrollment verification to the Office of the Registrar and the staff removes the student from the course. The student is financially responsible.

	Full Term Course	Session Course
Administrative Drop from a Course	If reported before 5:00 p.m. EST on the first Friday after courses begin	If reported before 5:00 p.m. EST on the Wednesday after courses begin

Withdrawing from a Course. Students may withdraw from a course with a grade of “W” (Withdrawal) prior to the deadlines in the table below. If the deadlines have passed, they receive a grade of “WF” (Withdrawal after deadline). Withdrawals are processed when the Registrar’s Office receives the completed *Withdrawal Form*. The date the student completes the form is the effective date of the withdrawal. Forms are available in the Office of the Registrar or online.

Students are responsible for tuition and fees for the course. Possible consequences of withdrawing include (1) loss of work-study hours, (2) loss of on-campus housing, (3) loss of

some VA benefits, (4) and/or loss of current or future financial aid. Students should consult with their academic advisors, financial aid counselor, and veterans SCO prior to withdrawing.

	Full Term Course	Session Course
Withdrawing from a Course	After the drop deadline, but before 5:00 p.m. EST on the tenth Friday of the term	After the drop deadline, but before 5:00 p.m. EST on the fifth Friday of the session

Withdrawing from Johnson University

It is the responsibility of students who have registered for courses to attend them or, if that is impossible, to withdraw from the University and complete the official withdrawal form with signatures. All official withdrawals from the University are initiated through the Student Life Office and include an exit interview. *Failure to complete the entire withdrawal process causes the student to forfeit any potential refunds.*

Students who officially withdraw from the University receive a grade of “W” (Withdrawal) for all courses if they complete the process prior to the deadline for withdrawing from courses (see above). If the deadline has passed, they receive a grade of “WF” (Withdrawal after deadline) for all courses.

Failure to initiate and complete withdrawal procedures results in a grade of “F” (Failure) for each course. Such students must complete a *Returning Student Application* before enrolling in subsequent terms.

Students should confer with a financial aid counselor prior to withdrawal to ensure that they fully understand the financial implications of their decisions. Withdrawal may, for example, cause Johnson University to remove financial aid funds from student accounts and return them to the government, or it may trigger student repayment of loans.

Leave of Absence (LOA)

Academic Leave of Absence. In cases of severe physical or mental illness, a call to active military duty, the death of a spouse or other catastrophic personal circumstances, students may file a *Request for Official Leave of Absence* at the Office of the Registrar. Doing so enables students to return and complete a degree program under the requirements in place at the time they took the leave—without the need to reapply to enter the University. In most cases, an official LOA also allows students to defer repayment of educational loans. However, students considering an LOA should consult with a financial aid advisor to ensure they have full information regarding their own circumstances. The official LOA must be approved by the Registrar and either the Vice Provost of Academic Services in Tennessee or Executive Vice President in Florida.

The LOA may not extend beyond 180 days from the date of approval. Students who do not petition for the LOA or who discontinue study for more than 180 days must reapply prior to entering the University. Such students must complete their degree program under the requirements in place at the time of their return.

Difference Between an LOA and an “E” Grade. An Emergency (“E”) grade is intended for students who must leave Johnson University while courses are in progress. A Leave of Absence (LOA) is for students who must leave Johnson University between terms with courses not in

progress. *If students take an “E” grade followed by an LOA, the total combined “E”/LOA may not extend beyond 180 days from the date of approval of the Emergency grade.*

Retaking Courses

Retaking Courses (Grade Forgiveness). Students may repeat courses for personal enrichment or in an attempt to earn a higher grade. Repeated courses and the new grades will appear on student transcripts. The grade earned the last time the student completed a given course will be used for grade point average (GPA) computations—even if it is a lower grade—because it represents the most recent measure of student competency.

Students seeking grade replacement for an elective course not offered again before their projected graduation date may, after talking with their advisor, petition their dean for approval to take an alternative course.

Certain types of courses are not processed as repeats and cannot be used to better a grade. They include courses transferred from other colleges or universities and courses applied toward a degree that has already been conferred.

Financial Aid Implications. According to federal regulation 34 CFR 668.2(b), financial aid eligibility depends on the grade for a given course. All courses for which a student received a grade of “F” (Failure—see above under “Grading System” for additional information) may be repeated and count toward total enrollment for financial aid eligibility. In addition, all courses completed with a satisfactory grade may be repeated *once* and count toward total enrollment for financial aid eligibility. If the student fails the course after earning a satisfactory grade on the previous attempt, that course may not be included in total enrollment during future attempts for financial aid eligibility.

All students are subject to policies regarding “Satisfactory Academic Progress for Financial Aid Eligibility” (found in the section of this *Catalog* devoted to “Student Finances & Housing”), which requires students to complete successfully 67% of all courses attempted and maintain a cumulative grade point average of 2.0 or 3.0 for undergraduate or graduate programs, respectively.

Veterans should consult with the School Certifying Official (SCO) regarding the latest regulations for retaking courses. As a general rule, the VA does not pay for courses previously completed with a passing grade (“D” or above).

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.

Master’s Students. For master’s degree students, 9 credits per term constitute “full-time” status for financial aid purposes. A normal course load is 9-12 credit hours per term. For MBA students, a normal course load is 6 credit hours per term (or 3 credit hours for each session). For Graduate Counseling Program students, a normal course load is 6-9 hours per term, and may include 1-, 2-, and/or 3-credit hour courses. Additionally, 18 credit hours per academic year constitutes “full-time” status for GCP students and makes them eligible for certain University resources and services (e.g., campus housing, program scholarships, and graduate assistantships).

Doctoral Students. For doctoral students, 6 credits per term constitute “full-time” status. A normal course load is 6 credit hours per term (or 3 credit hours for each session). Most students will reach candidacy status or a point in their academic careers when they have taken all of the required courses and dissertation credits, but who are still working to complete degree requirements. As they work to complete their degree requirements, they enroll in continuation courses which allows them to maintain their “full-time” status. It is assumed that students enrolled in continuation courses will be engaged in academic work averaging 15-20 hours per week. The student’s advisor will ensure that this criteria is being met.

Academic Standing for Graduate Students

Good Academic Standing. Graduate students must have a minimum cumulative grade point average (GPA) of 3.0 (“B”) on a 4-point scale to graduate from any degree program. Students are therefore in “good standing” when their cumulative GPAs are 3.0 or higher. Johnson University computes GPAs at the end of each term (fall, spring and summer).

Academic Warning. Graduate students who fail to meet the 3.00 GPA or any other requirements in a single term of a graduate program will be placed on academic warning for the following term. Graduate students on academic warning should consult their advisor immediately. Students will be removed from Academic Warning after they have successfully raised their GPA to required levels.

Academic Probation. If a graduate student’s cumulative GPA falls below 3.0, they are placed on probation but may enroll in the subsequent term. Students should contact their school dean for advice on improving academic performance. In most instances, graduate students should repeat courses for which they earned a grade lower than “B.” Graduate students on probation may not participate in intercollegiate sports.

Academic Suspension and Readmission. If the cumulative GPA remains below 3.0 at the end of the probationary term, students are suspended from the University for one term. At the end of the suspension, students may re-enroll and have two terms to achieve the required GPA of 3.0 or higher. Failure to achieve overall cumulative GPA of 3.0 or higher within this timeframe results in permanent suspension. Permanent suspension is reserved for students who continually fail to meet Johnson University’s expected performance requirements as measured by GPA.

Notification of Probation or Suspension. The University makes every effort to notify students of probation. Suspension letters are mailed as certified mail. However, failure of the student to receive notification does not nullify the probation or suspension.

Changing Degree Programs, Majors, or Concentrations

Students who wish to change their degree program, major, or concentration must complete the *Change of Program or Concentration* form and submit it to the Office of the Registrar. New faculty advisors are assigned prior to the next scheduled registration.

Residency Requirements

In order to receive a graduate degree, certificate, or other credential from Johnson University, at least 50 percent of the required coursework must be awarded by Johnson University. All types of Johnson University Courses – face-to-face, online, or hybrid – count toward meeting this “residency requirement.”

Transcripts

Unofficial transcripts are available on the my.JohnsonU.edu Portal to current and recent students. The Office of the Registrar furnishes students with official, transcripts upon a signed request. Students and alumni may order official transcripts (electronic or paper) through Parchment for a fee. No transcripts will be furnished until all financial accounts have been settled satisfactorily with the University.

Credit for Prior Learning

Students may fulfill degree requirements by successfully completing courses offered at Johnson University. Students may also secure credit for prior learning. Johnson University accepts an unlimited number of credits for prior learning within the bounds of the University's residency requirements (see above) and the policies outlined below. Decisions regarding the awarding of credit for prior learning are made by the Office of the Registrar in consultation with the school deans and Provost. This policy may be waived for extenuating circumstances, including study abroad programs, by the governing dean or program director. Each transfer student must take at least one-half of their required courses at Johnson University. The Office of the Registrar provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Credit by Transfer. Johnson University accepts transfer credits from the following types of institutions. Applicants must submit official transcripts from those institutions.

Other Colleges and Universities. Johnson University accepts academic credits transferred from other colleges or universities according to the following criteria:

- The college or university must be an institution of higher education accredited by a regional accrediting body (e.g., SACSCOC, HLC, WASC), national accrediting body (e.g., ABHE), or professional accrediting body (e.g., NASM, NCATE) recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give Johnson University a high level of confidence in their programs.

NOTE: *The Tennessee State Department of Education permits Teacher Education students to transfer only coursework from regionally accredited institutions.*

Other educational experiences will be evaluated on a case-by-case basis according to the following criteria: course/degree content, faculty credentials, and student performance. Applicants may be asked to provide course syllabi or other evidence needed to make those judgments. If experience shows that Johnson University can have confidence in a given institution, the Office of the Registrar may place it on a list of “approved” institutions, which will facilitate the transfer process. Johnson University reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet reasonable academic standards.

- Students must apply for Credit for Prior Learning prior to enrolling in the final 18 credit hours of their degree.

- Students must have completed the transferred courses, earning a minimum grade of “C” (or “P” if the courses were offered on a Pass/Fail basis). Johnson University does not transfer in grades or the total GPA for a student’s prior coursework. Rather, the grade of PT (pass-transfer) is applied and only coursework from Johnson University is factored into the cumulative GPA. Note: students in the Templar School of Education are exempt from this policy and all transfer work will be entered with the corresponding grade and GPA on the transcript due to Tennessee Department of Education teacher licensure regulations.
- The transferred courses must apply to a Johnson University degree program as the equivalents of required courses (i.e., providing a similar knowledge base and/or competencies) or as appropriate electives.
- Students who transfer credits from non-English-speaking countries must provide Johnson University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. Johnson University accepts transcript evaluations only from agencies that hold membership in the National Association of Credential Evaluation Services (NACES, www.naces.org). Applicants should use one of the following agencies: World Education Services, Inc. (www.wes.org) or Educational Credential Evaluators, Inc. (www.ece.org). A copy of the transcript in the native language must accompany the certified translation.
- Johnson University does not grant credit for duplicated courses.
- 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.

Concurrent Enrollment. Students may take courses at other institutions concurrently with studies at Johnson University. To verify that credits are transferable to Johnson University, students should follow this procedure:

- Complete a *Petition to Take Coursework at Another University*, which includes the name of the proposed course, the place and dates it is offered, an official course description, and the Johnson University requirement the course will fulfill.
- Secure advance approval in the form of a signature from the Registrar and the appropriate school dean.
- The Registrar will then place the signed *Petition* in the student’s file as a binding agreement. If the student completes the proposed course, earning the appropriate grade, the Johnson University requirement will be fulfilled.

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* (<https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx>). Students must submit all pertinent documentation to the Registrar for evaluation. Military transfer courses should be reported on an Army American Council on Education Registry Transcript (AART) or Sailor/Marine American Council on Education Registry Transcript (SMART) or, if not available, on form DD295 for personnel still in service or form DD214 for those discharged.

Credit by Demonstrated Competency (CDC). The faculty recognizes that some students come to Johnson University with university–level competencies that have been developed experientially or attained outside of the traditional classroom. The University has developed the CDC program to recognize and evaluate such learning and to grant appropriate academic credit to students.

Students may obtain credit for such competencies by assembling appropriate evidence for each claimed competency in a portfolio and submitting it to the dean who oversees the appropriate subject matter. Evidence of competency may be illustrated, for example, through seminars, workshops, volunteer experiences, apprenticeships, formal on-the-job training, certificates, demonstrations, examinations, interviews, licenses, job descriptions, memoirs, papers, products, publications, publicity, references, and other appropriate materials. *Students must demonstrate knowledge, skills, and philosophical grounding in a subject area for which Johnson has professors with appropriate credentials to evaluate the student's proposal.*

Students will follow the guidelines provided in the CDC Handbook to construct a CDC portfolio that demonstrates the student has achieved collegiate-level competencies through life experience and/or professional training that has not already earned academic credit. Once the portfolio is evaluated, the appropriate dean may award academic credit according to the level of mastery displayed by the student or deny the student's petition for credit based on demonstrated competency. Students receive a grade of Pass/Fail for CDC work.

The student must submit the *CDC Registration Form* prior to the add/drop date of the semester in which they will complete the CDC. The University will charge the student \$50.00 per credit for which the student applies.

For more information, a student may request to see the *Credit by Demonstrated Competency Student Handbook* from the dean of their school.

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 Schools (above).

Johnson University academic programs must, by definition, include a minimum of 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 a graduate certificate, master's degree, doctoral degree, or teaching credential, students must earn a minimum cumulative grade point average (GPA) of 3.0.

Graduate Residency Requirements. In order to receive a graduate degree, certificate, or other credential from Johnson University, at least 50% of the required coursework must be awarded by Johnson University. All types of Johnson University courses—face-to-face, online, or hybrid—count toward meeting this “residency requirement.”

Time Limits for Completing Degrees. Candidates enrolling in a degree program enter under the *Catalog* requirements in effect at the time they enter the program. Students are responsible for arranging their schedules so as to complete those courses when they become available.

Johnson University recognizes that not all students will be able to complete their degree requirements within the normal timeframe (1–3 years for a master’s degree or credential, depending on the program; and 4–6 years for the Ph.D.). Accordingly, the University permits students to complete their degrees *under the original catalog requirements* as long as they do so within 150% of the normal timeframe (e.g., 3 years for an A.A., 6 years for a bachelor’s degree). If degrees are not completed within the allotted timeframe, students must fulfill the new degree requirements. Students who do not enroll in courses for 180 days return under the catalog requirements in force at the time of re-enrollment. [**NOTE:** Requirements for Teacher Education programs are subject to changes without notice when imposed by the Tennessee State Board of Education.]

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.]

Multiple Graduate Degrees. Graduate students may earn multiple master’s or doctor’s degrees from Johnson University, provided that no more than 50% of the coursework for one degree is applied to the other degree.

Graduation and Commencement

Students *graduate* when Johnson University certifies they have completed all degree requirements and posts the degree on official student transcripts. *Commencement* is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. Johnson University holds commencement ceremonies twice a year, in May and December 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*. Students may not walk at a graduation ceremony until all program and degree requirements have been fulfilled.

Early Commencement. To participate in Commencement, Ph.D. students must have their dissertation defended and approved one week before Commencement. Other students who, at the time of Commencement, have not completed all the required courses for their degree may participate in the ceremony under the following conditions:

- Students must submit (1) an *Intent to Graduate* form; (2) a *Petition to Walk*, which includes a *Completion Plan*; and (3) the Graduation Fee. Forms are available in the Registrar's Office.
- The Registrar and Dean of the student's professional school must approve the student's *Petition* and *Completion Plan*. To qualify for approval, the *Plan* must meet three criteria:
 - (1) It must list specific coursework students will take to complete degree requirements, including the institutions offering those courses and the scheduled dates.
 - (2) All remaining coursework must be completed by the end of the second term following Commencement (end of fall term for May Commencement; end of summer term for December Commencement).
 - (3) The *Plan* must show that students will be within 7 credit hours of completing all degree requirements at the time of Commencement.

- The Registrar must approve the *Intent to Graduate*, certifying that all other degree requirements have been satisfied.
- Students will not receive their diplomas until all degree requirements are met.

APPLICATION & ADMISSION

Application for Admission

Purpose and Mission Alignment. 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.

In fulfillment of Johnson University’s mission statement, students accepted into the university are those who plan to use their professional career to extend God’s kingdom throughout the world.

Johnson University does not accept all students who apply for admission. Candidates should view the application process as an opportunity to make a case for being accepted. The application of an acceptable candidate will demonstrate timeliness, integrity, academic readiness, and spiritual maturity. The following criteria constitute the “whole file” evaluation of admissions standards:

Spiritual Maturity. Applicants demonstrate spiritual maturity by their reference forms, their answers to certain questions on the application form, and through their application essays in which they set forth their Christian commitment, their life experiences including a history of church involvement, their life goals, and a purpose in harmony with the institutional mission of Johnson University.

Integrity. Applicants demonstrate integrity by not providing false or misleading information. Unacceptable practices include not reporting all schools previously attended or having someone else write the application essay. The University will not consider for admission any applicant who knowingly submits false or misleading information.

Academic Readiness. The applicant demonstrates academic readiness by submitting appropriate documents that demonstrate a satisfactory level of performance. Academic readiness is determined by an evaluation of all application materials. The administration considers it unethical to admit, retain, and collect tuition from students who do not demonstrate “ability to benefit”—that is, the academic ability and/or willingness to complete their chosen program of study at Johnson University.

Prospective students desiring to enroll or seeking further information about University programs may communicate with the Admissions Office as follows:

Johnson University Tennessee and Online

Admissions Office

Johnson University

7900 Johnson Drive

Knoxville, TN 37998

Telephone: 1-800-827-2122

Email: Admissions@JohnsonU.edu

International Students. Following acceptance, a \$1,500 deposit is required for face-to-face students before enrollment. With the approval of the Student Accounts Manager, a maximum of \$125 of this deposit may be used for books or supplies each term beginning the third term. Any unused portion will be returned to the one who paid it when the student terminates enrollment and pays his/her account. Face-to-face international students must also submit an affidavit of financial support, financial arrangements, and an I-20 application.

International students should submit an international academic credential evaluation prior to any transfer of courses.

Veterans and War Orphans. Johnson University courses are approved for veterans' training. Credit will be given for previous college or university work and for schooling completed in the service through the College Level Examination Program (CLEP) sponsored by the Educational Testing Service (ETS). If veterans fail to complete a course, the amount charged for a portion of the course will not exceed the approximate pro rata portion of the total charges for tuition, fees, and other expenses. The Student Financial Services Office at Johnson University serves as the School Certifying Official (SCO) for the Department of Veterans Affairs.

Eligible VA students must complete formal University admission requirements and must be admitted into a degree program before they request certification for VA payment. Students should contact the Financial Aid Office for specific information about requesting VA payments for course enrollment. The Department of Veterans Affairs makes the final decision regarding approval of payments for students in special admissions categories. Students should inform the Financial Aid Office of the type and amount of any VA benefits.

To ensure receipt of benefits, eligible VA students must inform the Veterans Affairs Coordinator of their intention to register for classes and supply the necessary paperwork. After the appropriate paperwork has been submitted to the Veterans Affairs Coordinator, certification of enrollment in courses is submitted to the Department of Veterans Affairs Regional Office for processing and, generally, payment.

Procedures and forms for application and enrollment certification may be obtained online at www.gibill.va.gov. Each student's request will be handled individually according to the type of VA Education Assistance Program for which the student is eligible and the student's enrollment status at the University.

All students receiving VA Educational Assistance payments from the Department of Veterans Affairs are responsible for immediately notifying the Student Financial Services Office of any changes in their degree program and/or credit load during a term (e.g., changing degree programs or majors, dropping or adding a course, withdrawing from the University, or auditing a course).

The VA generally does not allow payment for courses not computed in a student's GPA or not counted toward graduation requirements for a student's degree program.

General Requirements for Admission to Master-Level Graduate Programs

Purpose and Mission Alignment. Johnson University seeks master's degree applicants whose goals are commensurate with both the *institutional mission* and the *intended outcomes of the desired graduate program*. Applicants express their goals in an admissions essay (described below).

Bachelor's Degree. All master's degree applicants must hold an earned bachelor's degree from an accredited academic institution.

Appeal of Unaccredited Bachelor's Degree. Students who graduated from unaccredited institutions may be admitted on probation if they score in the 50th percentile or higher on the verbal portion of the Graduate Record Examination (GRE) General Test and if, in the judgment of the graduate faculty, the programs and reputation of the University justify such admission. Students from unaccredited institutions must provide evidence of the breadth, depth, and quality of their programs through, for example, course syllabi and faculty credentials. At the conclusion of the first term in which students complete at least 9 career hours of graduate work with a 3.0+ GPA, they will be removed from probation. At the conclusion of the first term in which students complete at least 9 career hours with a GPA below 3.0, they will be suspended. Unlike current students placed on probation, students admitted on academic probation may participate in intercollegiate sports.

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 in in Teaching	3.0
Master of Arts in Holistic Education	3.0
Master of Arts in Counseling	3.0
Master of Business Administration	2.5
Master of Strategic Ministry	2.5

Appeal of Low Grade Point Average. Applicants who meet all admissions requirements except the undergraduate GPA requirement may be admitted on probation. This opportunity may be granted to an applicant who provides evidence of performance above that predicted by his undergraduate GPA. Such evidence must be presented in writing and may include (1) a score in the 50th percentile or above on the verbal portion of the GRE General Test or 50th percentile or above on the Miller Analogies Test (MAT), or (2) outstanding achievement in research and writing, or (3) other evidence of ability to perform successfully at the graduate level. At the conclusion of the first term in which students complete at least 9 career hours of graduate work with a 3.0+ GPA, they will be removed from probation. At the conclusion of the first term in which students complete at least 9 career hours-with a GPA below 3.0, they will

be suspended. Unlike current students placed on probation, students admitted on academic probation may participate in intercollegiate sports.

Bible Prerequisites. The following master's programs include Bible prerequisites. These requirements may be met through either undergraduate or graduate coursework. Appropriate courses are available from Johnson University in both face-to-face and online formats. Students may enroll in prerequisite courses concurrently with their graduate work.

Program	Undergraduate Credit Hours	Graduate Credit Hours
Master of Arts in Educational Technology	27	3
Master of Arts in Teaching	9	3
Master of Arts in Holistic Education	27	N/A
Master of Strategic Ministry	27	6

Admissions Documents Required for All Master's Programs

The following admissions documents are required for *all* Johnson University master's degree programs (see below for "Additional Admission Requirements for Certain Master's Programs"). Candidates must submit all documents before their applications may be considered.

➤ [Completed Graduate Application Form](#) found on the Johnson University student portal.

Note the application deadlines on the table below:

Program	Entry Term	All Application Items Received	Interview Required ?	Admissions Decisions Issued:
Master of Arts in New Testament	Fall	July 15	No	Within two weeks of file completion
	Spring	December 15		
Master of Arts in Intercultural Studies	Fall 1	July 15	No	Within two weeks of file completion
	Fall 2	September 15		
	Spring 1	December 1		
	Spring 2	February 15		
	Summer 1	April 1		
	Summer 2	June 1		
Master of Arts in Educational Technology	Summer	March 1	Yes	Within two weeks of interview
Master of Arts in Teaching	Summer	March 1	Yes	Within two weeks of interview
Master of Arts in Holistic Education	Summer	March 1	Yes	Within two weeks of interview
Master of Arts in Counseling	Fall	February 1	Yes	Early/mid March
	Spring	October 1	Yes	Early/mid November

Master of Business Administration	Fall	July 15	No	Within two weeks of file completion
	Spring	December 15		
Master of Strategic Ministry	Fall	July 1	Yes	Within two weeks of file completion
	Spring	November 1	Yes	Within two weeks of file completion
	Summer	April 1	Yes	Within two weeks of file completion
Ed.S. In Educational Technology	Fall	June 1	Yes	Within two weeks of interview
Graduate Student Teaching (current Johnson University Education students only)	Fall	March 1	Yes	Within two weeks of interview
	Spring	October 1	Yes	Within two weeks of interview

- **Application Fee.** Submit the \$50 non-refundable application fee via check, credit card, or online. Johnson University seniors continuing into graduate programs are exempt from the application fee.

- **Completed Graduate Reference Form** with three references—preferably from a minister/church leader*, educator, and employer/colleague

NOTE: Knoxville Fellows, Thriving Congregations, and Master of Strategic Ministry applicants are exempt from this requirement because partner institutions screen candidates and serve as references. Graduate student teaching applicants are required to submit only two references. One must be from a non-education faculty member.

* A “church leader” may refer to any spiritual leader who can verify the applicant’s church involvement and Christian commitment.

- **Official Transcripts** must be received from *all* undergraduate and graduate institutions the applicant has attended. Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to the Admissions Office at Johnson University (Admissions@JohnsonU.edu). Those interested in transferring graduate-level coursework to Johnson University should seek approval from the appropriate dean or program director. The maximum number of transfer credit hours varies by program. ***NOTE:*** *The Tennessee State Department of Education permits Teacher Education students to transfer only coursework from regionally accredited institutions.* Transcripts may also be sent electronically through services such as eSCRIP-SAFE, the Global Electronic Transcript

Delivery Network, and Parchment send services. A fax is not considered an official transcript.

International Students. Applicants who have earned academic credits from non-U.S. educational institutions must submit official course-by-course transcript evaluations in digital form to the Johnson University Admissions Office (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)

➤ **Photo ID.** Applicants are asked to provide a recent Government Photo ID emailed in digital format (e.g., driver's license, passport photo) to Admissions@JohnsonU.edu. Johnson University seniors continuing on to graduate programs at Johnson University are not required to provide another photo.

