

John Witherspoon College

General Catalogue

2018-2019



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John Witherspoon College • Rapid City, South Dakota
Bible-anchored • Christ-centered
People-focused • Kingdom-driven

John Witherspoon College General Catalogue: 2018-2019
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About This Catalogue

This *Catalogue* is the College's authoritative public document for academic, financial, and administrative policies and procedures governing education at John Witherspoon College. Corrections, updates, and policy changes approved after publication are posted electronically on the College's website (jwc.edu). The online version is the College's most current and authoritative edition.

Legal Authorization

John Witherspoon College is a 501(c)(3) nonprofit corporation. The primary purpose of the Corporation is to provide Christ-centered classical education for service to the church and the world. The College is authorized by the State of South Dakota to offer credits and degrees.

Accreditation

John Witherspoon College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [P.O. Box 328, Forest, VA 24551; telephone: (434) 525-9539; email: info@tracs.org], having been awarded Accreditation as a Category II institution by the TRACS Accreditation Commission on April 25, 2017. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Statement of Non-Discrimination

John Witherspoon College does not discriminate on the basis of race, color, sex, nationality, ethnic origin, or disability in the administration of its educational policies, admissions policies, hiring practices or any other school-administered programs. It does reserve the right to make academic, admissions and employment decisions based on religious principles as permitted by the Constitution, Title VII of the Civil Rights Act of 1964 (as amended), and applicable federal and state laws.

Privacy Policy

John Witherspoon College safeguards the personal information of all students and employees in accordance with industry best-practices and Federal guidelines. The College collects and maintains only that personal information which is necessary to facilitate its business operations and educational programs. It protects this data using secure physical and/or electronic storage methods and disposes of data no longer required in accordance with best-practices for physical and/or electronic disposal. Since JWC does not receive

federal funding under the Department of Education (ED), provisions under the Family Educational Rights and Privacy Act (FERPA) do not apply. However, the College voluntarily complies with most provisions of FERPA as a matter of course, particularly those regarding privacy of students' records and their right to request copies of those records.

TABLE OF CONTENTS

ACADEMIC CALENDAR.....	8
ACADEMIC CALENDAR.....	9
PRESIDENT’S INTRODUCTION	11
THE COLLEGE SEAL.....	13
FOUNDATIONAL STANDARDS.....	14
LEADERSHIP.....	22
ADMISSIONS	24
ACADEMICS.....	33
ACADEMIC POLICIES	46
FINANCIAL POLICIES.....	61
STUDENT LIFE.....	69
DIRECTORY.....	72
COURSE DESCRIPTIONS.....	91

ACADEMIC CALENDAR

FALL SEMESTER 2018

August

- 1 Scholarship Applications Due
- 9 Admissions Applications Due
- 16 Fall Registrations Due
- 17-18 New-Student Orientation
- 20 Semester Classes Begin
- 30 Convocation 7:00 pm

September

- 3 Labor Day Holiday
- 7 Deadline to Add or Drop a Class
- 20 Third Thursday Fellowship
- 29 CLT Testing at JWC

October

- 4-8 Fall Break
- 12 Midterm Academic Progress Reports Due
- 18 Third Thursday Fellowship

November

- 5-16 Pre-Registration for Spring Semester
- 15 Third Thursday Fellowship
- 21-23 Thanksgiving Holidays

December

- 7 Spring Scholarship Applications Due
- 10-13 Final Examinations
- 18 Final Grades Due
- 17-Jan 1 Christmas and New Year Holidays

PRESIDENT'S INTRODUCTION

ACADEMIC CALENDAR

WINTER TERM 2019

January

- 2 Registration Deadline for Winter Term
- 2-11 Winter Term Classes

SPRING SEMESTER 2019

January

- 9 Spring Admissions Applications Due
- 9 Spring Registrations Due
- 14 Semester Classes Begin
- 17 Third Thursday Fellowship
- 21 Martin Luther King, Jr. Day – Holiday – No Classes