➤ **Admissions Essay.** Applicants must submit a two- to three-page essay to Admissions@JohnsonU.edu describing their:

- Reasons for pursuing a chosen degree program at Johnson University
- Current Christian commitment, including church and ministry involvement
- Prior teaching and/or work experience, including both ministry and professional activities that have shaped their decision and prepared them for graduate studies
- Personal career goals and how their chosen graduate program will help accomplish those goals
- Additional information the faculty should know as it considers the application

Additional Admissions Requirements for Certain Master's Programs

The following master's degree programs include additional admissions requirements:

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

Applicants who desire to pursue the M.A. in New Testament with a Preaching Concentration should have completed six credit hours of Homiletics or the equivalent. Otherwise, they must complete CMPR 5101 Expository Preaching through Johnson University. This course is also recommended for students who have not taken a Homiletics course in the last 10 years.

Applicants who desire to pursue the Research Concentration must demonstrate proficiency in translating and exegeting New Testament Greek texts by either (1) presenting a university or seminary transcript showing 12 credit hours (or equivalent) in Hellenistic Greek, or (2) passing a proficiency test administered by the graduate faculty.

Admissions Decisions – Admissions decisions for this program are issued on a rolling basis as applications are completed.

Master of Arts in Educational Technology. Applicants who desire to pursue the M.A. in Educational Technology must hold a current teaching license or current employment as a teacher in a State or Christian school. They also must have access to a multimedia computer with high-speed modem or broadband access and an account with full internet access. They must show **Evidence of Competency in English** in one of the following forms (if a major part of education was not in English):

- Test of English as a Foreign Language (TOEFL) test score of at least 483 for paper, 157 for computer, or 50 for internet
 - This test is available from the Educational Testing Service, Princeton, NJ 08540
Johnson code: 1345
- Evidence of passing the Ordinary Level English test or its equivalent.

Master of Arts in Teaching. Applicants who desire to pursue one of Johnson University's Master of Arts in Teaching (MAT) programs must:

1. Hold an earned bachelor's degree in a field other than education from a regionally accredited institution with a cumulative grade point average (CGPA) of at least 3.0.
2. Submit a standard résumé delineating academic experience, work history, volunteer time, honors and awards history, and other pertinent information.
3. Submit answers to the following questions, using a separate page for each:
 - a. What experience do you have working with children and/or youth?
 - b. What training have you received to work with children and/or youth either at church or in the community?
 - c. Why do you want to be an elementary or secondary ed school teacher and participate in the Johnson University MAT program?
 - d. How do you believe you have met the general education and professional education standards? (For example, list general education courses you have taken and give examples of ways you have learned about working with children or youth.)
4. Provide evidence of competency in English in one of the following forms (if a major part of education was not in English):
 - Test of English as a Foreign Language () test score of at least 483 for paper, 157 for computer, or 50 for internet
 - This test is available from the Educational Testing Service, Princeton, NJ 08540
Johnson code: 1345, or
 - Evidence of passing the Ordinary Level English test or its equivalent, or
 - Assurance of the applicant's English language competency from a University-approved source

- A virtual/phone interview with the Templar School of Education is required.

As a part of the application process, MAT students are also required to complete either the PRAXIS Core Academic Skills for Educators and the appropriate PRAXIS II test for the academic program in which the student desires to enroll. In place of PRAXIS Core Academic Skills for Educators, students may substitute an ACT score of 21+ or SAT score of 1060 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 (code 1345) as the institution to which official scores will be sent and the Tennessee State Department of Education (TN state code 8190).

Admissions Decisions – After an applicant's complete file is evaluated, faculty from the Templar School of Education will contact the applicant to schedule an interview. A final determination regarding admission will not be issued until after the interviews for all applicants have been completed.

Master of Arts in Holistic Education. Applicants who desire to pursue the M.A. in Holistic Education must submit required PRAXIS test scores, and gain acceptance to the internship experience.

Admissions Decisions – After an applicant's complete file is evaluated, faculty from the Templar School of Education will contact the applicant to schedule an interview. A final determination regarding admission will not be issued until after the interviews for all applicants have been completed.

Master of Arts in Counseling. The following special considerations apply to master's programs in Counseling:

Counseling Prerequisite. The graduate counseling programs require applicants to have completed 15 undergraduate or graduate credit hours in counseling or a related field from a regionally accredited institution. 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. Non-degree seeking coursework in the Graduate Counseling program may not be applied to prerequisite hours.

Low Undergraduate GPA and Probation. Applicants with an undergraduate GPA of less than 3.0 will be required to take either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) to be considered for admission. Should they be accepted into the program, they will be placed on academic probation for their first two semesters in the program (including a limit of 6 credit hours or less). If they obtain less than a 3.0 GPA for either of those semesters, they will be suspended from the program.

Transfer Coursework from Other Institutions. A maximum of nine credit hours of master's level coursework from other CACREP-accredited institutions, taken within the past five years with grades of B or better, may be applied to a graduate degree at Johnson University.

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, 7th edition* (APA) as their style guide. As such, it is preferred that students submit writing samples in APA format, although papers submitted in the Modern Language Association (MLA) style guide or *Chicago Manual of Style* (CMS) will also be accepted.

Interview and Interview Waiver Form. An integral component of the application process is the applicant interview. The interview committee consists of the School of Social & Behavioral Science graduate faculty. Applicants participate in an Interview Process that includes activities with other candidates, current graduate students, and faculty, along with an individual interview with the faculty. The Interview Process is designed to assess applicants' personal qualifications, Christian character, and readiness for training in the professional counseling field. Applicants must sign an *Interview Waiver Form* prior to the interview, thereby waiving their right to privacy with reference to the interview.

Admissions Decisions. Applicants will be notified in writing within two weeks of submitting initial application materials of their invitation to an individual interview. Upon completion of the individual interview, applicants will be notified in writing of conditional acceptance within two weeks, with full acceptance granted after successful participation in the group interview. Applicants will be notified in writing of full acceptance within two weeks of the group interview.

Post-Acceptance Requirements. Students accepted into the Graduate Counseling Programs must maintain continuous student membership in the American Counseling Association (ACA). This organization provides up-to-date information in the counseling field, liability insurance for internships, opportunities to network with other therapists, and numerous training conferences and publications. An application for student membership may be obtained from the ACA website (www.counseling.org). ACA will send the applicant a membership letter with an identification number. Evidence of ongoing membership in the ACA and up-to-date malpractice insurance must be submitted to the graduate program each year; if ACA membership and/or malpractice insurance lapse, students may not register for classes until these items are brought up to date.

Educational Specialist (Ed.S.) in Educational Technology. Applicants who desire to pursue Johnson University's Ed.S. in Educational Technology program must:

1. Hold a master's degree in education or a related field
2. Hold a valid teaching license or comparable credentials

Admissions Decisions – After an applicant's complete file is evaluated, faculty from the Templar School of Education will contact the applicant to schedule an interview. A final determination regarding admission will be issued after interviews for all applicants have been completed.

Graduate Readmitted Student Admissions Documents

Any time a student withdraws from the University during a term, s/he must complete the following requirements before enrolling in subsequent terms. The difference between *reenrolling students* and *reapplying applicants* will be determined according to the duration of the absence.

Reenrolling Students: absent for *no more than* three consecutive terms (includes full Fall, Spring, and Summer terms). The reenrollment process is available to those who left the

University in good standing. Suspended students need to follow the established appeal and approval process to reenter Johnson University as published in the Academic Catalog. For reenrolling students, Admissions must receive the following information via the my.JohnsonU.edu online form:

- Current Address
- Current Phone Numbers
- Current Email Address
- Program (if changing program, a form is required by the Registrar)
- Term of Reenrollment
- Any schools attended during their absence from Johnson University

There is no fee for reenrollment.

Reapplying Applicants: absent for *more than* three consecutive terms (includes full Fall, Spring, and Summer terms). Applicants must submit the following:

- **Acceptable Graduate Application Form** available on the University website (www.JohnsonU.edu/Apply)
- **Application Fee** of \$15 (non-refundable) via check, credit card or online (www.JohnsonU.edu/Apply).
- **Completed Graduate Reference Form**—preferably from a minister/church leader*
 * A “church leader” may refer to any spiritual leader who can verify the applicant’s church involvement and Christian commitment.
- **Transcripts** from *all* colleges and universities attended since leaving Johnson University
- **Admissions Essay.** Applicants must submit a one-page essay to Admissions@JohnsonU.edu describing their:
 - Reasons for re-entering their chosen degree program at Johnson University
 - Current Christian commitment, including church and ministry involvement
 - Prior teaching and/or work experience, including both ministry and professional activities that have shaped their decision and prepared them for graduate studies
 - Personal career goals and how their chosen graduate program will help accomplish those goals
 - Additional information the faculty should know as it considers the application
- **Appeal letter** to the Academic Standing Committee if the student was not in good standing upon departure

Doctoral Program Admissions

Purpose and Mission Alignment. 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. Applicants must complete their files by July 15 for Fall (August) enrollment. They must complete their files by November 15 for Spring (January) enrollment.
- **Application Fee.** Submit the \$50 non-refundable application fee via check, credit card or online ([Online Payment](#)).
- **Completed [Doctoral Reference Form](#)** Three references are required—preferably from a minister/church leader*, educator, and employer/supervisor.
 - * A “church leader” may refer to any spiritual leader who can verify the applicant’s church involvement and Christian commitment.
- **Official Transcripts** must be received from *all* undergraduate and graduate institutions the applicant has attended. Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to the Admissions Office at Johnson University Tennessee. Transcripts may also be sent electronically through services such as eSCRIP-SAFE, the Global Electronic Transcript Delivery Network, and Parchment send services. A fax is not considered an official transcript. Transcripts should demonstrate that the applicant holds an earned master’s degree from an institution of higher education holding regional accreditation or accreditation by the ABHE (Association for Biblical Higher Education). Johnson University will evaluate degrees from other schools on a case-by-case basis. Successful applicants will typically hold a 3.0+ cumulative GPA on a 4-point scale for their master’s-level coursework.

International Students. Applicants who have earned academic credits from non-U.S. educational institutions must submit official course-by-course transcript evaluations in digital form to the Johnson University Admissions Office (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), or Educational Credential Evaluators, Inc. (www.ece.org). If the transcript is not in English and transfer credit is desired, students must submit a certified translation of transcripts and course descriptions, as well as a copy of the transcript in the native language.

- **Photo ID.** Applicants are asked to provide a recent government-issued photo ID in print or digital format.
- **Admissions Essay.** Applicants must submit a 500–1200 word essay describing their:
 - Reasons for pursuing a Ph.D. in Leadership Studies from Johnson University

- Current Christian commitment, including church and ministry involvement
 - Prior teaching and/or work experience, including both ministry and professional activities that have shaped their decision and prepared them for graduate studies
 - International and/or cross-cultural experiences
 - Personal career goals and how the Ph.D. will help accomplish those goals
 - Additional information the committee should consider while reviewing the application
- **Academic Writing Sample.** As a sample of their academic writing ability, applicants must submit a published article or a research paper written for a graduate course (e.g., master's thesis).
- **Interview.** An interview with members of the faculty may be required.
- **Evidence of English Competency.** (International Students only) Prospective students must submit one of the following:
- Test of English as a Foreign Language (TOEFL) with a minimum score of 527 for paper, 197 for computer, or 71 for the internet-based test. TOEFL is available from the Educational Testing Services. Scores are only valid for two years.
 - Evidence of passing the General Certificate of Education (GCE) Ordinary Level English test or its equivalent.
 - Assurance of graduate-level English language competency from a Johnson University-approved source.

Evidence of English Competency is not required for:

- Non-native speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, and New Zealand).
- Non-native speakers who have successfully completed at least a two-year postsecondary course of study in which English was the language of the instruction.
- Transfer students from institutions in the United States or Canada whose postsecondary academic coursework was favorably evaluated in relation to its demand and duration.
- Non-native speakers who have taken the TOEFL test within the past two years and meet Johnson University standards.
- Non-native speakers who have successfully pursued postsecondary academic work at schools where English was the language of instruction in an English-speaking country for a specified period, typically two years.

Admissions Decisions – Completed files will be reviewed collectively following the application deadline. Faculty from the School of Business & Public Leadership will contact the applicant to schedule an interview. A final determination regarding admission will be issued after all interviews and all applicant files have been reviewed by the Evaluation Committee.

Doctoral Readmitted Student Admissions Documents

Any time a student withdraws from the University during a term, s/he must complete the following requirements before enrolling in subsequent terms. The difference between ***reenrolling students*** and ***reapplying applicants*** will be determined according to the duration of the absence.

Reenrolling Students: absent for no more than three consecutive terms (includes full Fall, Spring, and Summer terms). The reenrollment process is available to those who left the University in good standing. Suspended students need to follow the established appeal and approval process to reenter Johnson University as published in the Academic Catalog. For reenrolling students, Admissions must receive the following information via the my.JohnsonU.edu online form:

- Current Address
- Current Phone Numbers
- Current Email Address
- Program (if changing program, a form is required by the Registrar)
- Term of Reenrollment
- Any schools attended during their absence from Johnson University

There is no fee for reenrollment.

Reapplying Applicants: absent for more than three consecutive terms (includes full Fall, Spring, and Summer terms): Applicants must submit the following:

- **Acceptable [Doctoral Application Form](#)** available on the University website
- **Letter of reference** from the applicant's minister using the [Doctoral Reference Form](#)
- **Transcripts** from *all* colleges and universities attended since leaving Johnson University
- **Admissions Essay.** Applicants must submit a one-page essay describing their:
 - Reasons for returning to the Ph.D. in Leadership Studies program
 - Current Christian commitment, including church and ministry involvement
 - Prior teaching and/or work experience, including both ministry and professional activities that have shaped their decision and prepared them for graduate studies
 - International and/or cross-cultural experiences
 - Personal career goals and how the Ph.D. will help accomplish those goals
 - Additional information the faculty should know as it considers the application
- **Appeal letter** to the Academic Standing Committee if the student was not in good standing upon departure

Non-Degree Admissions

Audit Courses. Students may audit (“listen in on”) Johnson University courses for personal enrichment without seeking academic credit. To audit a course, students must secure written permission from the course instructor, register for the course, and pay the audit fee. For admission requirements, see the Academic Policies & Procedures section of the *Catalog*, under “Auditing Courses.”

For-Credit Courses. The following admissions documents are required for those who desire to complete select undergraduate or graduate courses for credit as non-degree-seeking students. Johnson University does not offer non-degree options at the doctoral level.

❖ **Completed Application Form** submitted electronically through the Johnson University website:

- *Graduate Online Application* (www.JohnsonU.edu/Apply)

❖ **Application Fee.** Submit the non-refundable \$50 graduate application fee via check, credit card or online ([Graduate Application Fee](#)). 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:

- [Graduate Applicant Reference Form](#)

*A “church leader” may refer to any spiritual leader who can verify the applicant’s church involvement and Christian commitment.

❖ **Official Transcripts.** If applying for graduate courses, they must provide an undergraduate transcript. Applicants must contact the appropriate institutions and request that they send official transcripts in sealed envelopes *directly* to the Admissions Office at Johnson University. Transcripts may also be sent electronically through services such as eSCRIP-SAFE, the Global Electronic Transcript Delivery Network, and Parchment send services. A fax is not considered an official transcript.

❖ **Abbreviated Admissions Essay**, one-half to one page in length, that includes:

- Personal introduction
- Purpose for pursuing course(s) from Johnson University
- Any additional information the applicant desires to share
- List of courses in which the applicant intends to enroll

Enrollment Items. Accepted applicants must submit the following item before registering for classes:

- Recent government-issued photo ID emailed in digital format (e.g., driver’s license, passport photo)

Limits. Non-degree coursework is limited to 25% of the total credits needed to earn a degree. After the non-degree limit has been reached, students must declare a degree/major and satisfy degree-seeking application requirements.

STUDENT FINANCES & HOUSING

Introduction

Johnson University is proud to offer students an affordable, excellent education. Johnson University continues to be among the least expensive accredited private universities in the state of Tennessee. This affordable cost is made possible by the responsible use of investment income and gifts of faithful churches, alumni, and friends of the University.

This section of the *Catalog* highlights Johnson University's policies regarding payment, refunds, campus housing, meal plans, and student health insurance. It also provides overview of the fees associated with each program. Fees are subject to change.

Student Accounts

An electronic student account is created for each student who is accepted into one of Johnson University's academic programs. Every term, charges are added to students' accounts according to their enrollment status. These charges include tuition, general fees, room and board (if applicable), and other additional charges. Financial aid and payments are also applied to a student's account once funds are received.

Students have 24/7 access to their student account information online. Students may inquire about their account directly by contacting the Student Accounts Office at 865-251-2292 or StudentAccounts@JohnsonU.edu.

Payment Policy

Payment Policy. Students are required to have their student account balance paid in full or in good standing through financial aid, payments, and/or the Nelnet payment plan before they may begin courses. For payment options, see below.

Registered students are informed at least 30 days prior to the start of each term about their anticipated balance through billing statements that detail tuition, fees, room and board, other charges, and financial aid. Students are notified about their billing statements via email and payment is due by a given deadline.

Payment Options. Johnson University is pleased to offer students two standard payment options:

- **Prepayment.** Students should determine their term cost after taking into account all sources of financial aid and pay this balance in full prior to August 15 for Fall Term, December 15 for Spring Term, and April 15 for Summer Term. If payment is not received prior to these dates, students will not be permitted to participate in courses until their account is in good standing. Students may be charged a \$100 late fee if they do not pay by the due date or a registration reinstatement fee of \$100 if their courses are dropped due to non-payment.

- **Monthly Payment Plan.** Enrolling in Nelnet enables students to pay for their education in interest-free, monthly installments, over the course of a 4-month period. There is a \$35 per term enrollment fee. To learn more about Nelnet, contact them at 800-609-8056 or visit MyCollegePaymentPlan.com/JohnsonU.

Refund Process

Refund Process. Students who have a credit balance on their student account are encouraged to complete a Refund Request form (found on their my.JohnsonU.edu portal on the Student Finances Tab) if they wish to receive a refund check.

Refund requests will be processed in a timely manner when there is a credit balance on the student account of funds that have been disbursed (when the University receives the funds from the government or organization).

Financial Aid is disbursed after the Drop dates of each term/session, based on your enrollment status. Automatic Federal/State refunds will be processed within 14 business days after aid is disbursed. Undisbursed funds show as “Estimated” under the Transaction Details section on your Student Account Center, which can be accessed on the Student Finances tab of the my.JohnsonU.edu portal.

Tuition and Fees: Tennessee Face-to-Face Programs

NOTE: Johnson University sets tuition rates based on the costs associated with offering a given academic program.

Students are billed for tuition in accordance with the *program* in which they are enrolled—not the course in which they are enrolled. To illustrate: If students enrolled in a face-to-face undergraduate program take an online course, they pay the face-to-face rate rather than the online rate for that course. They are charged the face-to-face rate because they utilize face-to-face services and receive financial aid based on their degree.

Full-time employees of member institutions in the Appalachian College Association and students with degrees from those institutions will receive a 10% discount on the tuition for M.A. Intercultural Studies, M.A. New Testament, M.A. Educational Technology, M.A. Holistic Education, M.A. Teaching, Ed.S. in Educational Technology, and Master of Business Administration.

Tennessee Non-Traditional Face-to-Face, and Graduate Tuition

	<i>Per Credit Hour</i>
MA Counseling	\$610
MA Educational Technology	475
MA Holistic Education	475
MA Teaching	475
Ed.S. in Educational Technology	475
	<i>Per Endorsement</i>
Endorsement ESL Education	\$2500
Endorsement Gifted Education	2500

Tennessee Non-Traditional Face-to-Face Graduate Studies and Graduate General Fees

	<i>Per Credit Hour</i>
Audit Fee	\$30
	<i>Per Term</i>
MA Counseling	\$260
MA Educational Technology*	100
MA Teaching*	100
Ed.S. in Educational Technology	100

**Fall and Spring Terms only*

Tennessee Campus Housing

	<i>Per Term</i>
Johnson and Brown Halls	
Single Room (when available)	\$2,700
Double Occupancy Room	1,850
Triple Occupancy Room (when available)	1,575
Single Students Shared Housing, per person	
Duplex	\$2,960
Townhouse	2,960
Mobile Home	2,716
Bell Hall Apartments	2,716
Family Housing Units	
Duplex	4,154
Townhouse	3,698
Mobile Home	
14 x 66 (3 Bedroom)	3,562
14 x 56 (2/3 Bedroom)	3,434
Bell Hall	
1 Room Efficiency	2,463
1 ½ Room Studio	2,780
1 BR Medium	3,066
1 BR Large	3,382
1 BR X-Large	3,594
2 BR XX-Large	3,868
Summer Term Housing	varies

Tennessee Meal Plans

	<i>Per Term</i>
17 Traditional or 225 Block Meal Plan	\$2,164
13 Traditional or 190 Block Meal Plan	1,966
9 Traditional or 130 Block Meal Plan	1,760

Other Fees

Activity Fee	\$225
Copier and Printing Charge	varies
Credit by Demonstrated Competency per credit	50
Directed Study Fee per credit	100
Graduation Fee	190
Handicap Parking Citation	200
Housing Unit Cleaning Fee	varies
Housing Unit Damage Fee	varies
Housing Unit Pet Registration Fee (per year)	100
Housing Unit Transfer Fee	250
Housing Unit Utility Charge	varies
Independent Study Fee per credit	100

Late Financial Arrangement Fee	100
Library Collection Fee	5
Library Late Return Charge	varies
Library Lost Material Charge	varies
Lost Key Charge—Building/Equipment (per key)	75
Lost Key Charge—Housing (per key)	75
Lost Key Charge—Post Office Box (per key)	75
Moving Violation—First Offense	50
Moving Violation—Second Offense	75
Parking Citation—First Offense	50
Parking Citation—Second Offense	75
Parking Citation—Third Offense	100
Registration Late Fee	100
Registration Reinstatement Fee	100
Returned Check Fee (per check)	30
Student ID Replacement Fee	10
Teacher Education Liability Insurance Fee	20
Textbooks	varies
Transcript, Official (electronic)	5.25
Transcript, Official (paper)	7.75
Vehicle Decal Replacement Fee	10
Vehicle Registration/Decal Citation	30

**Fall and Spring Terms only*

Course Fees	<i>Per Term</i>
COUN 5000 GCP Orientation	60
COUN 5540 Group Dynamics, Theories, & Tech.	55
COUN 5587 Testing & Appraisal	25
COUN 6XXX Clinical Technology Fee	110
CPED 5404 Computer Tools for Teachers & Students	25
ECSL 5115 EC Education Internship I	300
ECED 5400 Student Teaching: PreK-3 rd Grade	300
ELED 5115 Elem. Education Internship I	300
ELED 5400 Student Teaching: Elem. Education	300
ELSL 5115 Elem Ed & ESL Ed Internship I	300
ELSL 5400 Student Teaching: Elem Ed K-5 & ESL	
PreK-12	300
ESED 5527 Student Teaching: English as Second	
Language	300
PHED 5400 Student Teaching: Physical Ed.	300
SCED 5200 Student Teaching: Secondary Ed	300

Contact the professor for more information.*Tuition and Fees: Online Programs***

NOTE: Johnson University sets tuition rates based on the costs associated with offering a given academic program.

Any additional fees to those listed below associated with taking online courses, including costs for verification of student identity, will be communicated to students at the time of enrollment.

Students are billed for tuition in accordance with the *program* in which they are enrolled— not the course in which they are enrolled. To illustrate: If students enrolled in a face-to-face undergraduate program take an online course, they pay the face-to-face rate rather than the online rate for that course. They are charged the face-to-face rate because they utilize face-to-face services.

Full-time employees of member institutions in the Appalachian College Association and students with degrees from those institutions will receive a 10% discount on the tuition for M.A. Intercultural Studies, M.A. New Testament, and Master of Business Administration but not for the Master of Strategic Ministry or Ph.D. in Leadership Studies.

Online Graduate Tuition

	<i>Per Credit Hour</i>
MA Intercultural Studies (online)	\$450
MA New Testament (online)	528
Master of Business Administration (online)	562
Master of Strategic Ministry	475
Master of Strategic Ministry (field experience)	135
PhD Leadership Studies (online)	715

Online Certificate Tuition

	<i>Per Credit Hour</i>
Advanced Graduate Certificate in Leadership Studies	\$715
Biblical Interpretation (graduate)	528
Economic Community Development (graduate)	450
Intercultural Studies (graduate)	450
Spiritual Formation & Leadership (graduate)	528
Translation (graduate)	450
Translation Consultancy (graduate)	450

Online Graduate General Fees

	<i>Per Credit Hour</i>
Audit Fee	\$30
	<i>Per Term</i>
MBA General Fee (per term)	200
PhD Leadership Studies General Fee (per term)	200

Program Fees

MBA Program Fee - Student Conferences (per term)	\$ 50
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MA New Testament Continuation Fee (per term)	300
MA New Testament Retreat Fee	varies
PhD Regalia Fee	1,092

Other Fees

Graduation Fee	190
Late Financial Arrangement Fee	100

Online Technology Fee (per credit hour)	20
Registration Late Fee	100
Registration Reinstatement Fee	100
Returned Check Fee (per check)	30
Textbooks	varies
Transcript, Official (electronic)	5.25
Transcript, Official (paper)	7.75

Course Fees

	<i>Per Term</i>
BIBL 5105 New Testament Research Methods	\$ 55
BIBL 5106 New Testament Theology	55
BIBL 6105 Acts	55
ENTR/HCMG/HRMG/BUSN/LDRS/MGMT/ MKTG/NPMG 6123 Capstone	100
RSCH 8000 Candidacy	100
RSCH 8010 Candidacy Continuation	100
RSCH 8110 Proposal Seminar Continuation	500
RSCH 8310 Dissertation Continuation	500
RSCH 8410 Dissertation Defense Continuation	100
LDRS 5023 Adv Leadership Theory & Practice	40

Explanation of Fees

Activity Fee. Every student who takes courses on campus has access to intramural athletics, club sports, open gymnasium, swimming pool, tennis courts, fitness center, wellness programs, and recreation facilities. The activity fee supports the operation of these student services.

Audit Fee. This fee is charged per credit hour for any campus or online audit courses.

Copier and Printing Charge. Students are allowed a base number of pages per academic year which may be made using lab printers and copiers. This charge is for pages produced beyond the base amount.

Course Fees. A number of courses have fees associated with them. The fees help to off-set a portion of the cost of course activities, materials, or background checks. Course fees are determined by the faculty member and approved by the Dean.