February

- 1 Deadline to Add or Drop a Class
- 18 Presidents Day Holiday
- 21 Third Thursday Fellowship

March

- 1 Midterm (Academic Progress Reports Due)
- 1 Scholarship Applications Due for Fall (new date)
- 2 CLT Testing at JWC
- 4-8 Spring Break
- 21 Third Thursday Fellowship

April

- 8-18 Pre-Registration for Summer Term and Fall Semester
- 18 Third Thursday Fellowship
- 19 Good Friday Holiday – No Classes
- 21 Easter Sunday

May

- 6-9 Final Examinations
- 10 Graduation
- 14 Final Grades Due
- 27 Memorial Day Holiday

PRESIDENT'S INTRODUCTION

“A NOBLE TREASON”



Thank you for the opportunity to introduce John Witherspoon College. In the pages that follow, you will read the remarkable story of John Witherspoon and the likewise remarkable story of this college that bears his name. As you read, I trust you will begin to see that John Witherspoon College takes more than a name from this “Forgotten Founding Father.”

When John Witherspoon arrived at Princeton (then The College of New Jersey) in 1768, he stepped into a crisis. Enrollment down, donations down, facilities in disrepair. Worst of all, the founding vision of the institution—“to produce ornaments of the State as well as the Church”—lay almost in tatters. The curriculum excelled only in mediocrity, students lacked seriousness, and standards had grown lax, all at a critical moment in history, as a new nation struggled to be born. Witherspoon met the crisis with a simple strategy of high standards and hard work—and the rest, as they say, is history.

But this College does not bear the name of John Witherspoon because he saved Princeton, like a coach who turns a losing team into a champion. We bear his name because he had a vision far beyond his personal reputation, the fortunes of a great college, or even the success of her graduates. A Scot by birth, Witherspoon embraced the American cause single-mindedly. From his prolific pen flowed many of the new nation’s formative documents, and from his beloved Princeton came many of America’s most influential leaders. It “is safe to say,” writes Jeffrey Morrison, “that no single educator in early America matched Witherspoon’s record of making politicians and patriots.”

From our comfortable distance, we might easily miss the true greatness of Witherspoon’s leadership. Like other patriots, Witherspoon was guilty of treason against the most powerful nation on earth. Witherspoon himself had a price on his head (another minister actually lost his life to a soldier who thought he had Witherspoon!). In his native Scotland and throughout the Empire, the British branded Witherspoon a “rebel” and “traitor” who inflamed the colonists with his preaching and his pen and who transformed Princeton into a “seminary of sedition.” A high-ranking British officer called Witherspoon a “political firebrand” who “poisons the minds of his young students and through them the Continent.” If this be treason, it is a noble treason indeed.

The world needs that kind of “noble treason” again—and such is the vision we take from our namesake. As Witherspoon did 250 years ago, we long to equip a new revolutionary generation and to send them out as salt and light into a culture of darkness and decay. John Witherspoon College aspires to be a new “seminary of statesmen,” prepared to make a difference in the world for Christ and His Kingdom.

Welcome to John Witherspoon College. Thank you for considering JWC, praying for JWC, supporting JWC. For here in the incomparable Black Hills, the incomparable vision of John Witherspoon lives again!

A handwritten signature in black ink, appearing to read 'C. Richard Wells', written in a cursive style.

C. Richard Wells
President

THE COLLEGE SEAL



The Seal is the official institutional symbol of John Witherspoon College. Rich with meaning, the Seal visually represents many of the College’s foundational standards and aspirations.

The center of the Seal is a shield, symbolizing the faith of the church (“shield of faith,” Eph. 6:16). On the front of the shield is a large red cross and an open Bible at its center, symbolizing the cross of Christ as revealed in the Christian Scriptures.