Credit by Demonstrated Competency (CDC) Fee. This fee applies only to students who seek course credit based on life experience. Students develop a portfolio through which they demonstrate competencies related to a given course(s).

Directed Study Fee. This fee applies to students who request a Directed Study under the supervision of a Johnson University instructor. Students are assessed the directed study fee—above and beyond normal tuition—which compensates the faculty supervisor. The School Dean may waive the fee if Johnson University created the need for the Directed Study through, for example, an unavoidable course scheduling conflict. This fee does not apply to Elective Concentrations within the Ph.D. program.

Graduate General Fee. Every student who takes courses on campus has access to the computer network and labs, library, activities center, career services, counseling center, first aid, interscholastic sports, and other services during the academic year. General fees support such services, along with additional technology needed for specific courses.

Graduation Fee. This fee is assessed when the student submits an Intent to Graduate Form to the Registrar. It is used to cover the cost of diplomas, caps and gowns, and other expenses associated with graduation. This fee is non-refundable. If students determine they will not graduate as anticipated, they may have this fee reduced or waived by contacting the Office of the Registrar. The graduation fee is required of all graduates regardless of their intentions to participate in a graduation ceremony.

Handicap Parking Citation. University Security will issue citations to people who use handicap parking spaces without a permit.

Housing Unit Cleaning Fee. This fee applies if a student's housing unit must be cleaned after they move out of the residence or room. The amount of the charge depends upon the extent of cleaning needed.

Housing Unit Damage Fee. This fee applies if a student's housing unit must be repaired after they move out of the residence or room. The amount of the charge depends upon the extent of the repairs needed.

Housing Unit Pet Registration Fee. This fee is assessed annually when a non-traditional student registers an approved pet. Additional details can be found in the *Student Handbook* and in the housing agreement signed by the student. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click on Student Handbook. Choose Tennessee.

Housing Unit Transfer Fee. This fee is assessed when students living in a family housing unit request to transfer from their current unit to a different unit.

Housing Unit Utility Charge. This fee is charged to students living in certain housing units to cover water, electricity, and/or gas.

Independent Study Fee. This fee applies to students who request an Independent Study under the supervision of a Johnson University instructor. Students are assessed the independent study

fee—above and beyond normal tuition—which compensates the faculty supervisor. This fee does not apply to Elective Concentrations within the Ph.D. program.

Late Financial Arrangement Fee. This fee applies to students who do not settle their accounts by the deadlines set by the Student Accounts Office.

Library Collection Fee. The librarians assess this fee when patrons have not paid library fines for late returns or lost material after the third notice. It covers additional expenses associated with turning the matter over to Student Accounts.

Library Late Return Charge. The librarians assess this fee when patrons return library materials after the due date.

Library Lost Material Charge. The librarians assess this fee when patrons lose library materials, when patrons return library materials with extensive damage, or when patrons have not returned overdue materials after the third notice. Funds are used to replace those materials.

Lost Key Charges. These fees apply when students lose a key issued to them from the University. These fees are used to offset the cost of replacing keys and locks.

MA New Testament Continuation Fee. This fee applies only to students enrolled in the M.A. in New Testament degree program, who are working on an integrating project or thesis. The University assesses this fee each term following the initial term for the thesis/project. It covers expenses associated with supervising these endeavors.

MA New Testament Retreat Fee. This fee applies only to students enrolled in the Spiritual Formation & Leadership Concentration within the M.A. in New Testament degree program. It is applied when a student participates in the retreat.

MBA Program Fee. This fee applies to students enrolled in the MBA program to assist with costs associated with MBA-related activities necessary for meeting student learning outcomes.

Moving Violation Fee. This fee is assessed if a student violates traffic regulations, such as speed limits and stop signs.

Online Technology Fee. This fee supports the computer network and access to the Sakai network.

Parking Citation. University Security will issue citations to people who park in restricted areas.

Ph.D. Regalia Fee. This fee is assessed when the doctoral student submits an Intent to Graduate Form to the Registrar. It is used to cover the actual cost of the gown, hood, tam, and tassel associated with graduation. The regalia is a high-quality garment that has been specially designed for the Ph.D. in Leadership Studies at Johnson University. It is a token of the accomplishment of earning a Ph.D. and is designed for future usage by the graduate in academic ceremonies and other events where regalia is appropriate. This fee is non-refundable. The regalia fee is required of all doctoral graduates regardless of their intentions to participate in a graduation ceremony.

Registration Late Fee. Registration periods are published in the Academic Calendar. If students do not register during this period or prior to 30 days before the start of the term/session, this fee will be applied to their student account.

Registration Reinstatement Fee. This fee is charged to students who have not paid the balance for their course(s) by the payment deadline in accordance with the University payment policy. If their courses are dropped prior to making payment arrangements, this fee will be assessed to re-register them for classes.

Returned Check Fee. This fee applies to each check payment that is returned due to insufficient funds or account closure.

Student ID Replacement Fee. This fee is charged to students who must have their student identification card replaced.

Teacher Education Liability Insurance. This is a liability insurance program that protects students from claims against them that could arise from working in local schools. This fee is assessed yearly for students in Clinical placements. Professional Educators of Tennessee (PET) covers Tennessee students.

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. Some courses may charge a course fee that provides Inclusive Access to ebooks. Textbooks may be purchased from the [online bookstore](#).

Transcript Fee. A fee for official transcripts ordered through Parchment.

Vehicle Decal Replacement Fee. This fee is charged to students who must have their vehicle decal replaced.

Vehicle Registration/Decal Citation. University Security will issue citations to people who have not renewed their vehicle registration or do not display their vehicle decal.

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 student is required to pay a housing damage deposit when applying for single residence space and/or family housing accommodations. The deposits vary depending on the housing unit. These funds are held by the University as a security deposit against any damages that might occur to the housing unit. When the unit is vacated and has been properly inspected, the deposit is refunded with any damage charges deducted from it. In the event of cancellation by an applicant, this deposit will be refunded provided notice of the cancellation is given before August 1 for Fall Term or December 1 for Spring Term. The policy regarding deposit refunds for married student housing appears in Section D of the *Housing Agreement*.

Residence Halls. Charges for housing in residence halls are based on a 16.5-week term with two students per room. Single rooms, when available, may be purchased for an additional fee. See the housing rates at <https://johnsonu.edu/student-life/housing/tennessee/>.

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 <https://johnsonu.edu/student-life/housing/tennessee/> for details.

Rental charges are computed on a per-term basis (19 weeks) for Fall and Spring. If a student lives on campus during the summer, a summer rental fee (for 14 weeks) is charged to the student's account. This balance is expected to be paid in installments over the summer.

Students who do not live on campus during the summer (or for a semester because of an internship) may store their belongings in their current unit and reserve it for following term. To store belongings in the unit while away for the summer, a fall internship, or a spring internship, the student will pay a storage fee equivalent to 30% of the current rent per day. The student will continue to be responsible for utilities during the vacate. The charge must be paid before leaving campus for the summer and/or internship. See the Student Life Office for the Summer Vacate Form.

The University provides water, sewer, and trash removal. Electricity and gas are contracted individually for all non-traditional student housing units except for Bell Hall.

Bell Hall Apartments. Bell Hall is a three-story apartment building containing one-bedroom, two-bedroom, efficiency, and studio units of varying sizes. All utilities are included in the rent for these apartments.

Townhouses. Garrett Way and Gateway Court townhouses have two bedrooms and one and one-half baths. They are designed for families with one or two children of the same sex. The University provides water, sewer, and trash removal. Students are responsible for arranging utilities.

Duplexes. Duplexes have three bedrooms and two baths. Student families are assigned a duplex unit on the following priority basis: (1) three or more children, (2) two teenage children, (3) teenage child and second younger child, (4) two younger children, (5) one teenage child, and (6) one younger child. If more than one family has the same priority basis, the earlier date of payment of the housing damage deposit determines who will occupy the unit. The University provides water, sewer, and trash removal. Students are responsible for arranging electrical service.

Mobile Homes. Various sizes of mobile homes are available for rent in Old Orchard Court and Sunset Court. The University provides water, sewer, and trash removal. Students are responsible for arranging electrical service.

To Arrange for Student Housing:

1. After you have been accepted to the University, you will receive an email which includes your username and password for your Johnson University email account and my.JohnsonU.edu portal. Log into <https://my.JohnsonU.edu/ics>, click the Student Life Tab, select the campus you will be attending, then select and complete the appropriate housing application.
2. Pay the required housing deposit.

Housing assignments are made based on the date of the housing application with damage deposit, available units, size of family, unit requested, and University discretion. It is advisable to arrange for housing as early as possible. Being accepted as a student does not guarantee housing.

Meal Plans

Tennessee Campus Meal Plan Options. Johnson University's main campus in Tennessee features the Gally Commons dining area, the River Grill, and the Simple Blends/Starbucks®. The University has partnered with Pioneer College Caterers, Inc., to provide six flexible term meal plan options designed to meet the needs of students living on campus. All students enrolled in face-to-face programs must complete the Meal Plan Selection Form at <https://my.johnsonu.edu/ics> (Student Life tab). Each student living in a residence hall is required to select a meal plan. Other students taking classes on campus may elect to enroll in a meal plan. Students may change their meal plan at any time up to registration day. They are not permitted to change plans after registration day.

Traditional Meal Plans. Pioneer generally prepares three meals on Tuesdays through Fridays, two meals on Mondays and Saturdays, and one meal on Sundays. Traditional meal plans consist of a guaranteed number of meals per week. Currently, Johnson University Tennessee offers traditional meal plans with 17, 13, or 9 meals per week. Students may use up to the specified number of meals for their plans each week. They do not have to worry about running out of meals each term because their meals reset weekly. The 13-meal traditional plan, for example, enables students to eat lunch and dinner every day during the school week and all meals offered on weekends. Students who do not officially select a plan will be automatically enrolled in the traditional plan featuring 17 meals per week.

Block Meal Plans. Alternatively, block meal plans consist of a certain number of meals per term. Currently, Johnson University Tennessee offers block meal plans with 225, 190, or 130 meals per term. Unlike the traditional plans, block plans allow students to use as few or as many meals as they wish per week. Additionally, students with this plan may give their meals to other persons, such as visiting family or friends. Unused meals do not carry over from one term to the next. These plans provide students more flexibility, but they need to monitor carefully their meal usage so that they do not run out of meals during the term.

For more information regarding meal plans, see [Student Life Campus Dining](#) or ask for information in the Gally Commons.

Flex Dollars. Students may also purchase Flex dollars for their ID cards at any time during the term, and these dollars may be used to pay for their meals on campus. Upon purchase, students receive a 10% bonus in value. To illustrate: If students purchase \$50.00 in Flex Dollars, they actually receive a \$55.00 credit on their student Flex Dollar accounts. Flex Dollars work as cash that may be used at the Gally Commons dining hall, the River Grill, and at the Underground coffee café. Unused Flex Dollars may carry forward from year to year as long as a student is enrolled in classes, but are non-refundable.

Tuition Refund: Tennessee and Online Campuses

General Information. Johnson University recognizes the occasional necessity for students to withdraw totally from coursework for a variety of valid reasons. The University acknowledges that a refund policy must be reasonable and equitable for both the student and the University. The student, through registration, makes a financial commitment to the University upon which the institution determines its expenditure patterns and obligations. Since the University is unable to reduce its costs significantly if a student partially or totally withdraws, the refund policy includes a time schedule with reasonable and equitable withdrawal refund deadlines. In its

academic calendar, Johnson University publishes the “last day to add or drop a course.” Add/drop dates are set 5–10 days from the beginning of a term, depending on the nature of a given program. The purpose of the policy is to enable students to make necessary adjustments near the beginning of a term without undue penalty. (For more information see “Adding or Dropping a Course” in the “Academic Policies & Procedures” section of this *Catalog*.)

Students who leave a course *prior* to the drop date are said to have “dropped” the course. Students who leave a course *after* the drop date are said to have “withdrawn” from the course. Students who drop or withdraw from *all* their Johnson University courses are said to have “withdrawn” from the University. There are financial implications for each action.

Financial charges and aid amounts are based on the total number of credits in which students are enrolled at the end of the course drop period. If students “drop” a course *prior* to the drop date, but remain enrolled in other courses, they are not held responsible for the costs of the course dropped and the aid may adjust accordingly. If students “withdraw” from a course *after* the drop date, but remain enrolled in other courses, they do *not* receive a refund for the course. If students withdraw from *all* courses *after* the drop date, they may be eligible for a partial refund or no refund according to the policies outlined below.

Active Duty Military. Military personnel who withdraw from the University as a result of a call to active duty receive a 100% refund of tuition, selected fees, room, and board.

Term-Length Courses (15–16 Weeks). After the first day of the term, face-to-face or online students who withdraw from *all* term-length courses (i.e., students who withdraw from the University) receive refunds of tuition and selected fees based on the scale below. Room and board expenses are prorated based on total days of enrollment relative to the total number of days in the term. Johnson University determines the number of days a student has been enrolled by counting all days (including Saturdays, Sundays, and Mondays) from the first day of the term to the date the withdrawal is initiated.

10 days or less after first day of term	100% refund
14 days or less after first day of term	75% refund
30 days or less after first day of term	50% refund
31 days or more after first day of term	0% refund

Session-Length Courses (7–8 Weeks). After the first day of the session, face-to-face or online students who withdraw from *all* session-length courses (i.e., students who withdraw from the University) receive refunds of tuition and selected fees based on the scale below. Room and board expenses are prorated based on total days of enrollment relative to the total number of days in the term. Johnson University determines the number of days a student has been enrolled by counting all days (including Saturdays, Sundays, and Mondays) from the first day of the term to the date the withdrawal is initiated.

5 days or less after first day of session	100% refund
10 days or less after first day of session	50% refund
11 days or more after the first day of session	0% refund

Tuition Refund for Online out-of-State Students. When a state that authorizes online courses requires a refund policy that differs from Johnson University's standard policy, the University will provide the refund that equals the greater of the University's policy or the applicable state requirement based on the residency of the student.

Subsequent Activity Calculation. If other charges and/or fines are applied to students' accounts after all funds are returned or refunded, the student is responsible for those charges and/or fines.

Return of Financial Aid as a Result of Withdrawal

Institutional and State Aid. Johnson University awards various types of institutional, federal, and state financial aid (discussed below) designed to support students in reaching their educational goals. When students withdraw from the University, aid is reduced based on the refund calculations described above.

Federal Aid. Federal regulations (34 CFR 668.22) require that, when a student who is a recipient of federal funds withdraws, the date used to determine if federal funds must be returned is either the date the withdrawal was initiated or the mid-term date for the course. The University distributes or returns funds within the 45-day requirement.

The calculation used to determine the percentage of federal funds earned is set by federal regulations. It is based on the total number of days in the term, which includes all days from the first day of the term to the final day of the term, excluding breaks of five or more days. The percentage of federal aid earned is calculated by taking the total number of days enrolled based on either the LDA, withdrawal initiation date, or mid-term date, divided by the total number of days in the term. If students have earned more than 60% based on this calculation, they are deemed to have earned 100% of their federal aid.

Allocation of Returned Federal Aid. If it is determined that students must return federal funds, those returns will be made in the federally required order of priority:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal PLUS loan received on behalf of the student
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant
6. Federal TEACH Grant
7. Any other Title IV federal program

Please note:

- The return is allocated up to the full amount the student received from a particular fund.
- If the student has a credit balance at the time of the return calculation, the University retains the funds until after the return calculation is complete.
- If a refund is due to a lender, the Financial Aid Office returns the funds for the full amount of the refund, indicating which loans should be credited.

- If a refund is due to the student, the Office of Student Accounts informs the student and prepares a check for the full amount of the refund.
- If other charges and/or fines are applied to the student's account after a refund is determined, the student is responsible for those charges and/or fines.
- Once the appropriate refund amount has been determined, the refund is allocated in the federally required order. Johnson University distributes or returns funds within the 45-day requirement.

Allocation of Unearned TA (Tuition Assistance). If it is determined that a student has withdrawn and received military tuition assistance, the university must return any unearned portions of TA funds on a proportional basis through at least 60% of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

16-Week Course Withdraw Return:

Before or during weeks 1–2	100% return
During weeks 3–4	75% return
During weeks 5–8	50% return
During weeks 9–10	40% return (60% of course is completed)
During weeks 11–16	0% return

8-Week Course Withdraw Return:

Before or during week 1	100% return
During week 2	75% return
During weeks 3–4	50% return
During week 5	40% return (60% of course is completed)
During weeks 6–8	0% return

Financial Aid

Philosophy. Johnson University has a long tradition of providing financial aid to students who are unable to pay the cost of their education. As a general rule, more types of aid are available for traditional undergraduate programs than for non-traditional (online and adult studies) and graduate programs. Johnson University has responded to this reality by setting non-traditional and graduate tuition rates lower than those of many peer schools.

Applying for Financial Aid. For all federal, state, and Johnson University institutional aid, students must complete the *Free Application for Student Aid (FAFSA)* online at [FAFSA](#). Financial aid is available to cover expenses related only to courses included in the student's degree program. Courses taken outside of the student's degree program are not included when determining a student's enrollment status and are not eligible for financial aid assistance.

Financial Aid Counseling. The Financial Aid Office is open from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday. To schedule a personal appointment with a financial aid counselor, students may telephone the Tennessee campus at 865-251-2303 or the Florida campus at 407-569-1353.

Institutional Aid

Standards for Financial Aid. Johnson scholarships are available to any full-time, traditional, on-ground day student. If a student falls below full-time enrollment, they would not be eligible for their institutional aid. A student's full-time status is based on credits that are only taken at Johnson. If a student achieves full time status through a consortium agreement, this would not qualify them for institutional aid if the amount of Johnson hours only were not already at full time status. Students taking at least three credit hours and in their final term for graduation are eligible for a pro-rated amount of their institutional scholarships. Additionally, Graduate students who are in their continuation period may receive their institutional scholarships for a prorated amount and will not lose their scholarship for being below three credit hours during the continuation period.

Both the FAFSA and the Financial Aid Check-In are required in order to receive institutional aid. Unless stated otherwise, students must maintain a 2.0 GPA to remain eligible for their scholarship or remain at Johnson on an approved status as determined by the Registrar's Office. Unless otherwise stated, scholarships can also be renewed from year to year for students continuously enrolled. Other institutional aid requiring applications can be obtained from the Financial Aid office or online at the Johnson website at [Financial Aid](#).

Total institutional, non-merit-based aid cannot exceed annual tuition unless otherwise stated. Institutional aid is limited to four years only. If a student withdraws during the proration period, then their institutional aid will be reduced according to the same standards set for the Return of Title IV funds.

First Class Scholarship. Recipients are undergraduate seniors who continue directly from their senior year into the M.A. in New Testament, the Master of Strategic Ministry, or the M.A. in Intercultural Studies. This scholarship covers the tuition cost for the first course.

Graduate Counseling Program Scholarship. Full-time graduate students enrolled in the MA Counseling programs on the Tennessee campus are eligible to apply. Full-time status for scholarship eligibility requires students to accumulate a minimum of 18 credit hours of coursework in concurrent Summer-Fall-Spring Semesters of the academic year. The number and amounts of awards vary each year.

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.

Intercultural Studies Graduate Scholarship. This scholarship is awarded during all semesters by the Cross-Cultural Leadership Department. All awards require the student to maintain part-time enrollment status. The amount of the award ranges up to \$2,000 per academic year.

Ph.D. in Leadership Scholarship. This scholarship is awarded during all semesters by the School of Business and Public Leadership. The scholarship amount is determined after review by the scholarship committee. All awards require the student to maintain full-time enrollment status (6 credits per term). The amount of the award ranges up to \$2,500 per academic year. To be eligible the student must be a US Non-resident, and identify financial need.

Federal Aid

Federal TEACH Grant. The TEACH Grant is a federal financial aid program that assists aspiring teachers by providing them with additional funding. Recipients must complete four years of teaching in a high need field as defined by the Department of Education or as listed on the Nationwide Teacher Shortage Areas Listing at an eligible Title I school within eight years of program completion. Failure to fulfill these requirements results in the grant converting into a Federal Unsubsidized Direct Loan (described below). You can find more detailed information including the maximum amount of TEACH grant a student is eligible here - <https://studentaid.gov/understand-aid/types/grants/teach>.

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 Grad Unsubsidized Direct Loans. Graduate students are eligible for up to \$20,500 per year in Unsubsidized loans. This amount may vary based on cost of attendance. Repayment may be deferred while the student is enrolled at least half-time. Interest continues to accrue during this time.

Federal Grad (PLUS). Students may borrow up to the cost of attendance minus financial aid at a fixed interest rate.

Veterans/Military Service Benefits

Eligible U.S. military service members, veterans, and dependents are welcome to apply for educational benefits. Students may verify eligibility and receive current information by telephoning the Department of Veterans Affairs (VA) at 1-800-698-2411. This number is accessible from anywhere in the United States and connects callers to the nearest regional office. They may also visit www.va.gov or call 1-800-527-1000.

The University's VA Certifying Official is the point of contact (POC) for service members relating to academic and financial advising. The certifying official is trained and knowledgeable in the Tuition Assistance program, Title IV funding, and Veterans Affairs education benefits. The POC is also familiar with University services providing academic counseling, financial aid counseling, job search support, and other student support services offered to Service members.

Certification to the VA. Enrollment at Johnson University will be reported by the School Certifying Official (SCO) for each Fall and Spring enrollment period, noting credit hours, start/end dates, tuition, and fees. Certifications from Johnson University will be reported after add/drop of the enrolled term. Students must submit a Certificate of Eligibility for entitlement to educational assistance no later than the first day of a course of education (the first day of a term). For dependent-related VA benefits a copy of the DD 214 may be necessary. The University's VA Certifying Official may also require additional information necessary to the proper

certification of enrollment. Students are also responsible for the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits. While payment to the institution is pending from the VA, Johnson University agrees that it will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

Provide the enrolling institution with a copy of his/her VA Certification of Eligibility (COE) – A "certificate of eligibility" can also include a "Statement of Benefits" obtained from the U.S. Department of Veterans Affairs' (VA) website; eBenefits; or a VAF 28-1905 form, for chapter 31 authorization purposes.

Additional criteria to qualify for this provision are also required for such students and listed below:

- No other requirement other than COE.

Montgomery GI Bill® (Chapter 30). The Montgomery GI Bill, known as the MGIB, is a program providing educational benefits to individuals who entered active duty for the first time after June 30, 1985, and who received an honorable discharge. Active duty includes full-time National Guard duty performed after November 29, 1989. To receive the maximum benefit, participants generally must have served continuously for three years.

Montgomery GI Bill® (Chapter 1606). MGIB-SR (Montgomery GI Bill-Selected Reserve Educational Assistance Program, chapter 1606 of title 10, U.S. Code) is for members of the Selected Reserve. The Selected Reserve includes the Army, Navy, Air Force, Marine Corps, Coast Guard, Army National Guard, and Air National Guard. The reserve components decide who is eligible for the program.

Vocational Rehabilitation Assistance (Chapter 31). Vocational Rehabilitation is a program of services for active duty military and veterans with service-connected physical and/or mental disabilities.

Post-Vietnam Era Veterans Educational Assistance Program (Chapter 32). Under VEAP, active duty personnel voluntarily participated in a plan for education or training in which their savings were administered and supplemented by the federal government. Service persons were eligible to enroll in VEAP if they entered active duty for the first time between January 1, 1977 and June 30, 1985.

Post-9/11 GI Bill® / Yellow Ribbon Program (Chapter 33). The Post-9/11 GI Bill® is for training pursued on or after August 1, 2009. Benefits may include tuition and fees, monthly housing allowance, books and supplies stipend, and miscellaneous expenses. Benefits are based

on students' entitlement percent and enrollment status. Eligible spouses and children of active duty members who died in the line of duty after September 10, 2001 also qualify for the GI Bill®, excluding Yellow Ribbon. This is used for students who qualify for the Fry Scholarship. Students who have submitted required documentation to begin the certification process are eligible to be certified up to 120 days before the enrolled semester by Johnson University's School Certifying Official (SCO). Certifying a Chapter 33 student early will help begin the process of receiving their housing allowance and book stipend promptly.

Dependents Educational Assistance Program (Chapter 35). This program provides education and training opportunities to eligible dependents of certain veterans. Students who wish to verify eligibility should contact the regional office of the Department of Veterans Affairs and provide the veteran's service dates and the VA file number.

DoD Military Tuition Assistance. This program provides education tuition assistance to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Each service has its own criteria for eligibility, obligated service, application process and restrictions. Money is paid directly to the institution by the individual services. For more information contact your Education Service Officer (ESO) to receive approval from your installation commander before applying to the institution.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Vocational Rehabilitation Assistance

Vocational Rehabilitation Assistance is available to qualified students. The local office of the student's hometown can provide specific information about this resource.

Other Financial Aid

Alternative Loan Programs. Alternative loans enable students to borrow educational funds to supplement federal/institutional financing. Information on lenders appears on the Johnson University website.

Outside Scholarships. In addition to federal, state, and institutional financial aid programs, students are encouraged to investigate other potential sources of assistance, such as churches, employers, labor unions, civic groups, professional organizations, and corporations. More information is available at the Financial Aid Office and on its Facebook page.

Financial Aid Process

Graduate students apply for federal and state financial aid, along with certain types of institutional aid, by taking the following steps:

1. Complete a *Free Application for Federal Student Aid (FAFSA)* (<https://studentaid.gov/h/apply-for-aid/fafsa>).
 - a. Include Johnson University's school code (003495) on the *FAFSA*.
 - b. For Tennessee residents, the *FAFSA* serves as the application for commonly awarded Tennessee state aid. The deadline for application is February 1 for state residents.
2. Complete the *Johnson Financial Aid Check-In* online.
3. To obtain a Federal Direct Loan:

- a. Students must complete Entrance Loan Counseling and sign a *Master Promissory Note (MPN)* at www.StudentAid.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.

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.