The *thistle* (upper right quadrant) bears a dual symbolism. Historically, it represents the Fall; but it also appears in the seal of the University of Edinburgh (the *alma mater* of John Witherspoon). The Hebrew letter *bet* (bottom right quadrant) is the first letter of the Bible and symbolizes the preeminence of God in all things, “In the beginning, God.” The *torch* (bottom left quadrant) symbolizes the spread of the light of the gospel. Finally, the *lamp* (upper left quadrant) is an ancient symbol of learning.

The year 2004 marks the inaugural year of Black Hills Biblical Institute (BHBI), the parent institution of John Witherspoon College. The Latin phrase, “*Fides Quaerens Intellectum*” (“Faith Seeking Understanding”), was the life motto of famed theologian and philosopher, Anselm, Archbishop of Canterbury (d. 1109), who insisted, “unless I first believe, I shall not understand.”

FOUNDATIONAL STANDARDS

STATEMENT OF FAITH

The following *Statement of Faith* is a summary of Christian teachings that shape the theological orientation of John Witherspoon College. It is annually signed by the Board of Trustees, the President, and all faculty and staff of the College.

The Scriptures

The Bible is God’s word given by divine inspiration, the record of God’s revelation of Himself to humanity. It is trustworthy, sufficient, without error—the supreme authority and guide for all doctrine and conduct. It is the truth by which God brings persons into a saving relationship with Himself and leads them to Christian maturity.

God

There is but one God, the Maker, Preserver, and Ruler of all things, having in and of Himself all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit, each with distinct personal attributes, but without division of nature, essence, or being. God ordains or permits all things that come to pass, and perpetually upholds, directs, and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.

Humanity

God originally created man in His image, and free from sin; but through the temptation of Satan, humankind transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.

FOUNDATIONAL STANDARDS

Jesus Christ

The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest and King of the Church, and Sovereign of the universe.

Holy Spirit

The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.

Salvation

Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.

The Church

The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for

its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.

Last Things

The bodies of humans after death return to dust, but their spirits return immediately to God—the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God, in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment and the righteous into everlasting life.

MISSION AND PURPOSE

The *purpose* of John Witherspoon College is to glorify God as the beginning and end of all knowledge. The *mission* of John Witherspoon College is to build a community of Christ-centered, classics-based education for service to the church and the world.

OBJECTIVES

The specific goals that flow out of our purpose and mission can be summarized in five institutional objectives. These objectives are the basis for self-assessment and ensure that the College is, indeed, fulfilling its stated purpose and mission:

1. Cultivate a Christ-centered education community.
2. Teach a Bible-anchored, classics-based curriculum that fosters critical thinking and cultural responsibility.
3. Promote academic excellence marked by personal piety.
4. Equip students to make an eternal difference for God’s kingdom as servant leaders.

FOUNDATIONAL STANDARDS

5. Make JWC a college of choice for the Black Hills and Upper Midwest region.

PHILOSOPHY OF EDUCATION

Curriculum Design

Students at JWC build knowledge systematically on a solid foundation rather than getting information piecemeal through disconnected courses. It is our conviction that some courses are more important than others, and that there is an effective ordering and logic to the process of effective learning.

Deep Learning

Our students delve deeply into liberal arts core disciplines rather than skimming through broad surveys of factual information. Attention is given to primary sources, so students do not just read *about* great authors and books; they *read* great authors and books.

Disciplined Discernment

In a world that tends to homogenize ideas, students at JWC learn to discern the distinctions between true and false, good and evil, right and wrong, eternal and temporal, in order to equip them to be salt and light in a dark and decaying culture.

See God's Truth

Augustine urged: "Let every good and true Christian understand that wherever truth may be found, it belongs to his Master." Building upon this bedrock principle that *all truth is God's truth*, our students learn to see how all truth—from arithmetic to zoology—declares the glory of God.