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 67% of all credits attempted. The completion percentage will be rounded up or down according to standard rounding principles. Failure to meet either requirement after the Spring semester automatically puts students on *Financial Aid Suspension* status. At this point, students may appeal, by letter, to the Student Financial Services Office to regain eligibility for *one* additional payment period/ period of enrollment. If approved, students are placed on *Financial Aid Probation* status. If students fail to demonstrate satisfactory academic progress after the probationary payment period/ period of enrollment, they return to *Financial Aid Suspension* status.

The only way to continue receiving financial aid while suspended is to complete an *Academic Plan* (defined below). All Academic Plans must be approved by the Student Financial Services Office.

If at any review point students are found to be in compliance with SAP requirements, they are automatically removed from Probation or Suspension status.

In addition to the above grade point average and completion rate requirements, all students must complete their programs of study by attempting no more than 150% of the credit hours normally required for completion. If, for example, a program of study is normally completed with 36 credit hours, financial aid eligibility ceases once a student has attempted 54 credit hours or more.

Circumstances for a SAP Appeal. SAP appeals can be filed for any of the following circumstances: The death of a relative; injury or illness of the student; family difficulties, such as divorce or illness; interpersonal problems with friends, roommates, significant others, or another individual; difficulty balancing school and work, athletics, family responsibilities; or financial difficulties.

Definition of Terms. The following paragraphs define key terms related to Satisfactory Academic Progress (SAP):

Academic Plans are personalized plans designed to enable a student to meet SAP requirements at a subsequent review. They are developed by a Financial Aid Counselor or the Director of Financial Aid in conversation with the student and other University representatives as determined by the Director. The timeframe for the plan is developed on a case-by-case basis. As long as students remain in compliance with the *Academic Plan*, they are eligible to receive financial aid. If they fail to meet the requirements of the *Academic Plan*, they return to Financial Aid Suspension status.

Financial Aid Probation is a status assigned to students on Financial Aid Suspension after they successfully appeal, by letter, to the Student Financial Services Office. Such students retain financial aid eligibility for *one* additional payment period/period of enrollment as they attempt to demonstrate Satisfactory Academic Progress. Students may be on probation multiple times during their enrollment at Johnson University as long as the periods are not consecutive.

Financial Aid Suspension is a status assigned to students after a Warning or Probation period in which they failed to demonstrate compliance with SAP requirements. Students on Financial Aid Suspension are not eligible to receive financial aid. They remain under this status until they meet SAP requirements.

Successfully Completing a Course means earning the grade necessary to apply the course toward graduation requirements for a given academic program. Most programs require a “D-” or above for the course to be “completed.” In the event that a program requires a grade higher than “D-” for a given course, students must earn the required grade for the course to be considered “complete.” A grade of “P” (Passing) is also satisfactory. Students earn no credit for grades of “F” (Failing), “I” (Incomplete), “E” (Emergency), “W” (Withdrawal). Such courses count as courses attempted but not successfully “completed.”

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 facilities services department maintains a small "village" that includes 686,075 square feet of commercial and residential buildings, 3.2 miles of roads, and 294,000 square feet of parking lots.

Most students at Johnson University Tennessee live on campus. There are two residence halls for single students, as well as 75 housing units for married and adult students ranging from studio apartments to three-bedroom duplexes. Many members of the faculty and staff also live on campus.

Primary structures include:

- *Athletic Facilities.* The University maintains athletic facilities for both varsity and intramural athletic programs including two gymnasiums, three tennis courts, two racquetball courts, baseball field, disc golf course, walking track, hiking trails, and facilities for floor hockey, and volleyball.
- *Bell Hall* (1955) is a three-story apartment building for married and adult students containing studio, one-, and two-bedroom units of varying sizes. All utilities are included in the rent. A laundry facility is available across the street.
- *Brown Hall* (2000), the primary residence hall for single men, is equipped with private bathrooms in all rooms and has both wireless and Ethernet network connections. It houses 288 students, has three large common areas, two public kitchenettes, two sizeable laundry facilities, and a prayer room.
- *Campus Services Building* (completed Spring 2018) houses the School of Communication & Creative Arts' music program. A choir room, classrooms, practice rooms, and music faculty offices are part of this building.
- *Clark Hall* (1905) currently not used.
- *Duplex Units* have three bedrooms.

- *Eubanks Activity Center* (EAC, built in 1990 and remodeled in 2009–2011), houses the offices of the president, advancement, church relations, enrollment services, student accounts, financial aid, along with a science lab and nurse's station. The upper level includes classrooms, TV studio, audio studio, editing suites, and offices for part of the School of Communication & Creative Arts. The lower level houses the River Grill, racquetball courts, television area, student lounge, preschool, and graphics office.
- *Gally Commons* (2007) houses the post office, campus store, and a large dining facility. Special events are held in three private dining rooms.
- *Garrett Way and Gateway Townhouses* have two bedrooms, one and one-half baths. These units are designed for families with one or two children of the same sex.
- *Glass Memorial Library* (1965) provides students with a convenient place for research and study. It also houses one of the three computer labs on campus.
- The *Graham Center* opened in the Spring of 2019. This facility includes an 80,000 square-foot recreation building that features a student center, game room, multi-purpose room, classrooms, fitness center, competition gym, recreation gym, varsity team locker rooms, a trainer's room, and a competition-size pool. Outdoor facilities include a soccer field, baseball field, softball field, and intramural space.
- *Johnson Hall* (2000), the primary residence hall for single women, is equipped with private bathrooms in all rooms and has both wireless and Ethernet network connections. It houses 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.
- *Myrtle Hall* (1951; remodeled 2004) houses the School of Social and Behavioral Sciences and the University Counseling Center.
- *Old Main* (1905) contains a small chapel and the Museum of Archaeology. Built in 1905, it is the oldest building on campus still in use apart from the White House.
- *Phillips-Welshimer Building* (PWB, 1975), located in the heart of the campus, contains an auditorium, administrative offices, faculty offices, the School of Bible and Theology, the School of Christian Ministries, the Russell Preaching Center (RPC, 2009), the School of Arts and Sciences, and classrooms of various sizes and layouts. The Russell Preaching Center houses one of the three computer labs on campus.
- *Richardson Hall* (RH, 2001) houses the Templar School of Education, the School of Business and Public Leadership, Academic Support Center, Department of Online Education, the Honors Program, and the Karak Resources Project. It also contains an interactive prayer room, multimedia classrooms, and a computer lab.
- *River View* (2010), the official residence of the president, overlooks the French Broad River and Johnson Island. It is connected to the White House by a large dining/meeting room called the Refectory.
- *The White House* (1890) was built in 1890 and restored in 2010. The oldest structure on the campus, it was the residence of Ashley and Emma Johnson, and other presidents, and now

serves as a guest house. The White House is connected to Riverview by a large dining/meeting room called the Refectory.

Tennessee Student Services. Johnson University 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 (<https://johnsonu.edu/student-life/academic-support/>). The ASC is located in Richardson Hall, Room 265.
- *Admissions and Financial Aid Advising.* Contact the Admissions Office to schedule an appointment to discuss admission to the University and financial aid opportunities. (Telephone: 800-827-2122; Email: Admissions@JohnsonU.edu).
- *Campus Store.* The Johnson University Campus Store is typically open Monday through Friday from 8:00 a.m. to 4:00 p.m. It is the official source for Johnson University Gear, clothing and accessories that bear the University insignia. The Campus Store also stocks a variety of other merchandise, including books, school supplies, gifts, snacks, and personal items. Students may contact the Campus Store by telephone (865-251-2246) or email (CampusStore@JohnsonU.edu).
- *Career Services.* The Johnson University Career Services Office (CSO) provides professional services and guidance for students, alumni, and faculty, to support the development of servant leaders and ethical professionals. The CSO supports the mission and goals of Johnson University by assisting students in realizing and articulating their God-given potential by exploring their interests, values, skills, and opportunities (<https://johnsonu.edu/student-life/career-planning>). In partnership with students, alumni, faculty, and employers, the CSO develops informational, experiential, and professional development workshops, events, personal counseling, and networking that clarifies career exploration and employment opportunities. Johnson University Ministry and Employment Opportunities posted on the website provide opportunities for Alumni and friends of the university to search for current jobs or post new opportunities (<http://johnsonu.edu/student-life/career-planning#ministry>). The Career Services Office is in the Eubanks Activity Center, Room 322.
- *Communications.* The University equips each residence hall room with a telephone jack and phone number. Students may request a land line phone for their dorm room. The campus post office assigns each student a mailbox in the mailroom in the Gally Commons. Post office personnel post U.S. mail and campus mail daily. The Student Life Office maintains a current

announcement page. Announcements can be found on the Johnson app or the campus portal. Students have the option of having the announcements delivered to their email account. A calendar of events is available on the Johnson app. Several University offices maintain informative bulletin boards. All electronic communications from the University to students are sent using students' Johnson University email addresses. Students are responsible for checking their Johnson email account regularly.

- *Counseling Services.* The University Counseling Center (UCC) provides limited mental health services to students currently enrolled in traditional programs. The center is staffed by graduate students under the careful supervision of the professional counseling faculty.

The UCC exists to offer a broad range of preventive, remedial, and developmental counseling services to Johnson University students. It offers accessible, culturally competent, quality care to clients that is respectful of a person's family and loved ones, faith, language, culture, ethnicity, gender, and identity as a sexual being. At the client's level of comfort, student therapists incorporate spirituality and biblical components in the counseling process regarding faith as core to the growth and healing process. The UCC clinical faculty retains the right to refer clients or potential clients to other service providers when necessary.

- *Disability Services.* Johnson University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 by providing reasonable accommodations for students with documented disabilities. The Special Services Coordinator on the Tennessee campus evaluates requests submitted through the Request for Reasonable Accommodations Form, which is accessible on the website and the student portal (my.JohnsonU.edu), and determines appropriate accommodations. The Academic Support Center provides appropriate assistance.
- *Disciplinary Procedures.* Johnson University is committed to the principle of justice as revealed in the Scriptures and to the practice of reasonable, fair, and appropriate disciplinary procedures. A Discipline Committee meets as needed to deal with serious matters of student misconduct. The committee consists of three faculty members and two students. The Dean of Students chairs the committee. The committee works until it comes to a unanimous decision. Sanctions are always administered in a spirit of Christian concern with a sense of compassion for the student.
- *Food Services.* Food services are provided through Pioneer College Caterers in the Gally Commons dining hall at posted hours. In the Eubanks Activities Center, Pioneer also operates the River Grill. A third meal option, Habaneros, is available in the Graham Center. Coffees, smoothies, salads, and quick snacks are at the Graham Center Simple Blends Shop. Vending machines with drinks and snacks are also available. For single students the charges for board are based on a required contract food plan (9, 13 or 17 meals per week). Meals are served buffet style in the dining hall with the opportunity of eating some meals at the River Grill and Habaneros.
- *Health Services/Health Insurance.* The student Health Services Office is staffed by a registered nurse and located in the Eubanks Activities Center, Room 381. Services include wellness instruction, first aid for injuries and illness, and coordinating referral to area physicians. The nurse is not responsible for diagnosis, treatment of sicknesses, making appointments, or providing transportation to area doctors. Office hours are posted each term.

Adequate hospitals and medical facilities are available in Knoxville if serious medical attention is needed.

Undergraduate students must show evidence of adequate health insurance, or they must purchase the Student Insurance Policy offered through the University.

The University requires undergraduate students living on campus and full-time commuter students enrolled in traditional undergraduate programs to have health insurance. Policy information is available on the Johnson University website [Student Health](#) page.

Students are automatically enrolled in the University's health insurance plan unless they provide proof of coverage. Students who enroll in the plan at the beginning of Fall Term pay in advance for a 12-month policy. Students who begin in Spring Term pay a reduced amount due to the reduced length of the policy.

- *Housing.* The University has excellent housing for single and married students (see above under “Campus and Facilities”). Most undergraduate single students are housed two to a room in nicely furnished residence halls that include private baths, a telephone, two Internet connections, and security-card access. Students are allowed to have small microwaves and refrigerators. Full-time single students are not permitted to live off campus or in married housing unless they live with parents or guardians, or they are at least twenty-three years old. A qualified staff of resident directors and resident assistants is available in each hall. The University maintains a curfew for single students. For curfew hours please see the Student Handbook. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click on Student Handbook. Choose Tennessee. 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 Engage Knoxville or residence hall housing.* For detailed information, see the “Single Student Housing Policies” and “Married Student Housing Policies” in the Student Handbook. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click Student Handbook. Choose Tennessee.
- *Information Technology (IT).* The University provides an email address and on-campus Internet access to all students. Students may use the computer labs located in Richardson Hall, the Russell Preaching Center, the Glass Memorial Library.
- *Library Services.* Glass Memorial Library provides students with a convenient place for research and study. It contains over 100,000 physical book volumes and over 10,000 bound periodical volumes. It provides access to over 400,000 digital books and approximately 16,000 full text digital journals. The library website (<http://www.johnsonu.edu/library>) provides a helpful overview of resources and services, including a link to the library catalog. All students and faculty, whether on or off campus, may access digital library resources through the library website by using proxy software with their Johnson University logins and passwords.
- *Motor Vehicles and Parking.* Students may bring vehicles to campus. All motor vehicles must be properly licensed, carry full liability insurance, be registered with the University, and display a current Johnson University auto registration permit. Ample parking is available on campus. The University issues student parking permits, which are color coded for the lots to which students are assigned. Three commuter lots serve commuting students. Housing units are near academic buildings, so campus residents are not to drive to class.

- *Security.* Three characteristics of the University that contribute to campus security are its rural location, small size, and special purpose. Because of the kind of students the University attracts and the administration's concern for student behavior, Johnson University is a drug-free and alcohol-free environment. Residence halls are security-card access only. The University is registered with the State of Tennessee as a proprietary security organization and contracts with an outside service to provide licensed security personnel. Johnson University security personnel can request assistance from the Knox County Sheriff's Department and other agencies for incidents that require special resources. Security personnel receive and investigate all incident reports and refer crimes and offenses to local law enforcement authorities. The sheriff's department makes occasional patrols through the campus and responds to 911 calls made from the campus. Security personnel limit nighttime access to the campus. They also patrol the campus at night. The University collects crime statistics required by federal and state law and reports them in the Student Handbook, which prospective students should read before enrolling in Johnson University. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click Student Handbook. Choose Tennessee.
- *Textbook Services* are offered online through eCampus, a leading textbook provider in the United States. Students enter the bookstore website through a Johnson University sign-in and password, place texts and other learning materials in their "shopping cart," and make their purchases through a credit card or by charging them to their Johnson University student account. eCampus ships the books to campus or to another address provided by the student. For questions about textbook purchases, contact the Campus Store by telephone (865-251-2246) or email (CampusStore@JohnsonU.edu).

Tennessee Campus Life. Campus life is busy and rewarding. Most on-ground graduate programs offer a mixture of face-to-face, hybrid, and online coursework. Regular courses, as well as some intensive courses and seminars meet on varying weekdays or evenings and for varying lengths of time. Graduate students are often involved in regular coursework, internships and practicums, and numerous co-curricular learning opportunities. On-ground graduate students are welcome to make use of campus services and amenities while enrolled in their programs. All 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 attendance, academic integrity, dress, and behavior that go beyond those of most institutions of higher learning. These standards are described in detail in the Student Handbook, which every prospective student should read. The expectations are appropriate for students preparing for Christian vocations, and most do not find them burdensome. The Handbook can be found at <https://johnsonu.edu/student-life/>. Click Student Handbook. Choose Tennessee.

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.* Chapel meets Tuesdays and Thursdays from 11:00 to 11:50 a.m. Graduate students are welcome to attend, though it's not required. 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. 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.
- *Sports and Recreation.* The University is a member of the National Association of Intercollegiate Athletics (NAIA). Varsity teams in men's baseball, basketball, soccer, and tennis, compete with other college and university teams inside and outside the Associations. Women's varsity teams compete in softball, basketball, volleyball, soccer, and tennis. The colors of the Johnson University Tennessee Royals are blue and white with gray accent.

A well-rounded program of intramural sports is designed to give the largest possible number of students an opportunity to participate in athletics. Soccer, basketball, volleyball, flag football, and softball are played enthusiastically in friendly rivalry among the classes. Students also participate in table tennis, track, tennis, racquetball, billiards, and swimming. Athletic facilities include a baseball diamond, a soccer field, three tennis courts, outdoor basketball court, two gymnasiums, a weight room, women's fitness center, an indoor swimming pool, outdoor walking track, disc golf, and playgrounds for the children of married students.
- *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*, <https://sakai.johnsonu.edu>, which facilitate online presentations, the sharing of educational resources, communications with the instructor and other students, assignments, and assessments of student learning.
- *Johnson University email accounts*, which facilitate communication between students, faculty, and support staff. This service is also available for students' personal use.
- *my.JohnsonU.edu portal*, the Johnson University student portal, through which students may receive messages and conveniently check their financial aid status, account balance, course schedule, enrollment status, grade point average, and more.
- *Disability Services*. Johnson University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 by providing reasonable accommodations for students with documented disabilities. The Special Services Coordinator on the Tennessee campus evaluates requests submitted through the Request for Reasonable Accommodations Form, which is located on the website and the student portal (my.JohnsonU.edu), and determines appropriate accommodations. The Academic Support Center provides appropriate assistance.
- *Online library services* provided by the library staff. Students may access thousands of e-books and full-text journal articles, academic websites and search engines, a variety of research databases, research guides and tutorials, and more. Students may also contact professional library staff (<http://www.johnsonu.edu/library>) via telephone, email, chat, or videoconferencing systems for assistance with research and reference questions. The library website (<http://www.johnsonu.edu/library>) provides a helpful overview of resources and services, including a link to the library catalog. All students and faculty, whether on or off campus, may access digital library resources through the library website by using proxy software with their Johnson University logins and passwords.
- *Technical training and support* from the Department of Online Education staff, including *Sakai* online tutorials and orientation courses.
- *A 24/7/365 online Helpdesk* (https://my.johnsonu.edu/ICS/IT_Helpdesk.jnz) provided by Pearson (<https://www.pearson.com/en-us.html>).
- *Online academic coaching* is provided by the Academic Support Center staff and is accessible through WCONLINE5 (<https://johnsonu.mywconline.com>).
- *Textbook Services* are offered online through eCampus, a leading textbook provider in the United States. Students enter the bookstore website through a Johnson University sign-in and password, place texts and other learning materials in their "shopping cart," and make their purchases through a credit card or by charging them to their Johnson University student account. eCampus ships the books to campus or to another address provided by the student. For questions about textbook purchases, contact the Campus Store by telephone (865-251-2246) or email (CampusStore@JohnsonU.edu).
- *Enrollment counseling* provided by the Department of Online Education staff or program personnel.

- *Other general services*, such as admission counseling, transcript evaluations, financial aid counseling, student financial services, academic advising, registrar services, and program orientation.
- *Other program-based services*, such as the Doctoral Learning Community for Ph.D. students.

JOHNSON UNIVERSITY PERSONNEL

Board of Trustees

The Board of Trustees of Johnson University is comprised of ten to fifteen members (and the president of the University as an ex-officio member) who are nominated by the Board Development Task Force for three-year terms with approval by the board. The Alumni Council of Seventy is informed of the nominations. Members come from the ranks of the ministry and various other professions representing supporting constituencies of the University. A majority of the members must be alumni of the University. The major responsibility of the Board of Trustees is to give general direction and oversight to the operation of the University. As the governing body of Johnson University, the trustees establish broad institutional policies, aid in securing financial resources to support the work of the University, select the chief administrative officer, and upon his recommendation, approve the other administrative officers.

CHAIRMAN..... Richard E. Woods
 VICE CHAIRMANGregory J. Grant
 SECRETARYJeff Whitlock

Term Expires 2024:

W. Perry Bailey..... Retired Corporate Executive, Salem, VA
 Kenneth Funk..... Business Executive (on sabbatical)
 Vanessa Watkins..... Associate Professor, South College, Indianapolis, IN
 Jeff Whitlock..... Senior Minister, Memphis, TN
 Richard E. Woods..... Engineering Consultant & Educator, Knoxville, TN

Term Expires 2025:

Martha Raile Alligood..... Professor Emeritus & Educational Consultant, Winterville, NC
 Scott Eynon..... Senior Minister, Ft. Lauderdale, FL
 Gregory J. Grant..... Senior Minister, Carmi, IL
 Drew Mentzer..... Retired Senior Minister, Knoxville, TN

Term Expires 2026:

Kevin Duval..... Leader of Non-profit for Pastors, Roanoke, IN
 Mark Harrell..... Emergency Medical Physician, Morristown, TN
 Bill Wang..... Businessman, Sao Paulo, Brazil
 Sam Widener..... Business Owner, Johnson City, TN

Trustee Emeritus:

L.D. Campbell..... Pastor Emeritus, Burlington, KY

Ex Officio:

L. Thomas Smith, Jr..... President, Johnson University

Legal Counsel:

Paul T. Coleman..... Attorney, Knoxville, TN

Presidents Emeriti

DAVID L. EUBANKS, President Emeritus of Johnson University and Chancellor Emeritus of Johnson University Florida (1958); B.A. in Bible/Ministry 1957, M.Th. in Theology 1958, Johnson University; D.D. (Honorary) 1984, Johnson University; B.S. in History 1960, Ph.D. in History 1965, The University of Tennessee (TN)

GARY E. WEEDMAN, President Emeritus of Johnson University and Special Assistant to the President for University Partnerships (2007); B.A. in Bible 1964, Johnson University; M.A. in Communication 1967, Western Illinois University; Ph.D. in Classical Rhetoric and New Testament 1971, Indiana University (TN)

Senior Leadership Team

Under the direction of the President of the University, the senior leadership team is responsible for the implementation on all campuses of policies set by the Board of Trustees. The parenthetical notes indicate whether a given employee is based on the Tennessee Campus (TN), the Florida Campus (FL), the Online Campus (OL), or elsewhere.

L. THOMAS SMITH, JR., President, Professor of History and Theology (1990); B.A. in Bible and Ministry 1978, Johnson University; M.A.R. in Religion 1986, Emmanuel School of Religion; Ph.D. in History 1990, The University of Tennessee (TN)

CYNTHIA T. BARNARD, Vice President for Finance (2010); B.S. in Accounting 2001, Carson-Newman University; Master of Business Administration 2011, Milligan College (TN)

RICHARD CLARK, Vice President of External Relations and Chief Advancement Officer, (2016); B.S. in Youth Ministry 1978, Mid-Atlantic Christian University; M.A. in Theology 2005, Cincinnati Christian University; Ph.D. in Philanthropic Studies 2021, Indiana University (TN/OL)

MARVIN ELLIOTT, Executive Vice President, Florida Campus (2020); B.A. in Bible 1982, Milligan College; M.A. in Christian Leadership 2004, Kentucky Christian University; Ed.S. in Higher Education Administration 2010, Appalachian State University; Ed.D. in Educational Leadership 2012, Western Carolina University (FL)

ANDREW FRAZIER, Vice President for Student Life and Dean of Students (2013); B.A. in Management of Nonprofit Organizations and Bible and Theology 2013, M.A. in New Testament 2016, Johnson University; Ed.D. in Educational Leadership 2021, The University of New England (TN)

JENNIFER JOHNSON, Chief Communications Officer (2018); B.A. in English Literature 1998, Grove City College; Master of Education in Higher Education Administration, Abilene Christian University 2021; additional studies: Emmanuel Christian Seminary (TN)

GREGORY L. LINTON, Vice President for Academic Affairs/Provost, Professor of New Testament (2006); B.A. in Bible and Preaching 1982, Johnson University; M.Div. in Christian Ministry 1985, The Southern Baptist Theological Seminary; M.A. in Higher, Adult, and Lifelong Education 2007, Michigan State University; Ph.D. in New Testament and Christian Origins 1993, Duke University (TN)

BRANDON C. PERRY, Athletic Director, Head Men's Basketball Coach (2015); B.S. in Communication 2005, Milligan College; pursuing Master of Sport Management from Kansas University; additional studies: Johnson University (TN)

WILBUR A. REID, III, Vice President for Campus Services (2013); B.S. in Business Administration and Computer Science 1988, Milligan College; M.B.A. in Finance 1993, The University of Tennessee; Ph.D. in Organizational Leadership 2013, Regent University; M.A. in New Testament 2020, Johnson University (TN)

LISA TARWATER, Chief Admissions Officer (2014); B.S. in Tourism, Food and Lodging Administration 1988, University of Tennessee (TN)

Office of Academic Affairs

Under the direction of the Vice President for Academic Affairs/Provost, the administrators and managers of the Office of Academic Affairs oversee academic functions on all Johnson University campuses. The parenthetical notes

indicate whether a given employee is based on the Tennessee Campus (TN), the Florida Campus (FL), the Online Campus (OL), or elsewhere.

GREGORY L. LINTON, Vice President for Academic Affairs/Provost, Professor of New Testament (2006); B.A. in Bible and Preaching 1982, Johnson University; M.Div. in Christian Ministry 1985, The Southern Baptist Theological Seminary; M.A. in Higher, Adult, and Lifelong Education 2007, Michigan State University; Ph.D. in New Testament and Christian Origins 1993, Duke University (TN)

CATHLEEN COTTRELL, Assistant Director of Institutional Effectiveness & Research (2010); A.S. in Bible, Business and Church Music 1984, Cincinnati Christian University; B.A. in Liberal Arts 2004, Mount St. Joseph University; M.B.A. 2018, Johnson University (TN)

KELLY HANDY ESTES, Director of Academic Support Center, Director of Disability Services, and Staff Instructor in Education (2012); B.S. in Counseling 1988, Johnson University; M.S. in Education 2002, Radford University (TN)

CAROLYN E. LOWE, Director of the Library, Associate Professor of Library Science (1991); B.S. in Bible 1986, Johnson University; M.S. in Library Science 1993, The University of Tennessee (TN)

SHAWN SMITH, Registrar (2022); A.A. in General Education 1997, Indian River State College; B.S. Bible and Theology 2000, Johnson University Florida; M.Div. Apologetics 2003, M.A. Church History/Historical Theology 2005, Lincoln Christian Seminary (TN)

EMILI WILLIAMS, Director of Institutional Effectiveness and Accreditation (2013); A.A. 1997, Roane State Community College; B.S. in Bible and Theology 2008, Johnson University; M.A. in New Testament 2016, Johnson University (TN)

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), or elsewhere.