The "Liberating Arts"

In the truest sense, the "liberal arts" are liberating. Through a disciplined study in the liberating arts, our students learn how to deal effectively with the "Information Age" and its paralyzing information overload. Students seek genuine wisdom over mere knowledge, the worthwhile over the

waste of time, the true and the beautiful over images and hype. The words of Paul give us direction: “Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things” (Phil. 4:8; ESV).

CORE VALUES AND STANDARDS

Bible-anchored

As an institution, we believe that God is the beginning and end of all knowledge. Since He is the Creator of all things, there is no true knowledge apart from Him. Thus we believe that God’s revelation in Scripture is the only inerrant, infallible, authoritative basis for education. The Word of God instructs, motivates, guides, corrects, enables, and illumines in all areas of knowledge, understanding, and experience, and JWC is committed to help students know, practice, and communicate biblical truth.

Christ-centered

As an institution, we believe that the Lordship of Christ extends to every part of life without exception. The redemptive work of Christ enables us to understand the true nature of the human condition. The life and ministry of Christ sets the example, par excellence, of servant leadership. The power of Christ proclaimed in the gospel is the power to transform lives and cultures. The Spirit of Christ in lived communities makes genuine unity possible. The Body of Christ in fellowship with Him subverts the powers of darkness and by the Spirit extends His righteous reign. As a “Christ-centered” ministry, JWC seeks to magnify the Lordship of Christ in all things.

People-focused

As an institution, we believe that Christ-like relationships with God, family, church, the community, and the world are essential to discipleship. Christian education must cultivate salt-and-light influence in every aspect of a student’s life, as well as in the lives of faculty, staff, and

FOUNDATIONAL STANDARDS

constituents. JWC will seek to be a community of learning and of love, not simply a delivery system for bodies of information.

Kingdom-driven

God is the beginning and the end of all knowledge, so the ultimate motive for scholarship must be to know and love God and to serve His Kingdom purposes. For that reason, we believe that every Christian is called “to walk in a manner worthy of God” (1 Thess. 2:12). Among other things, that calling implies an obligation to strive for excellence in every area that honors God in tangible ways: “whatever you do, do all to the glory of God” (1 Cor. 10:33). We aspire to develop Kingdom leaders who can discern, model, and articulate God’s vision for redemption in Christ, in their particular and varied spheres of vocational responsibility. We also believe that ministry is the calling of every follower of Christ, and that preparation for ministry leadership calls for commitment to that calling, for cultural sensitivity, doctrinal integrity, blameless moral conduct, disciplined study, and hard work.

STANDARDS OF CONDUCT

An Edifying Environment

Every student deserves a nurturing and supportive environment in the classroom and on campus. As fellow members of the body of Christ, faculty, staff, administrators, and students are expected to seek to edify one another in accordance with Scriptural injunctions (such as Gal. 6:1-2 and 1 Thess. 5:11-15). Harassment in any form will not be tolerated. Victims of harassment should consult appropriate handbooks for reporting guidelines.

Guidelines on what constitutes sexual harassment are available at: https://www.eeoc.gov/laws/types/sexual_harassment.cfm.

Facilities, Dress, and Grooming

In keeping with the biblical truth that God created human beings as male and female (Gen. 1:27), the College expects faculty, staff, administrators,

and students to use the restrooms, locker rooms, and changing facilities conforming with their biological sex at birth. Additionally, dress and grooming standards should be consistent with their biological sex. Clothing must not contain language or symbols that are racist, mean-spirited, bigoted, or sexually suggestive.

Sexual Conduct

In keeping with the biblical truth that God created marriage as the union of one man and one woman and that sexual activity is reserved exclusively for that union (Gen. 2:18, 24, 25), unmarried faculty, staff, administrators, and students are expected to abstain from all sexual relationships. The college will not employ persons or admit students who are married to more than one person or to an individual of the same biological sex and will take steps to dismiss those who enter, or plan to enter, into a same-sex marriage.

Use of Alcohol

As in all things, all persons associated with the College are expected to follow scriptural teaching regarding the use of alcohol. Personnel are expected to obey scriptural injunctions (Rom. 13:13, 1 Cor. 5:11 and 6:10 and Eph. 5:18, e.g.) against drunkenness.

While Scripture does not forbid consumption of alcohol, it does teach that believers should avoid eating certain foods or drinking alcohol if it offends a brother or causes him to stumble (Rom. 14:21). Therefore, while the College does not forbid the consumption of alcohol in moderation, it does require that such consumption be done in one's home and *never* in the presence of students or individuals who are offended by the practice. Additionally, alcohol should never be brought on campus or consumed at any official JWC function (including student activities).

Use of Tobacco

Although Scripture does not specifically address the use of tobacco, it does offer general guidance that individuals are to treat their bodies with respect as made in the image of God and as temples of the Holy Spirit. (Gen. 1:27, 1 Cor. 6:19). The College does not condone smoking (to include

FOUNDATIONAL STANDARDS

e-cigarettes) or the use of tobacco products. All College facilities and properties are designated smoke-free and tobacco-free. Smoking (including e-cigarettes) and tobacco in any form are prohibited on the property of the College.

LEADERSHIP

BOARD OF TRUSTEES

Arthur G. Sartorius, Chairman, Pastor, Black Hills Community Church

Curtis J. Liedtke, Physician

Donald E. Oliver, Physician

Rodney W. Schlauger, Attorney, Bangs-McCullen

Ronald G. Smith, Jr., 3M Plant Manager (Ret.)

Scott Vander Hamm, Maj. Gen. (Ret.), USAF

C. Richard Wells, President (*ex officio*)

ADMINISTRATION

C. Richard Wells, President

Carol B. Harris, Director of Business Affairs

Ronald J. Lewis, Academic Dean

STAFF

Carol B. Harris, Administrative Assistant

Rebecca E. Pontious, Admissions Counselor

Laura F. Sherwood, Director of Learning Resources

Melissa R. Hubbell, Library Consultant

Alesha F. Limbo, Dean of Students

Michelle C. Porter, Library Technician

Pamela S. Rider, Registrar

LEADERSHIP

FACULTY

Christian Studies

, Chair

Jessica L. Hübner, Adjunct Instructor of Counseling

Robert H. Wells, Adjunct Instructor of Christian Studies

Humanities

Bret J. Saunders, Chair, Associate Professor of Humanities

C. Richard Wells, Professor of Humanities

Debra A.S. Burton, Part-Time Professor of History

Stephen F. Branch, Adjunct Professor of Music

Leadership

Laura F. Sherwood, Assistant Professor of Leadership and
Communications

Debra A.S. Burton, Col. (Ret.) USAF, Adjunct Professor of Leadership

General Studies

Richard K. Burton, Adjunct Professor

Elias E. Diaz, Adjunct Professor of Christian Studies

Justin D. McGeary, Adjunct Professor of Greek and History

Matthew D. Minnick, Adjunct Professor of Science

William D. Short, Adjunct Professor of Mathematics

Loyal G. Tillotson, Adjunct Professor of Science

ADMISSIONS

VISITING THE COLLEGE

John Witherspoon College cordially invites prospective students, families, and friends to visit the campus. Open-house events (or “Preview Days”) are generally held at least three times per year (Spring, Summer, Fall) and serve as an opportunity to visit the campus, meet professors, sit in on classes, and learn more about the College. Private visits can also be arranged by appointment.

ADMISSIONS CRITERIA AND APPLICATION PROCESS

John Witherspoon College seeks students who confess Jesus Christ as Lord and who desire to make all learning and all of life captive to Christ. As a classical Christian college, JWC looks for students who are eager to immerse themselves in theology, philosophy, history, classical languages, rhetoric, science, literature, music, and the arts.