CATHERYLN F. BRIM, Dean of the School of Business & Public Leadership, Professor of Business Administration (2015); B.A. in Business Administration 1997, Saint Leo University; M.B.A. in Business Administration 1997, Webster University; Ed.D. in Organizational Leadership 2007, Nova Southeastern University (FL)

MATTHEW BROADDUS, Dean of the School of Communication & Creative Arts, Professor of Communication (2011); A.A. in News Writing 1998, Tulsa Community College; B.A. in Journalism and Broadcasting 2003, Oklahoma State University; M.S. in Knowledge Management 2008, The University of Oklahoma; Ph.D. in Communication and Information 2012, The University of Tennessee (TN)

NEALY BROWN, Dean of the School of Social & Behavioral Sciences, Professor of Social & Behavioral Sciences (2015); B.S. in Psychology 1995, University of Illinois; M.A. in Counseling and M.Div. in Divinity 2002, Lincoln Christian University; Ph.D. in Psychology 2007, Northcentral University (FL)

L. STEPHEN COOK, JR., Dean of the School of Bible & Theology, Professor of Old Testament (2003); B.A. in Christian Ministries 1989, Mid-Atlantic Christian University; M.Div. in Divinity 1997, Emmanuel School of Religion; Ph.D. in Biblical Studies 2009, The Catholic University of America (TN)

ROY V. MILLER, Dean of the Templar School of Education, Professor of Education (2015); B.S. in Education 1982, M.S. in Education 1984, The University of Tennessee; Ed.D. in Executive Leadership 2003, Emory University; Ed.S. in Education 2011, Lincoln Memorial University (TN)

JEFF SNELL, Dean of the School of Christian Ministries, Director of Preaching Ministries, Professor of Ministry Leadership (2014); B.B.L. in Biblical Literature 1989, B.Th. in Theology 1989, Ozark Christian College; M.A. in New Testament 1996, M.Div. in Christian Ministries 1997, Lincoln Christian University; D.Min. in Expository Preaching 2002, The Southern Baptist Theological Seminary (TN/FL/OL)

GARY DAVID STRATTON, Dean of the School of Arts & Sciences, University Professor of Spiritual Formation and Cultural Leadership (2015); B.A. in Christian Education 1980, Wheaton College; M.A.T.S. in Biblical Exposition 1991, Talbot School of Theology; Ph.D. in Spiritual Formation 2009, Biola University (TN/OL)

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), or elsewhere. A professor based at one location may teach at other Johnson University locations as well.

DIANE ADAMS, Associate Registrar (1999); B.A. in Bible 2008, Johnson University Florida (FL)

ALAN O. W. BARNES, Associate Professor of Digital Art & Design (2019); Bachelor of Music in Commercial Music 1996, Master of Music in Composition 2006, Belmont University; Master of Fine Arts in Communication Art 2012, Savannah College of Art and Design (TN)

CHRISTOPHER BEARD, Program Director, Professor, School of Business and Public Leadership (2016); B.S. in Business Administration 1999, Northwestern Oklahoma State University; M.A. in New Testament with Preaching Emphasis 2010, Ph.D. in Leadership Studies 2015, Johnson University (OL)

JONATHAN BENZ, Associate Professor of Counseling (2022); A.A. in Biblical Studies 2009, New Tribes Bible Institute; B.A. in Inter-Cultural Ministry 2012, New Tribes Mission Training Institute; M.A. in Counseling Psychology 2015, Moody Theological Seminary; Ph.D. in Counselor Education and Supervision 2021, Adams State University (TN)

JASON L. BINTZ, Director of Mathematics Program, Associate Professor of Mathematics (2019); B.A. in Mathematics 2003, Covenant College; Master of Divinity 2008, Gordon-Conwell Theological Seminary; M.S. in Mathematics 2013, Ph.D. in Mathematics 2015; The University of Tennessee (TN)

MARLA BLACK, Associate Librarian, Staff Instructor in Social & Behavioral Sciences (2010); A.A. in Biblical Studies 2013, B.S. in Organizational Leadership 2014, Johnson University Florida; M.S. in Information 2016, Florida State University (FL)

BRENT L. BREWER, Professor of Cross-Cultural Leadership (2003); B.A. in Bible and Ministry/Youth Ministry 1982, Johnson University; B.S. in Secondary Science Education 1988, M.A. in Secondary Science Education 1991, East Carolina University; M.A. in Missiology 2007, Columbia International University; pursuing a Ph.D. from Oxford Centre for Missions Studies (TN)

CATHERLYN F. BRIM, Dean of the School of Business & Public Leadership, Professor of Business Administration (2015); B.A. in Business Administration 1997, Saint Leo University; Master of Business Administration 1997, Webster University; Ed.D. in Organizational Leadership 2007, Nova Southeastern University (FL)

MATTHEW BROADDUS, Dean of the School of Communication & Creative Arts, Professor of Communications (2011); A.A. in News Writing 1998, Tulsa Community College; B.A. in Journalism and Broadcasting 2003, Oklahoma State University; M.S. in Knowledge Management 2008, The University of Oklahoma; Ph.D. in Communication and Information 2012, The University of Tennessee (TN)

JEFFREY M. BROWN, Professor of Business Administration, School of Business & Public Leadership (2016); B.S. in Electrical Engineering 1998, University of Illinois; M.B.A. in Technology Management 2002, University of Phoenix; Ph.D. in Business Administration 2018, Northcentral University (FL)

NEALY BROWN, Dean of the School of Social & Behavioral Sciences, Professor of Social & Behavioral Sciences (2015); B.S. in Psychology 1995, University of Illinois; M.A. in Counseling and M.Div. in Divinity 2002, Lincoln Christian University; Ph.D. in Psychology 2007, Northcentral University (FL)

SARAH E. CATHEY, Associate Dean of Arts & Sciences for Sciences, Professor of Natural Science (2013); B.S. in Biology 2001, Lipscomb University; M.S. in Agronomy 2005, Ph.D. in Agronomy 2010, University of Florida (TN)

CHRISTOPHER S. CARNES, Instructional Designer and Technologist (2022); B.S. Business Administration 1986, The Citadel; M.S. in Training and Instructional Design 1997, Rochester Institute of Technology (TN)

EMILY CHRISTENSEN, Associate Professor of Chemistry (2019); Bachelor of Christian Ministry 2010, Ozark Christian College; B.S. in Chemistry 2014, Ph.D. in Chemistry 2019; University of Missouri (TN)

RORY CHRISTENSEN, Associate Professor of Ministry Leadership (2018); Bachelor of Biblical Literature 2001, Ozark Christian College; M.A. in New Testament 2005, Johnson University; M.A. in Religion 2007, Cincinnati Christian University; D.Min. in Church and Parachurch Leadership 2012, Lincoln Christian University (FL)

L. STEPHEN COOK, JR., Dean of the School of Bible & Theology, Professor of Old Testament (2003); B.A. in Christian Ministries 1989, Mid-Atlantic Christian University; M.Div. in Divinity 1997, Emmanuel School of Religion; Ph.D. in Biblical Studies 2009, The Catholic University of America (TN)

CAROL A. DECKER, Associate Dean of the School of Business & Public Leadership, M.B.A. Program Director, Professor of Business Administration (2017); B.S. in Business Administration; Marketing 1985, University of Tennessee; B.S. in Accounting 1989, Tennessee Wesleyan College; M.B.A. in General Business Administration 1992, University of Tennessee, Chattanooga; Ph.D. in Human Resource Development 1996, University of Tennessee; M.B.A. in Finance 2008, M.S. in Marketing 2009, Golden Gate University. (TN)

MELISSA DRINNON, Director of Undergraduate Studies and Special Education, Assistant Professor of Education (2019); B.A. in Special Education 1989, M.S. in Education Administration & Supervision 1993; The University of Tennessee (TN)

HUA DUAN, Director of International Relations and International Education, Assistant Professor of Education and Chinese History and Culture (2010); Vice-Bachelor of Arts in English Language and Literature 1992, Henan University; B.A. in Teachers of English to Speakers of Other Languages 1996, Henan Institute of Education; M.A. in Educational Technology 2011, Ph.D. in Leadership Studies 2017, Johnson University (TN)

KAREN EASTEP, Director of Clinical Experience and Early Childhood Learning Center, Instructor in Early Childhood Program Development (2004); B.S. in Children's Ministry & Preschool/Daycare Director 2004, Johnson University; M.Ed. in Adult Education and Development 2014, Strayer University; Ed.S. in Early Childhood Education 2020, Walden University (TN)

TREVOR JONAS EGLI, Professor of Sport and Fitness Leadership (2013); B.A. in Psychology 2008, Franklin & Marshall College; M.S. in Kinesiology 2010, Georgia Southern University; Ph.D. in Kinesiology and Sport Studies 2013, The University of Tennessee (TN)

DEBORAH ELLIOTT, Assistant Professor of Reading Education (2021); B.S. in Elementary Education 2006, M.A. in Reading Education 2009, Appalachian State University (FL)

KELLY HANDY ESTES, Director of Academic Support, Staff Instructor in Education (2012); B.S. in Counseling 1988, Johnson University; M.S. in Education 2002, Radford University (TN)

DAVE EVELAND, Instructional Designer and Technologist, Staff Instructor in Educational Technology (2001); A.S. in Computer Information Systems 1997, Southwestern Illinois College; B.S. in Bible and Interdisciplinary Studies/Teacher Education 2004, M.A. in Holistic Education with Grades K-8 Certification, Johnson University; Ed.S. in Educational Leadership 2021, Regent University; Pursuing Doctor of Education from Regent University (TN)

JOSHUA FISH, Associate Dean, School of Social & Behavioral Sciences; Associate Professor of Social & Behavioral Sciences (2017); B.A. in Counseling and Bible 2006, Johnson University; M.A. in Marriage and Family Therapy/Professional Counseling 2008, Johnson University; Ph.D. in Family Therapy 2018, Texas Woman's University (TN)

ROBERT P. FLEENOR, Professor of Old Testament (2015); B.B.L. in New Testament 1997, B.Th. in Theology 1997, Ozark Christian College; M.A. in Biblical Studies 2007, Cincinnati Christian University; Ph.D. in Old Testament Studies 2019, Asbury Theological Seminary (FL)

GYASI BYNG FRANCISCO, Associate Professor of English (2020); B.A. in English 2010, Palm Beach Atlantic University; M.A. in English 2014, Florida Atlantic University; M.A. in English 2017, Ph.D. in English 2019, University of Rochester (FL)

KENDRA FULLWOOD, Associate Professor of English, Rhetoric and Composition (2016); B.A. in English 1996, Shaw University; M.A. in English 1998, The University of Akron; Ph.D. in English 2014, The University of Kansas (TN)

JOSEPH K. GORDON, Professor of Theology (2015); B.A. in Biblical Studies and Preaching and Church Leadership 2007, Johnson University; M.Div. in Contemporary Christian Theology 2011, Lincoln Christian University; Ph.D. in Religious Studies: Systematic Theology and Ethics 2016, Marquette University (TN)

HEATHER M. GORMAN, 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, 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. in Religion 2015, Baylor University (TN)

SHAWN GRANT, Director of First-Year Programs, Professor of Humanities (2013); B.A. in Bible and Christian Ministry 2002, Johnson University Florida; M.A. in Church History/Historical Theology 2007, Lincoln Christian University; Ph.D. in Humanities 2012, Florida State University (FL)

AMIE HADLEY, Assistant Professor and Site Coordinator for Sport & Fitness Leadership (2020); B.S. in Exercise and Sport Science 2009, Oregon State University; M.S. in Exercise Science 2013, University of South Florida (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 Christian University; D.Min. in Spiritual Formation 2003, Ashland Theological Seminary (FL)

KRISTEL W. HEADLEY, Professor of Counseling (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)

LONDON HUFFMAN, Professor of Sport and Fitness Leadership (2015); B.A. in Exercise and Sport Science: Sport Administration 2009; M.A. in Exercise and Sport Science 2011, The University of North Carolina; Ph.D. in Kinesiology and Sport Studies 2014, The University of Tennessee (TN)

JOHN D. JAEGER, Assistant Librarian (2017); B.A. in Psychology and Religion 1984, William Jewell College; Master of Divinity 1987, Midwestern Baptist Theological Seminary; M.S. in Library Information and Science 1997, University of Illinois at Urbana – Champaign; Ph.D. in Religion 2003, Baylor University (TN)

ANITA JOHN, Associate Professor of Social & Behavioral Sciences (2023); B.S. in Chemistry 1987, Bachelor of Education 1991, M.S. in Organic Chemistry 1989, Guru Ghasidas University; M.A. in Guidance and Counseling 2003, Mother Teresa Women's University; Ph.D. in Counselor Education and Supervision 2012, Regent University (TN)

APRIL CONLEY KILINSKI, Associate Dean of Arts & Sciences for Humanities, Professor of English and Literature (2013); B.A. in English 1995, Bluefield College; M.A. in English 2000, Ph.D. in English 2006, The University of Tennessee (TN)

KEITH KRISPIN, JR., Professor of Leadership Studies (2021); B.S. in Training & Development 1988, Grand Canyon University; M.A. in Youth Ministry 1991, Trinity Evangelical Divinity School; Ed.D. in Leadership 2004, Southern Baptist Theological Seminary; (OL)

BRIAN LESLIE, Director of Youth and Children's Ministries, Associate Professor of Ministry Leadership (2016); B.A. in Bible 1995, Milligan College; M.A. in Youth Ministry Leadership 2010, Huntington University; D.Min. in Missional and Spiritual Formation 2022, Lipscomb University (TN/FL)

CAROLYN E. LOWE, Director of the Library, Associate Professor of Library Science (1991); B.S. in Bible 1986, Johnson University; M.S. in Library Science 1993, The University of Tennessee (TN)

DAVID MAHFOOD, Assistant Professor in Bible & Theology (2018); B.A. in Physics 2006, University of Florida; M.A. in History and Theology 2010, Abilene Christian University; Ph.D. in Religious Studies 2017, Southern Methodist University (FL)

GERALD L. MATTINGLY, Professor of Cross-Cultural Leadership (1978); B.A. in Bible and Missions 1973, Cincinnati Christian University; M.Div. in World Religions, Archeology, Bible, and Missions 1976, Ph.D. in Intercultural Studies 1980, The Southern Baptist Theological Seminary (TN)

KIRK MCCLELLAND, Director of Service Engagement and First-Year Programs, Professor of Service Learning (2016); B.S. in Recreation and Leisure Studies 1997, Gordon College; Ed.M. in International Education Development 2006, Boston University; Ed.D. in Learning, Leadership and Community 2015, Plymouth State University (TN)

JASON A. MEAD, Professor of History (2007); B.A. in History 1996, Milligan College; M.Div. in Church History 2001, Emmanuel Christian Seminary; M.A. in History 2005, The University of Tennessee; Ph.D. in History 2023, The University of Exeter (TN)

KERI L. MERRITT, Associate Professor of Life Sciences (2016); B.S. in Biology 1990, Abilene Christian University; Ph.D. in Molecular Biology 1998, Vanderbilt University (TN)

ROY V. MILLER, Dean of the Templar School of Education, Professor of Education (2015); B.S. in Education 1982; M.S. in Education 1984, The University of Tennessee; Ed.D. in Executive Leadership 2003, Emory University; Ed.S. in Education 2011, Lincoln Memorial University (TN)

MARK NELSON, Executive Director of Three Rivers Collaboration (2021); B.S. in Youth Ministry (1987), M.A. in Ethics and Leadership (2021); Johnson University (TN)

MONICA MARIE NELSON, Professor of Health Sciences (2019); B.S. in Nursing 1984, Indiana University; M.Ed. in Curriculum, Instruction 2010, Lincoln Memorial University; Ph.D. in Nursing 2014, East Tennessee State University (TN)

CYNTHIA PARTON NORTON, Professor of Health Education (2013); B.S. in Education 1978, M.S. in Safety, Education and Service 1979, Ed.D. in Health Education 1982, The University of Tennessee (TN)

DANIEL OVERDORF, Director of Preaching Ministries, Professor of Ministry Leadership (2005); B.A. in Preaching 1995, Johnson University; M.Div. in Leadership Ministry 2001, Lincoln Christian University; D.Min. in Preaching 2005, Gordon-Conwell Theological Seminary (TN/OL)

JODY L. OWENS, Professor of Bible and Pastoral Ministries (1999); B.A. in History 1987, Armstrong State University; M.A. in New Testament/Preaching 1995, Johnson University; M.Div. in Church History 1998, D.Min. in Old Testament Studies 2003, Emmanuel Christian Seminary (TN)

J. JEROME PRINSTON, Professor of Bible and Education (2006); B.A. in Bible and Preaching 1987, Johnson University; M.A.R.E. in Christian Education 1989, The Southern Baptist Theological Seminary; M.S. in Education 1996, Ed.D. in Educational Administration 1997, Bob Jones University (TN)

RUTH T. REYES, Assistant Dean of the School of Communication & Creative Arts, Professor of Music (1996); Pre-college studies at the Juilliard School; B.Mus. in Piano 1979, Queens College; M.A. in Piano Performance 1987, Aaron Copland School of Music; Ed.D. in Higher Education 2008, Nova Southeastern University (FL)

SEAN M. RIDGE, Professor of Counseling (2007); B.A. in Psychology 1995, Bluffton University; M.M.F.T. in Marriage and Family Therapy 2000, Abilene Christian University; Ph.D. in Family Therapy 2008, Texas Woman's University (TN)

RAFAEL RODRIGUEZ, Professor of New Testament (2006); B.A. in Bible 2000, M.A. in Biblical Studies 2003, Cincinnati Christian University; Ph.D. in Biblical Studies 2008, The University of Sheffield (TN)

NATHAN SHEDD, Assistant Professor of New Testament (2021); B.A. in Bible and Theology 2011, Johnson University; M.A. in Biblical Studies 2015, Asbury Theological Seminary; Ph.D. in Theology and Religious Studies 2019, Liverpool Hope University (TN)

RYNE SIESKY, Assistant Professor of Music Technology (2022); B.A. in Music 2017, Virginia Commonwealth University; M.M. in Music Composition 2019, Ohio University; pursuing Doctor of Musical Arts in Composition from the University of Miami (TN)

SHAWN SMITH, Registrar (2022); A.A. in General Education 1997, Indian River State College; B.S. Bible and Theology 2000, Johnson University Florida; M.Div. Apologetics 2003, M.A. Church History/Historical Theology 2005, Lincoln Christian Seminary (TN)

JEFF SNELL, Dean of the School of Christian Ministries, Professor of Ministry Leadership (2014); B.B.L. in Biblical Literature 1989, B.Th. in Theology 1989, Ozark Christian College; M.A. in New Testament 1996, M.Div. in Christian Ministries 1997, Lincoln Christian University; D.Min. in Expository Preaching 2002, The Southern Baptist Theological Seminary (TN/FL/OL)

GARY DAVID STRATTON, Dean of the School of Arts & Sciences, University Professor of Spiritual Formation and Cultural Leadership (2015); B.A. in Christian Education 1980, Wheaton College; M.A.T.S. in Biblical Exposition 1991, Talbot School of Theology; Ph.D. in Spiritual Formation 2009, Biola University (TN/OL)

JOHN STRICKLEN, Assistant Professor of Business & Public Leadership (2017); B.S. in Bible and Media Communication 2011, Johnson University; M.A. in Organizational Leadership 2016, Regent University; D.B.A. in Management 2022, Lincoln Memorial University (TN)

TRAVIS SURRELL, Program Director for Applied Linguistics and Teaching English as a Second Language, Instructor of Cross-Cultural Leadership (2023); B.A. in Bible and Theology and in Intercultural Studies (Missions Concentration) 2014, Johnson University; M.A. in Intercultural Studies (Translation Concentration) 2017, Johnson University (TN)

CHRIS M. TEMPLAR, Director of Educational Technology, Professor Emeritus of Education (1978); A.L.B.C. in Hebrew, Old Testament, and Church History 1967, London Bible College; B.D. in Divinity (Honors) 1967, London University; Graduate Teaching Certificate 1968, College of St. Mark & St. John; M.A. in Christian Education 1976, Trinity Evangelical Divinity School; Ph.D. in Religious Education 1979, The Southern Baptist Theological Seminary; additional studies: University of Oregon, Regis University, Loyola Marymount University (TN)

DONALD R. TRENTHAM, Director of Music Education Program, Professor of Music (1985); B.S. in Bible and Music 1981, Johnson University; M.M. in Piano Literature 1984, The University of Tennessee; additional studies: The University of Tennessee (TN)

EMILY TUCKER, Instructional Designer and Technologist (2022); B.S. in Child Development and Learning 2013, Maryville College; M.S. in Curriculum and Instruction 2016, Western Governors University; M.S. in Technology and Learning 2016, Western Governors University; Ph.D. in Curriculum and Instruction 2020, Capella University (TN)

NIKKI L. VOTAW, Director of Graduate Studies, Professor of Education (2008); B.S. in Psychology 1996, M.Ed. in Elementary Education 1997, Milligan College; Ph.D. in Curriculum and Instruction 2008, University of Louisville (TN)

BRENT D. WEAVER, Director of Worship Leadership Program, Professor of Music (1994); B.S. in Music Education 1988, M.A. in Music 1994, Ball State University; Doctor of Worship Studies 2020, Robert E. Webber Institute for Worship Studies; additional studies: University of Northern Colorado, Westminster Choir College (TN)

MARK WEEDMAN, Professor of Philosophy and Ethics (2012); B.A. in Bible 1990, Milligan College; M.Div. in Divinity 1994, Emmanuel Christian Seminary; Ph.D. in Historical Theology 2004, Marquette University (TN)

RONALD E. WHEELER, Professor of English and Literature (1977); B.A. in Bible and English 1976, Kentucky Christian University; B.U.S. in English 1976, M.A. in English 1977, Morehead State University; additional graduate studies The University of Tennessee (TN)

WILLIAM F. WOLF, Associate Professor of Worship and Theology (2011); B.S. in Bible/Media Communications 2003, M.A. in New Testament Exposition and Research 2013, Johnson University; Master of Letters in Theology, Imagination and the Arts 2015, University of St. Andrews; Doctor of Worship Studies 2017, Robert E. Webber Institute for Worship Studies (TN)

KENNETH A. WOODHULL, Executive Director of the Johnson University Center for Urban Alliance, Professor of Cross-Cultural Leadership (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)

COURSE DESCRIPTIONS

BIBL 5100 Introduction to Graduate Studies: Orientation (0). An online orientation includes a brief investigation of the methods and tools of New Testament research and scholarly writing. It introduces appropriate indices, journals, and reference works in the Glass Memorial Library. One unit covers bibliography, note taking, and research writing skills.

BIBL 5101 Old Testament Survey (3). A survey of the Old Testament books to highlight major personalities and events relevant to the story of God's Old Testament people.

BIBL 5103 New Testament Introduction (3). A study of the authorship, date, audience, and purpose of each book of the New Testament, with attention to differing approaches to these questions. The text and canon of the New Testament are also considered.

BIBL 5104 World of the New Testament (3). A study of the world of Christian origins. Focus is given to principle cities, institutions, movements, and individuals that contextualize the New Testament text.

BIBL 5105 New Testament Research Methods (3). An introduction to the theory and practice of New Testament exegesis, the tools and methods of biblical research, and the academic writing process. Students must complete this course as the first course in the graduate program in New Testament.

BIBL 5106 New Testament Theology (3). A comprehensive study of the theological perspectives of the New Testament writers and the underlying unity that connects their diverse expressions.

BIBL 5107 Ministry of the Master (3). A graduate-level study of the ministry of Jesus as depicted in Matthew, Mark, Luke, John, and various other biblical witnesses. The aim of the course is to acquire knowledge of Jesus in his historical setting and to make contemporary applications of his ministry for the Christian.

BIBL 5111 Story of Scripture (3). Offered to participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities, considering the Christian story as a story about hospitality—how God draws the world to himself through radical self-giving love—and the question: How can I participate in this great story?

BIBL 5160 Integrating Biblical Values & Education (3). An introduction to the theory and practice of New Testament exegesis, the tools and methods of biblical research, and the academic writing process.

BIBL 5207 Old Testament Book Study Book of Amos (3). An exegetical study of Amos, bringing together issues of history, culture, language, rhetoric and theology in the interpretation of the book.

BIBL 5335 New Testament Book Study (3). Application of Greek language principles and exegetical skills to selected texts from the New Testament with a focus on the practical use of Scripture in the church. As students employ a systematic approach to studying a book of the New Testament, they gain a deeper knowledge of the content, structure, history, and theology of New Testament writings.

BIBL 6101 Gospel of Matthew (3). A detailed study of the Gospel of Matthew. Through reading, writing, and individual research, students explore the meaning of the text in its first-century setting, gaining experience in using the tools of biblical study.

BIBL 6105 Acts (3). A study of the text of the Acts of the Apostles with special attention to the historical, cultural, linguistic, chronological, archaeological, and theological issues crucial for understanding this book. Literary features of this text are analyzed in their relation to the message of the New Testament book.

BIBL 6106 Romans (3). This course focuses on Paul—as author of the Epistle to the Romans—and the text of Romans itself. The course places Paul within the context of the first-century Roman imperial world (including both Jewish and pagan dynamics) and traces the rhetoric and theology of Romans in terms of this context. Students also

focus on the overall movement and argumentation of Romans and place each section of Paul's epistle within this overall movement.

BIBL 6201 Honors Thesis (3). Students who intend to pursue a terminal degree in New Testament research may with the prior approval of the faculty on review of the student's portfolio of written work completed in the program, write a carefully researched, appropriately documented, cogent, clear paper of about 75 pages on a selected New Testament subject of interest to the student and conducted under the guidance of a faculty advisor. Typically, the honors thesis requires two terms to complete.

BIBL 6202 Thesis Continuation (0). Students continue the project begun in BIBL 6201 Honors Thesis.

BIBL 6203 Thesis Continuation (0). Students continue the project begun in BIBL 6201 Honors Thesis.

BIBL 6207 1 Corinthians: Greek Text (3). A Greek-based study of Paul's first letter to the Corinthians. Through translation, individual research, and discussion, students explore the meaning of the text in its first-century setting, gaining experience in using the tools of biblical study.

BIBL 6209 Research Project(3). Most students in the New Testament Research track and the Customized Concentration track will complete a paper of approximately 30 pages under the supervision of a faculty member over a single term. The paper will summarize and evaluate the present state of research on a particular issue related to the New Testament or a passage in the New Testament. The paper for the Customized Concentration may be an interdisciplinary project that combines this summary and evaluation with methods, perspectives, or problems associated with a second academic or professional discipline.

BIBL 6210 Prison Epistles: Greek Text (3). A Greek-based study of Paul's letters to the Ephesians, the Philippians, the Colossians, and to Philemon. Through translation, individual research, and discussion, students explore the meaning of the text in its first-century setting, gaining experience in using the tools of biblical study.

BIBL 6227 Apocalypse: Greek Text (3). Supervised study of the Greek Text of the Book of Revelation to develop skills in translation and exegesis and knowledge of exegetical resources.

BIBL 6303 Translation & Exegesis of New Testament Texts (3). Students apply Greek language and exegetical skills learned in earlier courses to a selected text(s) from the New Testament. As students employ this systematic approach to the Scriptures, they gain deeper knowledge of the content, structure, and theology of New Testament writings; continue to strengthen and develop their translation and exegetical skills; and become better equipped to use those skills in the service of Christ.

BIBL 6505 Translation & Exegesis of Old Testament Texts (3). Students apply Hebrew language and exegetical skills learned in earlier courses to a selected text(s) from the Old Testament. As students employ this systematic approach to the Scriptures, they gain deeper knowledge of the content, structure, and theology of Old Testament writings; continue to strengthen and develop their translation and exegetical skills; and become better equipped to use those skills in the service of Christ.

BUSN 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, technology, and services along with preparation for business learning.

BUSN 5013 Advanced Operations Management (3). Students examine approaches to managing the design, operation, and improvement of systems and processes, as well as the delivery of a firm's products and services.

BUSN 5023 Advanced Business Analytics (3). The purpose of this course is to teach students how to make optimum decisions as a result of analyzing data. Additionally, students will be able to effectively communicate the results of the data analysis in a clear and concise manner.

BUSN 5033 Marketing Management (3). Students explore the strategies of how a company decides what to sell, identifies its target market(s), and determines the best method(s) of reaching them. An emphasis will be placed on developing a marketing plan for a profit or nonprofit organization.

BUSN 5113 Accounting for Strategic Decision Making (3). Students gain enhanced knowledge, analytical tools, and interpretation skills to help leaders make better operating, investing, and financing decisions. Topics include GAAP (Generally Accepted Accounting Principles) financial statement presentation and reporting, underlying

accounting principles and conventions, and cost accounting language and topics, such as cost-volume-profit analysis, resource allocation, budgeting and variance analysis, and relevant costs.

BUSN 5123 Business Law (3). Students explore the legal and ethical issues of business. Since the law is the foundation to societal ethics, students study and discuss basic business law concepts such as business organizations, real property, contracts, employment, sales & warranties, personal property, risk devices, governmental regulation and the court system. The course enables students to understand and articulate the development of ethical and moral frameworks by which operational decisions can be made and professional moral conduct enhanced. Students utilize a variety of ethical models and perspectives that shed light on ethical operational issues.

BUSN 5213 Advanced Corporate Finance (3). Students focus on the functions of corporate finance, which includes evaluating financial statements and ratios, asset utilization, and working capital models.

BUSN 5223 Managerial Economics (3). This course examines micro- and macro-economic forces in organizations and throughout the economy. The student gains insight into how the markets function, including an understanding of how individual managers and consumers generate the fundamentals of market supply and demand, governing the prices and quantities sold in all economic transactions.

CDC 5000 Credit by Demonstrated Competency (variable). See Academic Policies & Procedures – Credit by Demonstrated Competency.

CMMN 5999 Special Issues in Christian Ministry (3). This course equips students research, analyze, and/or implement theories and best practices related to specific fields of Christian ministry. These fields might include but are not limited to pastoral care, counseling, preaching, student ministry, children’s ministry, church planting, urban ministry, apologetics, multi-cultural ministry, or discipleship.

CMPR 5101 Expository Preaching (1). 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 6200 Advanced Expository Preaching (3). Advanced Expository Preaching further develops principles learned in CMPR 5101 Expository Preaching (or previous homiletics courses). Students gain a deeper understanding of the relationship between sound exegesis and effective preaching, learn to preach accurately from various biblical literary forms, and utilize various sermon forms to communicate biblical truth most effectively.

CMPR 6210 Preaching & Teaching for Spiritual Formation (3). This course prepares students to provide opportunities for spiritual formation of churches through their preaching and teaching. Students learn to focus on their own spiritual formation as a basis for the ministry of the Word, assess a congregation’s spiritual condition, determine how congregations develop spiritually, and design specific preaching and teaching methodologies that effectively shape corporate and individual spiritual formation. Students in the Spiritual Formation concentration must take the hybrid format of this course, which includes an intensive week on campus. The hybrid format is offered every other summer. Students in the Preaching concentration and certificate programs may choose either the hybrid or online format of the course.

CMPR 6220 Preaching Contexts (3). Students examine three important contexts of preaching —namely, the theological, historical, and contemporary contexts. Students explore a biblical theology of preaching, trace key eras and figures related to the history of preaching, and learn to assess their own contemporary context for preaching, so that they can most effectively relate their sermons to their particular listeners.

CMPR 6501 Preaching Project I (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 6500.*

CMPR 6602 Preaching Project II (2). This continuation of the preaching project allows students to integrate New Testament and preaching courses through writing a sermon, which is delivered to a congregation and recorded for the faculty to evaluate.

CMSF 5100 Introduction to Spiritual Formation (3). This course introduces students to the concept, process, and practice of spiritual formation. Particular emphasis is placed on the examination of and the practice of classical

spiritual disciplines and other devotional practices. The purpose is to help students with their own spiritual formation as they prepare to lead others. This 3-credit course is taken in a one-week residence with cohort members. Additional online pre- and post-course assignments are required.

CMSF 6200 History of Christian Spiritual Formation (3). The purpose of this course is to examine the varieties of spiritual and devotional movements throughout the history of Christianity. The strengths and weaknesses of these movements are explored with the intent of appreciating the role of history and tradition in spiritual formation and applying valid spiritual principles to contemporary practice in individual and corporate contexts.

CMSF 6302 Spiritual Formation & Leadership Project: Fall Term (2). This project leads students to integrate their New Testament and spiritual formation courses through developing a project in their ministry setting.

Prerequisites: Students must have completed or be currently enrolled in all spiritual formation courses to register for CMSF 6302.

CMSF 6501 Spiritual Formation & Leadership Project: Spring Term (1). This continuation of the spiritual formation project allows students to integrate New Testament and spiritual formation courses through delivering a project in their ministry setting and reporting on that project at the Spiritual Formation Project Retreat in the Spring Term. *Prerequisites: Students must have completed all required preaching courses to register for CMSF 6501.*

CMSM 5013 The Church's Mission (3). Students explore the biblical and theological nature of the church and its mission to the world, analyze how contemporary churches attempt to fulfill this mission, and develop strategies for churches to effectively pursue the mission in their own contexts.

CMSM 5023 The Church's Ministry (3). Students consider the biblical and theological foundations for various elements of pastoral ministry, investigate best practices among contemporary churches, design ways to implement these best practices into local church ministries, and apply their own pastoral skills in a ministry context.

CMSM 5033 Strategic Leadership (3). Students research biblical and contemporary teaching about leadership competencies such as mission, vision and strategy. They evaluate best practices among churches, other organizations, and exemplary leaders, and formulate their own philosophies for strategic Christian leadership.

CMSM 5043 Strategic Management (3). Students research biblical and contemporary teaching related to the effective management of people, resources, and programs. They evaluate best practices among churches, other organizations, and exemplary managers, and formulate their own philosophies for strategic Christian management.

CMSM 5053 The Leader's Spiritual Development (3). Students analyze how Christians can cooperate with the Holy Spirit to further their own spiritual development, examine and implement spiritual practices, and develop plans for continued spiritual growth. **Students may substitute CMSM 5323 Bible Lands, a class with a formative emphasis built around a trip to Israel, and pay a course fee equivalent to the trip's cost.*

CMSM 5063 The Leader's Professional Development (3). Students evaluate best practices in self-understanding, self-leadership, self-care, and life-long learning from a biblical, Christian perspective. They develop plans for immediate application and continued growth in these areas.

CMSM 5323 Bible Lands (3). A 14-day study-abroad experience in Israel and Palestine, regions integral to the historic development of biblical literature and home to three diverse text-oriented communities, namely, Judaism, Christianity, and Islam. Observation, engagement, and contemplation within these contexts—whether focusing on archaeological reconstructions of the past or theological interpretations of identity and action in the present—allow learners to explore Christian ministry in an increasingly complex world.

CMSM 6012 Children's Ministry Field Experience I (2). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6014 Children's Ministry Field Experience I (4). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6022 Children's Ministry Field Experience II (2). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning

Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6024 Children's Ministry Field Experience II (4). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6032 Children's Ministry Field Experience III (2). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6034 Children's Ministry Field Experience III (4). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6042 Children's Ministry Field Experience IV (2). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6052 Children's Ministry Field Experience V (2). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6062 Children's Ministry Field Experience VI (2). Students serve with and are mentored by full-time ministers who serve in children's ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6112 Missions Ministry Field Experience I (2). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6114 Missions Ministry Field Experience I (4). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6122 Missions Ministry Field Experience II (2). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6124 Missions Ministry Field Experience II (4). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6132 Missions Ministry Field Experience III (2). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6134 Missions Ministry Field Experience III (4). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning

Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors

CMSM 6142 Missions Ministry Field Experience IV (2). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6152 Missions Ministry Field Experience V (2). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6162 Missions Ministry Field Experience VI (2). Students serve with and are mentored by full-time ministers who serve in missions ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6212 Pastoral Ministry Field Experience I (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices,

CMSM 6214 Pastoral Ministry Field Experience I (4). Students serve with and are mentored by full-time ministers who serve in pastoral ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6222 Pastoral Ministry Field Experience II (2). Students serve with and are mentored by full-time ministers who serve in pastoral ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6224 Pastoral Ministry Field Experience II (4). Students serve with and are mentored by full-time ministers who serve in pastoral ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6232 Pastoral Ministry Field Experience III (2). Students serve with and are mentored by full-time ministers who serve in pastoral ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6234 Pastoral Ministry Field Experience III (4). Students serve with and are mentored by full-time ministers who serve in pastoral ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6242 Pastoral Ministry Field Experience IV (2). Students serve with and are mentored by full-time ministers who serve in pastoral ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6252 Pastoral Ministry Field Experience V (2). Students serve with and are mentored by full-time ministers who serve in pastoral ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6262 Pastoral Ministry Field Experience VI (2). Students serve with and are mentored by full-time ministers who serve in pastoral ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6312 Sports Ministry Field Experience I (2). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6314 Sports Ministry Field Experience I (4). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6322 Sports Ministry Field Experience II (2). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6324 Sports Ministry Field Experience II (4). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6332 Sports Ministry Field Experience III (2). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6334 Sports Ministry Field Experience III (4). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6342 Sports Ministry Field Experience IV (2). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6352 Sports Ministry Field Experience V (2). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6362 Sports Ministry Field Experience VI (2). Students serve with and are mentored by full-time ministers who serve in sports ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6412 Special Needs Ministry Field Experience I (2). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6414 Special Needs Ministry Field Experience I (4). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6422 Special Needs Ministry Field Experience II (2). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6424 Special Needs Ministry Field Experience II (4). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6432 Special Needs Ministry Field Experience III (2). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6434 Special Needs Ministry Field Experience III (4). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6442 Special Needs Ministry Field Experience IV (2). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6452 Special Needs Ministry Field Experience V (2). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6462 Special Needs Ministry Field Experience VI (2). Students serve with and are mentored by full-time ministers who serve in special needs ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6512 Student Ministry Field Experience I (2). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6514 Student Ministry Field Experience I (4). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6522 Student Ministry Field Experience II (2). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6524 Student Ministry Field Experience II (4). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6532 Student Ministry Field Experience III (2). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6534 Student Ministry Field Experience III (4). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6542 Student Ministry Field Experience IV (2). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6552 Student Ministry Field Experience V (2). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6562 Student Ministry Field Experience VI (2). Students serve with and are mentored by full-time ministers who serve in student ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6612 Worship Ministry Field Experience I (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6614 Worship Ministry Field Experience I (4). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6622 Worship Ministry Field Experience II (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6624 Worship Ministry Field Experience II (4). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6632 Worship Ministry Field Experience III (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6634 Worship Ministry Field Experience III (4). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6642 Worship Ministry Field Experience IV (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6652 Worship Ministry Field Experience V (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6662 Worship Ministry Field Experience VI (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6712 Church Leadership Ministry Field Experience I (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6714 Church Leadership Field Experience I (4). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6722 Church Leadership Field Experience II (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6724 Church Leadership Ministry Field Experience II (4). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6732 Church Leadership Ministry Field Experience III (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6734 Church Leadership Ministry Field Experience III (4). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6742 Church Leadership Ministry Field Experience IV (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6752 Church Leadership Ministry Field Experience V (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

CMSM 6762 Church Leadership Ministry Field Experience VI (2). Students serve with and are mentored by full-time ministers who serve in worship ministry, developing both their skills and their hearts for ministry. A Learning Covenant guides students to observe and evaluate ministry practices, incorporate lessons learned into ministry tasks, and reflect on this process with their mentors.

COUN 5000 Graduate Counseling Orientation (0). This course provides students with valuable information to assist their transition into the Graduate Counseling Programs. Students engage their cohort and faculty mentor; gain an understanding of program requirements, processes, and policies; and are introduced to various resources available, including technology, the learning management system utilized (Sakai), and additional student services and support.

COUN 5100 Research & Statistics (3). This course is designed to introduce students to the methods and design of qualitative and quantitative social science research. During the course, students will review American Psychological Association (APA) style of writing in graduate studies, review skills necessary for understanding primary research in counseling literature and be introduced to the basic statistical analyses utilized in social science research and writing. Instruction will explore the role that research plays in increasing counselor effectiveness and the ethical and legal considerations pertinent to the professional counselor and researcher.

COUN 5200 Integrating Theology & Therapy (3). This course will engage students in the appropriate ethical integration of theology into the professional counseling relationship. Students will critique and evaluate multiple approaches to applied integration as these relate to scope of practice. Worldview and personal values of both the

counselor and client will be considered, ultimately resulting in the formulation of a personal approach to addressing theological/spiritual issues in counseling.

COUN 5210 Ethical & Professional Issues in Counseling (3). This course consists of a survey of professional ethics and laws relative to the practice of marriage and family therapy/professional counseling and a study of Tennessee licensing laws in order to enable the student to understand the criminal and civil laws impacting counselors. This course focuses on the personhood of the counselor with emphasis on the cultivation and sustenance of emotional maturity, moral sensitivity, and moral decision-making skills integral to independent professional life and practice.

COUN 5220 Social & Cultural Diversity in Counseling (3). This course provides for an exploration of multicultural concerns related to the knowledge, beliefs/attitudes, and skills of counselors. Through self-disclosure, individual experiences, group presentations and class discussion, participants in this class will examine their own preferences, cultural biases, values and assumptions about culture and diversity issues. Strategies that promote understanding and effective intervention will be emphasized.

COUN 5310 Human Development over the Lifespan (3). This course encourages students to examine theories and research on human development throughout an individual's life cycle. The course will also focus on stages of development associated with the Family Life Cycle. Students to integrate understandings of development with the practice of counseling.

COUN 5330 Human Sexuality (3). This course examines the physiological, psychological, socio-cultural, and spiritual aspects of human sexuality. Emphasis is placed upon sex education, sexuality issues in development and marriage, and the understanding and treatment of various sexual dysfunctions.

COUN 5410 Theories of Counseling and Marriage & Family Therapy I (3). This course will examine major theories of counseling and their therapeutic implications. The class will focus on the following approaches to counseling: psychoanalytical theory, Adlerian theory, existential therapy, person-centered theory, Gestalt theory, Bowen family systems theory, strategic family therapy, experimental family therapy.

COUN 5420 Theories of Counseling and Marriage & Family Therapy II (3). This course will examine major theories of counseling and their therapeutic implications. The class will focus on the following approaches to counseling: reality therapy, behavioral therapy, cognitive-behavioral therapy, feminist therapy, postmodern therapy (including narrative and solution-focused individual and family therapy), structural family therapy, and comparative analysis.

COUN 5430 Contemporary Trends in Marriage & Family Therapy/Clinical Mental Health Counseling (3). This course will explore and critique current trends in clinical mental health counseling and marriage and family therapy. Topics will include: theoretical orientation as it relates to treatment processes, contemporary clinical treatments, and program evaluation and appropriate use of outcome data.

COUN 5520 Child & Adolescent Assessment, Diagnosis & Treatment (3). This course surveys major contemporary theories in reference to child and adolescent psychotherapy. Students will learn how to assess and diagnose a child or adolescent within the context of the multiple systems of which they are a part. Students will integrate the DSM-V into a comprehensive assessment, diagnosis and treatment processes that includes the development and implementation of a comprehensive treatment plan.

COUN 5530 Couples & Marital Therapy (3). This course will engage students in both diagnosis/ assessment and treatment processes related to treatment of couples and marriages. Particular attention is given to dysfunctional relationship patterns as well as mental health disorders within a relationship dyad. Special topics to be highlighted include: premarital counseling, human sexuality and treatment of sexual dysfunctions, dyadic interventions from multiple theoretical orientations, and divorce and remarriage.

COUN 5540 Group Dynamics, Theories & Techniques (3). This course helps students gain understanding in theories and techniques used to facilitate groups in both school and community settings. An emphasis will be placed on fundamental concepts of group dynamics and group leadership. Students will learn and employ strategies for developing, recruiting, maintaining, and leading a group to an effective outcome.

COUN 5550 Addiction Etiology & Counseling (3). This course provides students with an overview of the theories and etiology of addictions and addictive behaviors. Topics to be covered include substance abuse and other

addiction issues, diagnosis, comorbidity, treatment planning, and psychopharmacology. Students explore treating diverse populations from individual, family, and group counseling approaches.

COUN 5560 Career Assessment & Development (3). This course is designed to explore and evaluate major vocational choice theories and decision-making models. Participants in the course will examine sources of occupational and educational information, career planning models, career assessment instruments, and career development exploration techniques. Participants will also be introduced to uses of technology in career counseling and examine trends in labor markets. Students will explore ethical and multicultural issues related to career counseling and direct administration and implementation of services within a K-12 school environment, university setting, and other professional contexts.

COUN 5570 Adult Assessment, Diagnosis & Treatment (3). This course surveys major contemporary theories of psychopathology and how these relate to the dysfunction of individuals, couples, families and groups. Students will integrate the DSM into a comprehensive assessment, diagnosis, and treatment process that includes the development and implementation of a comprehensive treatment plan.

COUN 5584 Psychopharmacology for Counselors (1). This course will provide the non-medical mental health clinician a basic overview of pharmacological concepts and neurophysiology to assist the counselor in understanding how medications function in the body. Content covered in this course will help prepare the counselor to provide valued input into the

medical and pharmacological approach and management of the patient/client while helping to integrate that treatment with other non-pharmacological modalities.

COUN 5585 Crisis Intervention & Psychological First Aid (1). Through this course students will become familiar with principles of disaster response, psychological first aid, and crisis intervention in both school and community settings. Students will become knowledgeable of resources available within a community and of the value of networking with other professionals in crisis situations. In addition, students will gain greater awareness of and coping strategies for the effects trauma work has on mental health professionals as well as other first responders.

COUN 5586 Counseling Skills & Techniques (2). This course provides essential interviewing and counseling skills including attending behavior, questioning, observation, active listening, reflection, confrontation, focusing, reflection of feelings and meaning, and influencing skills. It is appropriate for counselors who will work in a variety of settings and with a variety of task foci. It is aimed at helping counselors develop a foundation as strong, effective therapeutic agents.

COUN 5587 Testing & Appraisal (2). 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; screening for addiction, aggression, and danger to self/others, as well as co-occurring mental disorders; and, diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments. 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 5610 Foundations in School Counseling (3). This course provides a comprehensive introduction to school counseling. Students will understand the history, philosophy, trends, and professional practice issues related to school counseling. Students will study the requirements of administering a comprehensive school counseling program (PreK-12), including needs assessment, program goals, resource identification, and program evaluation.

COUN 5650 Contemporary Trends in School Counseling (3). Students explore and critique historical trends and how these impact contemporary Professional School Counseling. Topics will include program evaluation and data accountability as well as special topics as they relate to the practice of Professional School Counseling.

COUN 5821 School Counseling Internship (2). This 200 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. This Internship includes a minimum of 100 hours of direct service within the total 200 hour experience. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5830 School Counseling Practicum (3).*

COUN 5822 School Counseling Internship (2). This 200 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. This Internship includes a minimum of 100 hours of direct service within the total 200 hour experience. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5821 School Counseling Internship (2).*

COUN 5823 School Counseling Internship (2). This 200 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. This Internship includes a minimum of 100 hours of direct service within the total 200 hour experience. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5822 School Counseling Internship (2).*

COUN 5830 School Counseling Practicum (3). This field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Practicum is a 100 clock hour supervised field experience which includes a minimum of 40 hours of direct service. Students practice individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5581 Counseling Skills & Techniques(1) or COUN 5586 Counseling Skills & Techniques (2)*

COUN 5831 School Counseling Internship I (3). This 300 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Students must have completed the prerequisite practicum 5830. Internship I is the completion of the first 300 hours of a 600 clock hour supervised field experience which includes a minimum of 120 hours of direct service of the 300. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination.

COUN 5832 School Counseling Internship II (3). This 300 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Students must have completed the prerequisite practicum 5830. Internship II is the completion of the second 300 hours of a 600 clock hour supervised field experience which includes a minimum of 120 hours of directive service of the 300. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination.

COUN 5833 School Counseling Internship (6). This 600 clock hour field experience is designed to provide graduate level school counseling students opportunities to use and apply the theoretical knowledge, concepts, and skills acquired in their training. Students must have completed the prerequisite practicum 5830. Of the 600 clock hour supervised field experience, a minimum of 240 hours of direct service. Students practice and lead individual and group counseling, classroom guidance, advocacy, consultation, collaboration, and coordination. *Prerequisite: COUN 5830 School Counseling Practicum. Special Considerations: Program permission required to enroll.*

COUN 6106 Clinical Practicum (6). 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 250 clinical hour practicum requires 40 direct client service hours and provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Special Considerations: Program permission required to enroll. Prerequisite: COUN 5586 Counseling Skills & Techniques (2)*

COUN 6111 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6112 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6113 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6114 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6115 Clinical Internship (1). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6121 Clinical Internship (2). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6122 Clinical Internship (2). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6123 Clinical Internship (2). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6131 Clinical Internship (3). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6132 Clinical Internship (3). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

COUN 6133 Clinical Internship (3). This course provides the student with practical experience in selected client care responsibilities in a broad range of roles performed by the professional counselor. This internship provides the intern with a transitional clinical/counseling experience by engaging in supervised day to day professional clinical practice. *Prerequisite: COUN 6106 Clinical Practicum. Special Considerations: Program permission required to enroll.*

CPED 5103 Computer Architecture (3). Students learn a brief history of the development of computers and the development of the underlying working processes of the internet. Basic components of the computer will be explored with regard to input, output, and processing procedures handled within the computer. Working on the Raspberry Pi platform, from a fundamental understanding of an operating system, attention turns to coding and procedures to program computer applications. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5213 Putting Your Class on the Web (3). This course considers content management systems, learning management systems, augmented reality, virtual reality, and other technologies as may be applied in the conduct of the classroom. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5233 Mobile Computing (3). This course helps educators understand how to use current mobile computing both within the classroom and as supplemental material for student enrichment. Students will make their own apple apps using various procedures. There is a significant research project in this class. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5313 The Internet of Things (3). This course describes the network of physical objects and things that are embedded with sensors, software, and other technologies for the purpose of connecting and exchanging data with other devices and systems over the internet. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5323 Special Issues: Multimedia (3). Students learn to recognize different multimedia file formats and use them appropriately. The end goal is to guide student development of effective multimedia by teaching sound publication and presentation design and implementation techniques. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5402 Special Issues: Digital Video (3). Students work with digital video cameras, learning to edit on both platforms using a computer non-linear editing program, and place their video on the web. Students learn ways to use video with children within the classroom. As a result of this course, they will be able to integrate video technology into various areas of their classroom. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5404 Computer Tools for the Teacher & Student (3). Students consider makerspaces, critical thinking using technology and their applications to coding and classroom activities. *Special Considerations: This course is limited to students in the Educational Technology program.*

CPED 5408 Special Issues: Robotics (3). Students will engage in the study of robots for grades PreK-12 including various types of coding robots and AI robots. *Special Consideration: This course is limited to students in the Educational Technology program.*

CPED 5513 Introduction to Block-Based Coding (3). The students will learn to teach computational thinking and logic, and block-based programming for K-12 students by using a variety of block-based coding languages and programs. Students will experience coding, code reading, code modification, and debugging activities through practice and by creating projects that a teacher might use in the classroom. Through this course, students will gain a conceptual understanding of coding languages through using variables, lists, functions, selection, and repetition. The primary learning tool will be Scratch with additional experience in Scratch Jr., SNAP, code.org, Blocks CAD, and others. *Special Consideration: 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.*

CPED 6103 Biblical Principles of Leadership (3). This course explores principles of leadership from a historical Biblical perspective.

CPED 6203 Educational Technology Leadership (3). Students will learn about the basic principles of technology leadership from the classroom to the district level. The application of digital citizenship to all aspects of the educational ecosystem is considered.

CPED 6303 Instructional Design & Learning Environments (3). This course explores principles of instructional design in the learning environments of online, face-to-face, and hybrid courses. Students explore foundational instructional design theories, project-planning, content/task analysis, developing learning experiences and assessments. Two specific foci include digital platforms and designing courses compliant with accessibility standards set by WCAG 2.0 (Web Content Accessibility Guidelines 2.0).

CPED 6403 Technology in Integrated Learning Environments (3). Working with a commonly available Learning Management System (LMS), this course will concentrate on working with applications that function within that LMS environment and applications that feature interacting linkages with other applications. The course also will focus on extensions, add-ons, apps embedded within other apps, and apps that link with other apps. App-Smashing, or Mash-Ups, techniques for bringing apps together for more effective functioning is a skill students will develop. The current software base is Google Suite for Education.

CPED 6503 Coding for Elementary & Secondary Students (3). Elementary and middle school coding will feature Scratch and Blockly coding systems. Coding for secondary students will use Alice and Python.

CPED 7103 Special Issues I: Critical Thinking & the Makerspace (3). Principles for establishing a makerspace in a classroom or a library are explored and the role which critical thinking plays in the development and implementation are discussed. The various emphases which can be placed on a makerspace are considered.

CPED 7203 Special Issues II: Robotics (3). The role of robotics in early learning, elementary, middle and high school is explored. The various robots which are available and the ways of using them with coding are implemented.

CPED 7303 Special Issues III: Unmanned Aerial Systems (3). Indoor and outdoor use of drones is discussed. Safety, legal, and ethical issues are addressed, along with the selection and operation of the systems deployed, Pre-K through 12. Funding opportunities and real-world applications are explored. Various types of drones, rockets, and other aerial systems are covered in the context of the use of these systems by schools.

CPED 7403 Capstone Project I (3). Capstone Project I is the first of two courses required in the Capstone Project requirements. The course is project-based and agreed upon between student and instructor. This course will highlight the student's focus in the field of technology. This course can also align the student's desire to begin the topic of their Ed.D. in Education Technology.

CPED 7423 Emerging Technologies (3). This course allows students the opportunity to explore state-of-the-art technologies. The contents of the course will vary from cohort to cohort annually as new technologies evolve.

ECED 5115 Early Childhood Education Internship I (6). This course represents the first term of a full-year internship in Early Childhood Education grades PreK-3. More information about this course appears in the *Internship Handbook*. *Prerequisite as of AY 2017: Students must have passing PRAXIS II scores. Special Considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies from Johnson University with a focus on Early Childhood Education.*

ECED 5225 Early Childhood Education Internship II (6). This course represents the second term of a full year internship in Early Childhood Education grades PreK-3. More information about this course appears in the *Internship Handbook*. *Prerequisite as of AY 2017: Students must have passing PRAXIS II scores. Special Considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies from Johnson University with a focus on Early Childhood Education.*

ECED 5400 Student Teaching: Pre-Kindergarten-3rd Grade (6). Participants engage in a term of student teaching in an early childhood PreK-3 setting. It includes a weekly seminar with other student teachers and the university supervisors. *Prerequisite as of AY 2017: Students must have passing PRAXIS II scores. Special Consideration: This course is limited to students who have completed all teacher education coursework and received approval from the Templar School of Education faculty committee.*

ECSL 5115 Early Childhood Education and ESL Internship I (6). This course represents the first term of a full-year internship in Early Childhood Education grades PreK-3 and ESL PreK-12. More information about this course appears in the *Internship Handbook*. *Prerequisite as of AY 2017: Students must have passing PRAXIS II scores. Special Considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies from Johnson University with a focus on Early Childhood Education and ESL dual.*

ECSL 5225 Early Childhood Education and ESL Internship II (6). This course represents the second term of a full year internship in Early Childhood Education grades PreK-3 and ESL PreK-12. More information about this course appears in the *Internship Handbook*. *Prerequisite as of AY 2017: Students must have passing PRAXIS II scores. Special Considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies from Johnson University with a focus on Early Childhood Education and ESL dual.*

EDLS 6000 Orientation (1). Orientation to the Ed.S. in Educational Leadership program. It includes the online APA course and the online IRB course.

EDLS 6100 Foundational Principles of Biblical Leadership (3). This course provides a study of the Biblical principles that guide leadership. Candidates will understand foundational characteristics of ethical Christian leader. Leadership is viewed through the ultimate purpose of the Great Commission. This course is designed as an overview of leadership theory in a Biblical context.

EDLS 6200 Instructional Leadership (3). This course will enable students to realize and actualize the role of the principal as the instructional leader in the school. As the lead learner in the school, principals must engage in learning-focused leadership and lead teachers and other stakeholders to be reflexive learners themselves. Methods and theories of learning-focused leadership will be studied.

EDLS 6250 Curricular Leadership (3). This course will explore curriculum development and implementation. Candidates will explore the various philosophies that guide curricula and how these approaches influence aspects of schooling.

EDLS 6300 Organizational Theory (3). Complex organizations, such as schools, can be understood through a variety of metaphors. This course will explore the various aspects of organizations that become apparent when understanding it through certain perspectives. This introductory course will guide candidates to analyze leadership, constituents, policies, and other aspects of an organization from multiple viewpoints.

EDLS 6400 Clinical Supervision of School Personnel (3). This course will educate school leaders on strategies to empower a reflective, development-minded, self-directed staff. Building on the theories of instructional leadership, this course will focus on building organizational structures that form a culture of continual improvement.

EDLS 6500 Intermediate Educational Research (3). This course will provide an extension to the qualitative and quantitative methodologies commonly used in social science research. It will be focused on acquisition and analysis of valid and reliable sources of data. The intent of the course is to provide candidates with an understanding of research methodologies and data analysis in order to make decisions based on the best evidence available.

EDLS 6600 Leadership of Diverse Groups (3). This course will explore the intricacies of addressing the needs of a variety of student needs in the K-12 school environment. Schools are comprised of a variety of groups: students from impoverished homes, special education students, and students from marginalized backgrounds. School leaders need to learn how to understand contextual needs of these students through collaboration with the various stakeholders.

EDLS 6700 School Economics (3). This course will explore the means and methods of resource acquisition and allocation in the public and private education environments. The candidates will examine the interplay of resource sources, institutional needs, and policy regulations in order to develop strategies to be meet the needs of the school.

EDLS 6750 Education Law (3). This course will provide an overview of laws and rulings pertinent to public and private schools. Candidates will become familiar with seminal case law. They will also learn strategies and resources for researching legal issues and reaching decisions grounded in the legal framework guiding schools.

EDLS 6810 Field Experience I (2). Candidates will complete 30–40 hours of field experience with activities and reflections focused on principals as leaders of learning. They will engage in experiences involving analysis of ethical leadership dilemmas, school data, instructional leadership, and curriculum development and/or implementation. This field experience will be completed in partnership with Johnson University and the participating school system.

EDLS 6820 Field Experience II (2). Candidates will complete 30–40 hours of in-field experiences focused on the intricacies of school organizations. They will engage in activities focused on organizational growth and dynamics, curricular decisions, and school culture. This field experience will be completed in partnership with Johnson University and the participating school system.

EDLS 6830 Field Experience III (2). Candidates will complete 30–40 hours of field experience focused on resource needs assessment and allocation, policy compliance, and stakeholder engagement. This field experience will be completed in partnership with Johnson University and the participating school system.

EDLS 6910 Capstone Project I (2). Candidates will begin their capstone project by identifying specific areas of need within the organization through analysis of various data points and engagement with stakeholders.

EDLS 6920 Capstone Project II (2). Candidates examine further the area of need that they identified in their chosen organization. They explore the issue more deeply by viewing it through multiple organizational lenses.

EDLS 6930 Capstone Project III (2). Candidates present a plan of action to address the identified need. The plan will include input from a variety of school stakeholders (e.g., staff members, leadership, parents, etc.). Necessary resources will be identified as well as strategies to acquire them. Additionally, methods for determining the effectiveness of the plan will be incorporated.

EDUC 5012 Introduction to Education (3). This course introduces the students to the various aspects of teacher education including teaching and learning, history and philosophy of education, educational psychology, and classroom management.

EDUC 5022 Teaching in the Christian School (3). This course focuses on historical and philosophical foundations for the Christian School. During the course, three main components are addressed: historical perspectives and contributions to Christian Education, theology and philosophy of Christian Education, and biblical integration in Christian Education. *Special Considerations: This course is limited to students in Teaching programs.*

EDUC 5031 Mathematics & Science Methods (4). This course provides an overview of teaching methods and strategies for Mathematics and Science education in elementary and middle school classrooms. Students investigate trends, learning theories, instructional activities, and manipulative materials applicable to mathematics education with a focus on ways to improve the teaching of mathematics. Specific emphasis is given to the developmental approach to mathematics learning, teaching, and assessment. In the Science portion of the course, students learn and apply skills needed to use inquiry-based, open-ended, and materials-based investigations in the classroom. Students come to know, understand, and use strategies and pedagogy to enhance children's learning of life science, earth and space science, and physical science based on the best practices for teaching science outlined in the *National Science Education Standards* and the *Common Core State Standards*. *Special Considerations: This course is limited to students in Master of Arts in Teaching programs.*

EDUC 5064 Nature & Needs of the Gifted Child (3). This course examines the particular nature, needs, and development of the gifted student. Pertinent issues such as creativity, cultural differences, gender, and underachievement are examined. The history of gifted education is explored, as well as how to recognize and identify giftedness in the classroom. Students also examine characteristics of the teacher of the gifted.

EDUC 5074 Methods of Teaching the Gifted Child (3). This course provides learners with an understanding of the instructional needs of gifted students and the resources available to teach and enrich the education of these individuals. Emphasis is placed on curricular models, teaching strategies of differentiated instruction, and processes for learning.

EDUC 5203 Classroom Management with Regular & Special Populations (3). This course explores two areas of significant and potential difficulty for the beginning teacher: effective classroom management and successful organization of the inclusive classroom. In this course, students will study management theory and teacher style and will study a variety of strategies for developing a plan for classroom management based on Christian principles. They will also seek to understand the special needs of the mainstreamed child and ways to meet these needs within an effective inclusive setting.

EDUC 5213 Introduction to Education II (3). As a continuation of EDUC 2013 Introduction to Teaching: Elementary Education, EDUC 5012 Introduction to Education, ELED 5114 Introduction to Elementary Education, or SCED 5012 Introduction to Secondary Education, this course moves students from a broader view of teaching an introductory lesson plan to an in-depth look at a Learning Segment. Emphasis is placed on analyzing and reflecting upon lesson plans, instruction, and assessments as well as incorporating research-based learning theories into each of those areas. Additional focus is put on academic vocabulary, learning environments, and academic feedback.

EDUC 5225 Diversity & Special Education (3). This course continues the study of holistic education with special emphasis on diversity and special education in schools today

EDUL 7313 Research Concentration 1 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

EDUL 7323 Research Concentration 2 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

EDUL 7333 Research Concentration 3 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

EDUL 7343 Research Concentration 4 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

EDUL 7353 Research Concentration 5 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

EDUL 8103 Proposal Seminar (3). Students develop a dissertation research proposal according to Johnson University standards. *Prerequisites:* RSCH 7233 *Principles of Research*, RSCH 7243 *Quantitative Analysis*, RSCH 7253 *Qualitative Research*.

EDUL 8201 Proposal Defense (1). The proposal defense includes review and approval of the dissertation research proposal by the Advisor, Committee, and Institutional Review Board.

EDUL 8304 Dissertation (4). Students prepare a formal research study that meets Johnson University standards and makes an original contribution to the body of knowledge.

EDUL 8401 Dissertation Defense (1). Students defend the formal research study developed in EDUL 8304 Dissertation and RSCH 8310 Dissertation Continuation.

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 Master of Arts in Teaching programs.

ELED 5115 Elementary Education Internship I (6). Students complete the first term of a full-year internship in Elementary Education grades K-5. *Prerequisite:* Students must have passing PRAXIS II scores. *Special Considerations:* This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies from Johnson University with a focus on Elementary Education.

ELED 5213 Integrated Methods I: Language Arts & Social Studies (3). This course focuses on best practices and strategies employed by teachers that are effective in motivating elementary school age students to acquire information, skills, and modes of reasoning. Students plan, author, and present lesson plans and instruction demonstrating use of various methods, techniques, and materials as they expand their understanding of the fields of social studies and language arts. *Special Consideration:* This course is limited to students in Master of Arts in Teaching programs.

ELED 5216 Integrated Methods II: Reading (4). This course is an in-depth study of methods of teaching reading in the classroom. Students come to know, understand, and use appropriate practices for promoting and developing beginning literacy skills for integrating reading instruction across all subject areas. *Special Considerations:* This course is limited to students in Master of Arts in Teaching programs.

ELED 5225 Elementary Education Internship II (6). Students complete the second term of a full-year internship in Elementary Education grades K-5. *Prerequisite:* Students must have passing PRAXIS II scores. *Special Considerations:* This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies from Johnson University with a focus on Elementary Education.

ELED 5400 Student Teaching: Elementary Education (6). Students complete a term of student teaching in Elementary Education grades K-5. *Prerequisite:* Students must have passing PRAXIS II scores.

ELSL 5115 Elementary Education & English as a Second Language Education Internship I (6). This course is the first term of a full-year internship in Elementary Education K-5 and ESL K-12. *Prerequisite: Students must have passing PRAXIS II scores. Special Considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies from Johnson University with a focus on Elementary Education and ESL K-12.*

ELSL 5225 Elementary Education & English as a Second Language Education Internship II (6). This course is the second term of a full-year internship in Elementary Education K-5 and ESL K-12. *Prerequisite: Students must have passing PRAXIS II scores. Special Considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies from Johnson University with a focus on Elementary Education and ESL K-12.*

ELSL 5400 Student Teaching: Elementary Education K-5 & English as a Second Language PreK-12 (6). This course is for students completing a term of student teaching for Elementary Grades K-5 and English as a Second Language Grades PreK-12. *Prerequisite: Students must have passing PRAXIS II scores. Special considerations: This course is for students who have graduated with a B.A./B.S. in Interdisciplinary Studies (Elementary Education Grades K-5 & English as a Second Language Grades PreK-12) from Johnson University.*

ENGL 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.

ENTR 6013 Entrepreneurship and Venture Strategy (3). This course is a comprehensive introduction to the entrepreneurial process from idea generation through venture launch and later growth. Students will work through the entrepreneurial process of identifying and obtaining the necessary resources to launch an entrepreneurial venture through the development of a business plan. Case studies will develop a student's ability to assess the attractiveness of a new venture, anticipate the problems likely to be encountered as the business evolves, and plan for organizational scalability.

ENTR 6023 Entrepreneurial Finance (3). This course will explore the development of financial and business skills to identify, evaluate, start, and manage new ventures. This includes a survey of private equity from several perspectives, beginning with the entrepreneur/issuer, moving to private equity—venture capital and leveraged buyout—partnerships, and investors in private equity partnerships. This approach will focus on tools and techniques for creating, growing, and leading successful ventures by addressing the marketing and sales challenges involved in formulating and sustaining a marketplace competitive advantage.

ENTR 6033 Entrepreneurial Alternatives (3). This course will examine paths of entrepreneurship outside of high-growth, new venture creation. In particular, the course will focus on tactical elements of business acquisition and franchise purchase—including target evaluation, financial analysis of targets, business valuation, deal structuring, financing of purchases, and post-purchase operations and integration. In addition to its focus on business acquisition and franchise purchase, this course will explore other alternative entrepreneurial paths including corporate entrepreneurship and intrapreneurship in broad sectors of the economy including retail (both traditional and online), health care, telecommunications, consumer services, and businesses enhanced by the internet.

ENTR 6113 Project Design Management: Entrepreneurship (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 an integration of process management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

ENTR 6123 Capstone Project: Entrepreneurship (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with or research an organization, profit or nonprofit, to develop actionable business solutions.

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 5101 Principles for Second Language Acquisition (3). This course is designed to provide candidates with the skills needed to acquire a deeper understanding of the structure of English from a linguistic perspective. The nature of language, the grammatical aspects of language, and the applied areas of language are explored. Focus is placed on specific theories and research pertaining to second language acquisition for the PreK-12 classroom teacher.

ESED 5102 Instruction & Assessment for English Learners (3). This course provides candidates with an understanding of the instructional needs of English learners. Candidates explore effective instruction and develop English Language Development (ELD) lesson plans that integrate listening, speaking, reading, and writing. Candidates will select and use formal and informal methods of assessment to make informed decisions about instruction.

ESED 5103 Topics and Trends (3). This course provides candidates with the skills needed to acquire a deeper understanding of the social and academic needs of English learners. Specific educational policies, legal requirements, professional responsibilities, and collaboration among stakeholders will be explored. Candidates will analyze student diversity and current trends related to the education of English learners.

ESED 5104 Literacy and Content (3). This course focuses on the development and implementation of content-area instruction for English learners. Special focus will be placed on literacy strategies, instructional methods, and techniques that promote the integration of language, literacy, and content instruction. Candidates will explore various program models that integrate both language and content instruction.

ESED 5106 K-12 ESL Endorsement Field Experience (3). The field experiences are completed over the course of the academic school year, the fall and spring semesters. They tie course content into real-world ESL activities occurring in the candidates' schools and/or district. The field experience is an integral part of the candidates' study. Activities are designed to integrate the content of the courses into the candidates' practice. Candidates complete 45 hours of field experiences focused on the intricacies of school's ESL program. They engage in activities focused on student growth and dynamics, curricular decisions, and school meetings and culture. This field experience is completed in partnership with Johnson University and the participating school system.

ESED 5115 English as a Second Language Internship I (6). This course is the first term of a full-year internship in English as a Second Language education. *Prerequisite: Students must have passed the PRAXIS 2 tests and been accepted into the M.A. in Holistic Education. This course is for students who have graduated with a B.S. in Interdisciplinary Studies (English as a Second Language Education Grades PreK-12) from Johnson University.*

ESED 5225 English as a Second Language Internship II (6). This course is the second term of a full-year internship in English as a Second Language education. *Prerequisite: Students must have passed the PRAXIS 2 tests and been accepted into the M.A. in Holistic Education. This course is for students who have graduated with a B.S. in Interdisciplinary Studies (English as a Second Language Education Grades PreK-12) from Johnson University.*

ESED 5527 Student Teaching: English as a Second Language (6). Students complete a term of student teaching in English as a Second Language. *Prerequisite: Students must have passing PRAXIS II scores.*

ETHS 7213 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 an examination of the foundation, purpose, and methodology of various ethical systems, approaches to ethical decision-making, and applications to leadership issues.

ETHS 7223 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: ETHS 7213 Leadership and Personal Ethics.*

FLED 5231 Observation Practicum (0.5). This practical field experience is designed to acquaint 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. Candidates will spend four full days in four different schools.

GREK 5553 Greek A (3). This introduction to the fundamentals of Greek focuses on common vocabulary, pronunciation, grammatical forms, elementary syntax, sentence structure, and basic translation. Students learn to use scholarly tools, such as Greek lexicons, and grammars.

GREK 5563 Greek B (3). In this advanced course in Greek, students increase their reading vocabulary, expand their knowledge of Greek grammar and syntax, and further develop their translation skills. They also practice using scholarly tools, such as Greek lexicons, grammars, syntaxes, and commentaries. *Prerequisite: GREK 5553 Greek A*

HEBR 5543 Hebrew A (3). This introduction to the elements of Hebrew focuses on common vocabulary, grammatical forms, basic syntax, and sentence structure. Students learn how to use scholarly tools, such as Hebrew texts, lexicons, and grammars.

HEBR 5553 Hebrew B (3). In this advanced course in Hebrew, students increase their reading vocabulary, expand their knowledge of Hebrew grammar and syntax, engage in discourse analysis, and further develop their translation skills. They also practice using scholarly tools, such as Hebrew texts, lexicons, grammars, syntaxes, and commentaries. *Prerequisites: HEBR 5543 Hebrew A.*

HCMG 6013 Leadership and Quality Improvement in Healthcare (3). This course emphasizes the importance of ethical leadership in addressing improvement in quality in the healthcare system. The role of a leader in negotiation and influencing, building teams, implementing change, and creating learning organizations within the healthcare workplace are topics in this course. Readings in quality improvement, ethical leadership, and healthcare and case studies are a part of this course.

HCMG 6023 Healthcare Law & Regulation (3). This course emphasizes the legal landscape and the continued regulation needed to maintain a quality healthcare system. Analysis of laws and their impact on policy are addressed. Case studies, readings, and research are included in this course.

HCMG 6033 Healthcare Strategy & Policy (3). The focus of this course will be on healthcare's role in the marketplace and the organizational strategic designs necessary for delivering healthcare value to consumers. Topics include healthcare economics, creating consumer value, domestic and global competition, and organizational sustainability.

HCMG 6113 Project Design Management: Healthcare 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 an integration of process management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

HCMG 6123 Capstone Project: Healthcare Management (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with or research an organization, profit or nonprofit, to develop actionable business solutions.

HIST 5033 Early Hebrew History (3). This course surveys the Hebrew Bible to establish a foundation for further study of the Old and New Testaments. The course provides a general overview of the biblical material as well as a more detailed study of important theological and hermeneutical issues. Considerable attention is given to historical events that defined the nation of Israel and established the context for the writings of the Prophets and Wisdom Literature.

HLED 5116 Test, Measurement & Assessment (3). This course focuses on test construction and methods of evaluation with an emphasis on teacher-made tests, standardized tests, test data measurement, interpretation and application of test data to instructional decisions, and the reporting of test results to parents and students. *Special Considerations: This course is limited to students in the Holistic Education program.*

HLED 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 5605 STEM Beyond the Classroom (3). A two-week summer course providing experiential learning opportunity for students. Students will work with urban middle school students conducting STEM activities and visiting various STE(A)M-focused sites to engage urban youth in Science, Technology, Engineering, and Mathematics.

HRMG 6013 Talent & Performance Management (3). This course has a comprehensive approach to using specific Human Resource planning components to properly onboard and retain employees for a lifecycle of work. Topics include forecasting, recruitment, selection, job analysis, training, and career development models, performance appraisal options, compensation administration, retention, and separation/retirement strategies. Human Resource development tools are addressed for their impact on increasing overall organizational effectiveness. Case studies and practical application culminate in definitive and useful organizational plans and practices for implementation.

HRMG 6023 Compensation Management (3). This course addresses the impact of compensation on human motivation and the necessity for compensation planning in establishing salaries and wages. Case studies and practical application culminate in definitive and useful organizational plans and practices for implementation.

HRMG 6033 Employee & Labor Relations (3). This course addresses the importance of understanding employee behavior within organizational work, employee relationships in the context of diversity, employee and management interactions, and labor relation methods and practices. Case studies and a labor simulation will be included in this course.

HRMG 6113 Project Design Management: Human Resources (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 an integration of process management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

HRMG 6123 Capstone Project: Human Resource Management (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with or research an organization, profit or nonprofit, to develop actionable business solutions.

ICCC 5131 Foundations of Intercultural Studies (3). This course is a synthesis of the foundational areas of intercultural studies, including historical, cultural and practical analyses. The student is acquainted with the multidisciplinary demands of intercultural studies.

ICCC 5232 Applied Anthropology (3). This course explores cultural anthropology with special attention to the impact of culture on working cross-culturally. Critical elements of political, social, religious, economic, kinship, and other areas of anthropology are included to prepare students for cross-cultural work of various types. The course provides a framework for cross-cultural workers to understand forces that shape people's beliefs and behaviors as they interact with those of other cultures.

ICCC 5234 Global Philosophy and Religion (3). This course focuses on developing a clear understanding of the impact of religion and global philosophical trends, arising from ancient historical writings through today's global interaction.

ICCC 5333 Initiating Transformational Communities (3). This course presents students with approaches for initiating and growing culturally relevant transformational communities of people in their context. It establishes fundamental theory for planting common valued communities across cultural boundaries as developed by experienced initiators. Actual case studies demonstrate approaches to various culture types and initiating among major world religious groups.

ICCC 6031 Dynamics of Cross-Cultural Growth (3). This course addresses issues involved in personal and familial growth while engaged and immersed in the pressures and dynamics of living and working cross-culturally. This course develops strategies and continuing practices required to satisfy the needs of both children and parents under the stress of working in a context that demands high levels of change in family, social integration, and cultural isolation. Issues of conflict resolution and relationship building among team and family members are also addressed as a beginning to cross-cultural worker care.

ICCC 6301 Microfinance for Development (3). This course introduces development leaders to concepts and approaches to microfinance, as well as to dynamics of customer expectations. It facilitates approaches to designing new culturally appropriate and relevant products, along with methods of distribution suitable to the context. Students explore ways to develop seed lending and financial resources, regulate assets and expenses, and assess sustainability.

ICCC 6337 Innovation of Transformation (3). This course utilizes cultural change theory in support of initiating transformed communities for the sake of uplifting and improvement of local contexts. Students explore strategies of dynamic change utilizing significant cultural change agents, including wisdom and resource leaders. They examine opposition and opportunities for presenting the gospel toward the goal of transformed individuals and communities.

ICLI 5810 Translation Linguistics (3). This course is a study of phonetics, phonology, and grammar necessary to implement a Bible translation project. It includes the study of phonetics and phonology needed to develop a writing system. The course also includes the study of morphology and syntax for understanding how the language communicates meaning through grammatical structures. *Prerequisite: ICLI 5813 Language Analysis*

ICLI 5813 Language Analysis (3). This course addresses the process of language analysis with a view to enhancing the student's ability to learn field languages. Students will learn a framework for understanding and identifying the sound systems and grammatical structures of different languages, recognizing language as context-dependent social phenomenon driven by cultural attitudes, expectations, behaviors, and contexts which affect the use of language. Emphasizing multilingual communities, this course includes principles for socio-linguistic survey.

ICLI 5823 Use & Distribution of Cross-Cultural Literature (3). This course equips the student to maximize cross-cultural literature engagement by examining factors influencing them and highlighting the significance of community involvement. Topics include appropriateness of publication and distribution, transformational community and people context involvement, digital distribution, modeling the literature use, oral storying, and audio recording.

ICLI 6210 Semantics, Pragmatics & Discourse (3). This course is designed to equip the student to identify key terms and to analyze and translate the meaning of words, phrases, sentences, and discourses from one language to another. *Prerequisite: ICLI 5810 Translation Linguistics.*

ICLI 6410 Translation Models & Methods (3). This course covers models and methods applicable to meaning-based translation and issues commonly arising in translating the biblical text. Topics include accuracy, clarity, naturalness, the source—meaning—receptor translation model, cultural factors in translation model, cultural factors in translation, and the relevance theory of communication. *Prerequisite: ICLI 6210 Semantics, Pragmatics & Discourse.*

ICLI 6610 Translation Process (3). In this course students examine the process of translating the Bible, including considerations of acceptability and style. This includes collaboration and partnerships, sociolinguistics surveying, orthography development, drafting, exegetical check, comprehension testing, consultant checking, publication, and distribution concerns. It also includes translation approaches such as oral drafting, cluster projects and adaptations. The course introduces software commonly used by translators for language data collection, management, and analysis, as well as written translation, oral drafting, and adaptation. *Prerequisite: ICLI 6410 Translation Models & Methods.*

ICLI 6703 Translation Consulting (3). This course equips students with an understanding of the process of consultant checking a Bible translation and an awareness of issues commonly arising in translating the biblical text. Topics include role and qualifications of a consultant, important tools, interpersonal skills, consulting techniques and approval parameters. *Prerequisite: ICLI 6410 Translation Models & Methods or equivalent.*

ICLI 6723 Mentored Consulting (3). In this course students obtain experience in the process of translation consulting. Working under the mentorship of a consultant trainer they will participate in the translation consulting process, applying the skills they learned in the Translation Consulting course. *Professor approval is required to enroll in this course.*

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 5135 Second Language & Culture Acquisition (3). This course prepares students for the process of language and cultural acquisition while acquainting them with tools for developing insight into the worldviews of people groups. Students learn to identify and apply their own language and culture learning styles, manage language data, and use appropriate learning techniques while working with a native language speaker. *Prerequisite: ICST 3136 Introduction to Linguistics; for the Translation Concentration: ICLI 5813 Language Analysis*

ICST 5143 Advanced Cross-Cultural Leadership (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 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 people's beliefs and behaviors and to understand 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 uses 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 5339 Cross-Cultural Church Planting & Growth (3). This course presents students with approaches for planting and growing missionally and culturally relevant churches in context. It establishes fundamental theory for planting faith communities across cultural boundaries as developed by experienced church planters. Actual case studies demonstrate approaches to various culture types and major world religions.

ICST 5431 Critical Introduction to the Old Testament Translation (3). This course offers a study of the authorship, date, provenance, audience, occasion, purpose, and major themes of each of the Old Testament writings. Attention is given to the ways in which different schools of biblical interpretation attempt to answer these introductory questions. Students consider Jewish chronology, theories regarding the formation of the Pentateuch and the Deuteronomistic History, Second Temple Judaism, the Wisdom Tradition, Apocalypticism, the Old Testament canon, and other issues important for translators.

ICST 5433 Critical Introduction to the New Testament Translation (3). This course offers a study of the authorship, date, provenance, audience, occasion, purpose, and major themes of each of the New Testament writings. Attention is given to the ways in which different schools of biblical interpretation attempt to answer these introductory questions. Students consider the Synoptic Problem, Pauline chronology, the Johannine community, the New Testament canon, and other issues important for translators.

ICST 6031 Missionary Formation (3). Missionary Formation addresses issues involved in personal and familial growth in spirituality while engaged and immersed in the pressures and dynamics of a cross-cultural ministry. The course develops strategies and continuing practices required to satisfy the needs of both children and parents under the stress of working in a context that demands high levels of change in family, social integration, and cultural isolation. Issues of conflict resolution and relationship building among team and family members are also addressed as a beginning to cross-cultural worker care.

ICST 6033 Living and Working in the Muslim World (3). This course enables students to develop a deeper understanding of a chosen area of Muslim context in today's world. Special attention is given to the religion of the area, cultural differences, and communication barriers and bridges.

ICST 6103 Animism and Folk Religions (3). This course examines the unique problems and strategies for communicating effectively in cross-cultural animistic contexts. Special attention is given to the student's personal role in intercultural communication, including language, behavior, and sensitivities needed to bridge cultural boundaries.

ICST 6301 Microfinance 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 6306 Social Entrepreneurship (3). This course innovatively establishes the fundamental concepts, principles, and tools necessary for social entrepreneurship. Combining development, business, and missiological theory in order to respond to the needs of a community, this course moves beyond business as mission and examines criteria for starting, building, and running a project that makes an impact for Christ and is a developmental asset to the local community. Cross-Listed Course: NPMG 6306

ICST 6337 The Gospel & Change Theory (3). This course utilizes cultural change theory in support of church planting for the sake of communities in their context. Students explore strategies of dynamic change utilizing significant cultural change agents, including wisdom leaders. They examine opposition and opportunities for presenting the gospel toward the goal of transformed individuals and communities.

ICST 6433 Intercultural Studies Integrative Project (3). Working in close conjunction with faculty, students engage in a self-designed project on a given field. Faculty interact with students to facilitate project planning, engagement, and management. This serves as a concrete assessment of the student's ability to function in the field.

LDRS 5023 Advanced Leadership Theory & Practice (3). This advanced course explores leadership through blending research, theories, and practical application. Selected readings, videos, case analyses, self-reflections, and discussion forums will guide leadership topics weekly. Students will analyze their strengths and weaknesses through multiple self-assessment activities and their followers' input and develop a plan for leadership self-formation.

LDRS 6013 Leadership Communication (3). This course develops the student's leadership abilities in a variety of business communications, including public speaking, presentation, and oral and written communication.

LDRS 6023/PSYC 6023 Leadership & Team Building (3). This course focuses on developing the skills needed to successfully create and lead teams in organizations. Skills examined and practiced in this course include team building, conflict management, decision making, and strategic thinking.

LDRS 6033/PSYC 6033 Organizational Leadership (3). Students explore organizational theories related to structure and leadership, team dynamics and communication, and change management. Topics include pluralist contexts; conflict management; power, politics, and stakeholder management; resistance to change; and the importance of dialogue and listening.

LDRS 6113 Project Design Management: Leadership (3). Students gain practical knowledge and apply project management processes from project inception through closeout, including initiating, planning, executing, monitoring, controlling, and closing. A major focus is integration of process management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

LDRS 6123 Capstone Project: Leadership (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with or research an organization, profit or nonprofit, to develop actionable business solutions.

LDRS 7110 Ph.D. Orientation (0). This course provides students with valuable information to assist in their transition to the Ph.D. program in Leadership Studies. Students gain an understanding of the doctoral requirements, process, and policies; who to call for assistance; technology and library use; and student services and support.

LDRS 7123 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.

LDRS 7133 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.

LDRS 7143 Ways of Knowing and Understanding for Leadership Development (3). This course investigates the four ways of coming to knowledge and understanding: sense perception (observant), logic (discursive), poetic (imaginative), and emotional (intuitive). The moral, intellectual, and theological virtues are explored as the means of properly acquiring knowledge and understanding through these four ways as well as the means of developing a person epistemologically and theologically in the role of leading others.

LDRS 7153 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.

LDRS 7163 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.

LDRS 7173 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.

MAEL 5001 Spiritual Formation of Leaders (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. Semester 1 focuses on historical themes and practices as they pertain to leadership formation.

MAEL 5002 Spiritual Formation & Leadership (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. Semester 2 focuses on contemporary themes and practices as they pertain to leadership skills and goals.

MAEL 5101 Bible & the City I: Old Testament (3). This course is designed to survey the Old Testament books with the intent of highlighting the ways that these texts approach questions of ethics, morality and cultural engagement. Special attention will be given to ways that Old Testament texts explore the role of the city and ethical considerations that pertain to life in the city. (*Knoxville Fellows*)

MAEL 5102 Bible & the City II: New Testament (3). This course takes as its starting place the injunction from Jeremiah 29:7 to “seek the peace of the city.” We will examine how New Testament writers pick up and develop key themes surrounding that injunction, including a consideration of how the city becomes the centerpiece for Christian mission, the new church’s confrontation with the Roman Empire, and core questions of justice, ethics, and cultural engagement in New Testament texts. Throughout this discussion we will also consider how modern writers have developed these themes in attempts to engage “the city.” Students will be assessed on their knowledge of Biblical content, theological integration, and cultural application. (*Knoxville Fellows*)

MAEL 5200 Biblical Foundations of Ethics (3). This course has three objectives: (1) To introduce the students to the study of Scripture, especially as it relates to ethics, (2) To familiarize the students with some basic theological and biblical concepts and vocabulary, (3) To teach the students how to construct an ethical 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 biblical 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.

MAEL 5201 Applied Ethics (3). This course examines the ethical relationship between the Christian Church and contemporary culture, specifically the ethical 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.

MAEL 5300 Ethical Leadership and Thriving Congregations I (3). This course studies the nature of the church and importance of ethical and public leadership rooted in fostering thriving congregations and cities. Through readings, discussions, research, and presentations, students will: 1) explore and understand their rapidly changing social and cultural contexts; 2) gain greater clarity about their values and mission; and 3) draw on Christian practices from their theological and ecclesial traditions to adapt their ministries to the demands of their changing contexts. (*Thriving Congregations*)

MAEL 5301 Ethical Leadership and Thriving Congregations II (3). This course studies the nature of the church and importance of ethical and public leadership rooted in fostering thriving congregations and cities. Through readings, discussions, research, and presentations, students will: 1) explore and understand their rapidly changing social and cultural contexts; 2) gain greater clarity about their values and mission; and 3) draw on Christian practices from their theological and ecclesial traditions to adapt their ministries to the demands of their changing contexts. (*Thriving Congregations*)

MAEL 5600 Field Experience (4.5). Students will work with and be mentored by leaders in their chosen vocational area, including local business and service sites. Emphasis will be given on using their religious and ethical perspectives to develop a heart for vocational service.

MAEL 5601 Field Experience (4.5). Students will work with and be mentored by leaders in their chosen vocational area, including local business and service sites. Emphasis will be given on using their religious and ethical perspectives to develop a heart for vocational service.

MAEL 5800 Capstone Project (3). Students will design a program that addresses the concerns that arise from their study and field and services experiences in this program. The students will identify a local issue or service opportunity and produce a program that offers the possibility of addressing that concern. Students will present their program, including a workable implementation plan, to their fellow students and other interested stakeholders.

MGMT 6013 Strategic Human Resource Management (3). Students leverage the broad content areas specific to the field of human resources (compensation/benefits, HRIS, employee wellness and safety, employee assistance, employee relations, training and development, selection and staffing, organizational development, performance management systems, job design, career development, and human resources planning) in identifying, recruiting, developing, renewing, and retaining human assets that add maximum value to the strategic imperatives of the organization.

MGMT 6043 Advanced International Business (3). This course examines business from a multinational perspective concerning the global, economic, political, cultural, and social environment within which firms operate. Students will synthesize research and application to develop a framework of analysis for global business planning.

MGMT 6113 Project Design: Management (3). Students gain practical knowledge and apply project management processes from project inception through closeout, including initiating, planning, executing, monitoring, controlling, and closing. A major focus is integration of management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

MGMT 6123 Capstone Project: Management (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with or research an organization, profit or nonprofit, to develop actionable business solutions.

MGMT 6213 Advanced Corporate Finance (3). Students focus on the functions of corporate finance, which includes evaluating financial statements and ratios, asset utilization, and working capital models.

MINL 7313 Research Concentration 1 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MINL 7323 Research Concentration 2 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MINL 7333 Research Concentration 3 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MINL 7343 Research Concentration 4 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MINL 7353 Research Concentration 5 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MINL 8103 Proposal Seminar (3). Students develop a dissertation research proposal according to Johnson University standards. *Prerequisites:* RSCH 7233 *Principles of Research*, RSCH 7243 *Quantitative Analysis*, RSCH 7253 *Qualitative Research*.

MINL 8201 Proposal Defense (1). The proposal defense includes review and approval of the dissertation research proposal by the Advisor, Committee, and Institutional Review Board.

MINL 8304 Dissertation (4). Students prepare a formal research study that meets Johnson University standards and makes an original contribution to the body of knowledge.

MINL 8410 Dissertation Defense (1). Students defend the formal research study developed in MINL 8304 Dissertation and RSCH 8310 Dissertation Continuation.

MISL 7313 Research Concentration 1 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MISL 7323 Research Concentration 2 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MISL 7333 Research Concentration 3 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MISL 7343 Research Concentration 4 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MISL 7353 Research Concentration 5 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

MISL 8103 Proposal Seminar (3). Students develop a dissertation research proposal according to Johnson University standards. *Prerequisites:* RSCH 7233 *Principles of Research*, RSCH 7243 *Quantitative Analysis*, RSCH 7253 *Qualitative Research*.

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MISL 8304 Dissertation (4). Students prepare a formal research study that meets Johnson University standards and makes an original contribution to the body of knowledge.

MISL 8410 Dissertation Defense (1). Students defend the formal research study developed in MISL 8304 Dissertation and RSCH 8310 Dissertation Continuation.

MKTG 6013 Brand Planning & Design (3). The focus of this course will be on giving students the preparation for creating equitable brands, implementing the brand strategy, and managing the brand for sustainability from the context of understanding the buyer. Formative analysis of brand effectiveness throughout the process will be emphasized. Current Marketing Readings, Case Studies, and Project Development are contained in this course. *Prerequisite:* BUSN 5033.

MKTG 6023 Marketing Communications (3). This is a comprehensive course intended to address the communication tools used in the marketing field. The primary focus will be creating a communication process to reach a specific target market utilizing digital or traditional methods within media strategy and budget management. Social Media and other forms of electronic communication and commerce will be addressed in the course. Current Marketing Readings, Case Studies, and Project Development are contained in this course. *Prerequisite:* BUSN 5033.

MKTG 6033 Marketing Decision Making & Analytics (3). This course will recap and include related and current dynamics in marketing decisions. The relationship of marketing decisions to other functional business decision making is emphasized. As a result, students will analyze comprehensive business data models and determine the appropriate marketing strategies necessary. Topics include segmentation, demand forecasting, budgeting, and pricing. Current Marketing Readings, Case Studies, and Project Development are contained in this course. *Prerequisite:* BUSN 5033.

MKTG 6113 Project Design Management: Marketing (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 an integration of process management processes in scope, time, cost, quality, risk, communication, human resources, and procurement.

MKTG 6123 Capstone Project: Marketing (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with or research an organization, profit or nonprofit, to develop actionable business solutions.

MUSC 5115 Internship I: Music (6) The Music Internship is designed to provide practical experience in the areas of music and music education. The internship must be a minimum of five weeks in length and take place in a school setting or any approved music institution. It must be supervised by a full-time music educator, teaching supervisor or director, who holds at least a four-year degree in music. *Prerequisite:* Students must have passing PRAXIS II scores. *Special Considerations:* This course is for students who have graduated with a Bachelor in Music Education from Johnson University.

MUSC 5225 Internship II: Music (6) The Music Internship is designed to provide practical experience in the areas of music and music education. The internship must be a minimum of ten weeks in length and take place in a school

setting or any approved music institution. It must be supervised by a full-time music educator, teaching supervisor or director, who holds at least a four-year degree in music. Prerequisite: Students must have passing PRAXIS II scores. Special Considerations: This course is for students who have graduated with a Bachelor in Music Education from Johnson University.

NPMG 6113 Project Design Management: Nonprofit (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.

NPMG 6123 Capstone Project: Nonprofit Management (3). Students are required to successfully demonstrate their ability to research, synthesize, analyze, and communicate information at a graduate level. As a final demonstration of the knowledge gained throughout the MBA program, students will collaborate with or research an organization, profit or nonprofit, to develop actionable business solutions.

NPMG 6303 The Nonprofit Sector (3). This course evaluates the nonprofit sector, with particular emphasis on charitable 501(c)(3) nonprofit organizations. Students explore the scope and context of the sector, historical developments, management and leadership challenges, community-building roles, ethics, legal issues, social justice, and emerging issues such as information technology. In addition, students examine board and volunteer management in terms of legal responsibilities of boards, the role of boards in nonprofits, volunteer organization and management, and the dynamics of board and staff relations.

NPMG 6306 Social Entrepreneurship (3). This course innovatively establishes the fundamental concepts, principles, and tools necessary for social entrepreneurship. Combining development, business, and missiological theory in order to respond to the needs of a community, this course moves beyond business as mission and examines criteria for starting, building, and running a project that makes an impact for Christ and is a developmental asset to the local community. Cross-Listed Course: ICST 6306.

NPMG 6323 Nonprofit Resource Development (3). Students explore principles of philanthropy and fundraising applicable to private nonprofit and governmental agencies.

ORCC 1000 Online Readiness Certification Course (0). This course helps prepare students to succeed in online courses offered by Johnson University. It is prerequisite for all students taking online courses.

ORGL 7313 Research Concentration 1 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

ORGL 7323 Research Concentration 2 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

ORGL 7333 Research Concentration 3 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

ORGL 7343 Research Concentration 4 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

ORGL 7353 Research Concentration 5 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

ORGL 8103 Proposal Seminar (3). Students develop a dissertation research proposal according to Johnson University standards. *Prerequisites:* RSCH 7233 *Principles of Research*, RSCH 7243 *Quantitative Analysis*, RSCH 7253 *Qualitative Research*.

ORGL 8201 Proposal Defense (1). The proposal defense includes review and approval of the dissertation research proposal by the Advisor, Committee, and Institutional Review Board.

ORGL 8304 Dissertation (4). Students prepare a formal research study that meets Johnson University standards and makes an original contribution to the body of knowledge.

ORGL 8410 Dissertation Defense (1). Students defend the formal research study developed in ORGL 8304 Dissertation and RSCH 8310 Dissertation Continuation.

PHED 5115 Physical Education Internship I (6). This course is the first term of a full-year internship in Physical Education Grades K-12. *Prerequisite:* Students must have passed the PRAXIS 2 tests and been accepted into the M.A. in Holistic Education. This course is for students who have graduated with a B.A./B.S. in Sport & Fitness Leadership (Physical Education Grades K-12) from Johnson University.

PHED 5205 Physical Education Methods (3). Students develop professional competencies for planning and implementing physical education programs in K-12 schools with an emphasis on reaching all ability groups. They learn a wide variety of exercise techniques, recreational games, and group and individual sports that promote health and personal fitness.

PHED 5225 Physical Education Internship II (6). This course is the second term of a full-year internship in Physical Education Grades K-12. *Prerequisite:* Students must have passed the PRAXIS 2 tests and been accepted into the M.A. in Holistic Education. This course is for students who have graduated with a B.A./B.S. in Sport & Fitness Leadership (Physical Education Grades K-12) from Johnson University.

PHED 5400 Student Teaching: Physical Education (6). Students complete a term of student teaching Physical Education Grades K-12. *Prerequisite:* Students must have passing PRAXIS II scores. *Special considerations:* This course is for students who have graduated with a B.A./B.S. in Sport & Fitness Leadership (Physical Education Grades K-12) from Johnson University.

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*.

PHIL 7313 Research Concentration 1 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

PHIL 7323 Research Concentration 2 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

PHIL 7333 Research Concentration 3 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

PHIL 7343 Research Concentration 4 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

PHIL 7353 Research Concentration 5 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

PHIL 8103 Proposal Seminar (3). Students develop a dissertation research proposal according to Johnson University standards. *Prerequisites:* RSCH 7233 *Principles of Research*, RSCH 7243 *Quantitative Analysis*, RSCH 7253 *Qualitative Research*.

PHIL 8201 Proposal Defense (1). The proposal defense includes review and approval of the dissertation research proposal by the Advisor, Committee, and Institutional Review Board.

PHIL 8304 Dissertation (4). Students prepare a formal research study that meets Johnson University standards and makes an original contribution to the body of knowledge.

PHIL 8410 Dissertation Defense (1). Students defend the formal research study developed in PHIL 8304 Dissertation and RSCH 8310 Dissertation Continuation.

RSCH 7233 Principles of Research (3). Students learn research processes and principles of research design, including both quantitative and qualitative methods.

RSCH 7243 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:* RSCH 7233 *Principles of Research*.

RSCH 7253 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:* RSCH 7233 *Principles of Research*.

RSCH 7263 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.)

RSCH 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:* RSCH 7233 *Principles of Research*.

RSCH 8010 Candidacy Continuation (0). Ph.D. students continue the project begun in RSCH 8000 Candidacy.

RSCH 8110 Proposal Seminar Continuation (0). Ph.D. students continue the project begun in EDUL, ORGL, MINL, MISL, PHIL, or THEL 8103 Proposal Seminar.

RSCH 8310 Dissertation Continuation (0). Ph.D. students continue the project begun in EDUL, ORGL, MINL, MISL, PHIL, or THEL or 8304 Dissertation.

RSCH 8410 Dissertation Defense Continuation (0). Ph.D. students complete the remaining graduation requirements after EDUL, ORGL, MINL, MISL, PHIL, or THEL or 8401 Dissertation Defense.

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 Master of Arts in Teaching programs.

SCED 5014 Reading in the Content Area (3). This course focuses on reading and critical thinking in secondary education content areas. Specific strategies are explored that enhance comprehension, concept development, and vocabulary knowledge. Effects of text organization and relationship between reading and writing are examined for all content areas.

SCED 5023 Topics & Trends in Secondary Education (3). This course focuses on the most recent topics in education for students going into a middle and/or high school classroom. These topics include, but are not limited to,

technology, school policy, and ethics. Emphasis will also be placed on child development for students in grades 6-12.

SCED 5120 Teaching English (3). Students examine methods of teaching secondary school language, composition, and literature.

SCED 5122 Teaching History (3). This course considers principles and techniques for teaching social studies to students in grades 6-12. It includes 12 hours of field observations. *Prerequisite: Undergraduate degree in Social Studies/History. Special Considerations: This course is limited to students in Master of Arts in Teaching 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 Master of Arts in Teaching 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 Master of Arts in Teaching programs.*

SCED 5200 Student Teaching: Secondary Education (6). This course involves a term of student teaching in secondary grades in the prepared discipline area of preferred licensure. *Prerequisite: Students must have passing PRAXIS II scores. Special Considerations: This course is for students pursuing Secondary licensure in the Master of Arts in Teaching program.*

SCED 5205 Teaching Business (3). Students develop professional competencies for planning and implementing business education programs in 6-12 schools with an emphasis on reaching all ability groups. The course emphasizes methodology, curriculum planning, unit and lesson planning, assessment, and content-specific pedagogical strategies.

SPED 5115 Practicum: Internship I (6). This course is the first term of a full year internship in Special Education Interventionist K-8 education. *Prerequisite: Students must have passed the PRAXIS 2 tests and been accepted into the M.A. in Holistic Education. This course is for students who have graduated with a B.S. in Special Education from Johnson University.*

SPED 5225 Practicum: Internship II (6). This course is the second term of a full year internship in Special Education Interventionist K-8 education. *Prerequisite: Students must have passed the PRAXIS 2 tests and been accepted into the M.A. in Holistic Education. This course is for students who have graduated with a B.S. in Special Education from Johnson University.*

THEL 7313 Research Concentration 1 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

THEL 7323 Research Concentration 2 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

THEL 7333 Research Concentration 3 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

THEL 7343 Research Concentration 4 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

THEL 7353 Research Concentration 5 (3). Under faculty supervision, doctoral students earn Research Concentration credits through Directed Independent Studies (DIS), based on the Research Concentration Plan

developed in RSCH 7263 Scholarship and research Framework. Ideally, students' Research Concentrations arise from their personal research questions and flow directly into their dissertations.

THEL 8103 Proposal Seminar (3). Students develop a dissertation research proposal according to Johnson University standards. *Prerequisites:* RSCH 7233 *Principles of Research*, RSCH 7243 *Quantitative Analysis*, RSCH 7253 *Qualitative Research*.

THEL 8201 Proposal Defense (1). The proposal defense includes review and approval of the dissertation research proposal by the Advisor, Committee, and Institutional Review Board.

THEL 8304 Dissertation (4). Students prepare a formal research study that meets Johnson University standards and makes an original contribution to the body of knowledge.

THEL 8410 Dissertation Defense (1). Students defend the formal research study developed in THEL 8304 Dissertation and RSCH 8310 Dissertation Continuation.

THEO 5000 Fundamental Theology: Father, Son and Spirit (3) Offered for participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities, this course has three objectives: (1) To introduce the students to the task of Christian Theology, especially as it relates to the study of Scripture, (2) To familiarize the students with some basic theological concepts and vocabulary, (3) To teach the students how to construct a theological argument using the resources and skills gained through objectives #1 and #2. In order to meet these objectives, we will examine the foundational doctrines of Christian theology, particularly the Christian confession: (1) That God the Father is the creator of heaven and earth, (2) That by being fully human and fully divine, the Son was able to reconcile all creation to the Father, (3) That the church continues to live in the power of the life – giving Spirit. Because these doctrines were initially formulated in the period immediately following the New Testament, we will concentrate on these first theologians as they struggled to make sense of the revelation of God in the person of Jesus Christ.

THEO 5100 Beyond Christ and Culture: Rethinking the Church and Contemporary Society (3) Offered for graduate-level credit for participants in the Knoxville Fellows, which is part of The Fellows Initiative whose mission is to provide post-graduate Christian leadership development programs in key communities, this course examines the relationship between the Christian Church and contemporary culture, specifically the challenges that this culture makes to the Church's life and mission and the Church's response to these challenges. We will give special attention to the effects of Enlightenment "atheism" on Western culture, as well as the fall of modern foundationalism and its effects on post-modern culture. Since every culture uses facets of that culture, such as media, art, political structures, and educational systems to represent that culture's fundamental picture of itself, we will first look at how contemporary American culture represents itself. We will then turn to Christianity and ask what kind of representation Christians *should* strive for and what ways are Christians trying to attain this kind of representation. The ultimate goal will be to think theologically about what it means for followers of Christ to inhabit the world in all its fullness.