Admission to John Witherspoon College is determined by the Admissions and Scholarship Committee. The Committee reviews and evaluates each application as a whole, in terms of academic ability, personal maturity, spiritual discipline, social skills, work ethic, and motivation. Academic preparation is important, but it constitutes only one factor in student success. Accordingly, JWC admits students whose academic record may be marginal if they demonstrate a passion for the Witherspoon vision of classical education and a commitment to working hard.

Because John Witherspoon College is a community of Christian scholars seeking to cultivate lives of truth, beauty, and goodness, the Committee looks especially for students who will be good colleagues, who desire to learn wisdom with all humility and who want to live as responsible, mature members of a close-knit community.

ADMISSIONS

GENERAL ADMISSIONS POLICIES

Age and Academic Credentials

To be considered for admission, an applicant must have earned a high school diploma or GED, or document relevant experience that demonstrates the student's ability for college-level academic work. The minimum age for admission is sixteen. Any exceptions to this policy must be approved by the administration.

Character

As a Christian institution, JWC admits applicants of good character. An applicant previously charged, arrested, or convicted of any crime will be required to have a personal interview with the Director of Admissions and/or the Admissions and Scholarship Committee prior to any decision regarding admission. (This requirement does not apply to students enrolled through the New Beginning Program application process.) Providing false or misleading information or withholding pertinent information, may be cause for dismissal or other disciplinary action. The College reserves the right to refuse admission/readmission to any student or applicant based upon a determination that admission of the applicant would not be consistent with the foundational standards of the College.

Acceptance

Upon acceptance, an admissions representative will issue a formal letter to the applicant. All admissions documents submitted become the property of John Witherspoon College.

Home School Admission and Enrollment Philosophy

John Witherspoon College welcomes students with a home school background. Home school students must meet the same requirements as students from private and/or public high schools as specified below.

FRESHMAN ADMISSION REQUIREMENTS

Academic Requirements

Applicants qualifying for Unconditional Admission to John Witherspoon College must meet two of the following academic criteria:

1. 22 ACT/1020 SAT (combined *critical reading* and *math* scores)
2. 72 CLT score
3. 2.5 Core GPA
4. Top 50% of graduating class

Applicants who qualify for Unconditional Admission must have a minimum of 18 ACT/860 SAT (combined *critical reading* and *math* scores) (or 60 CLT score) and a 2.0 Core GPA whether or not these criteria are used to qualify for admission.

The Core GPA is computed by John Witherspoon College based on the student's performance in a preselected set of high school or college preparatory courses. This required (core) set of courses is as follows: four units of English, three units of math, three units of social science, three units of natural science, and two units of either foreign language or fine arts (may choose one of each). The Core GPA will be computed with the official grading scale utilized by the high school or college where the course credit was awarded.

Conditional Admission

Applicants who do not qualify for Unconditional Admission, including applicants who do not have a GED or a high school diploma may be admitted on a Conditional basis. Students will be admitted conditionally upon consideration of ACT/SAT/CLT score, academic work completed, personal recommendations, extracurricular activities, and demonstrated leadership.

ADMISSIONS

Personal Requirements

In addition to the College's academic requirements, prospective students should provide both a Pastoral and an Academic Evaluation. (Application and forms are available on the College website.)

Each applicant should also submit a 750-1000 word personal essay, answering one of the following questions:

1. What was your favorite class or area of study in high school? Why?
2. Who has had the greatest influence on your life?
3. What are your favorite books, movies, and music? Why?
4. When and how did you accept Christ as your Savior?
5. What does it mean to you to be a Christian?
6. What do you imagine yourself doing ten (10) years from now?

Summary of Freshman Application Requirements

1. Completed Application Form
2. Senior Year Course Plan (if applicable)
3. \$50 Application Fee
4. Official ACT/SAT/CLT scores (ages 21/under; test scores are not required for applicants age 22/older)
5. Personal Essay
6. Pastoral and Academic Evaluations
7. High School Transcript

TRANSFER ADMISSION REQUIREMENTS

Students desiring to transfer to John Witherspoon College from other accredited colleges/universities may apply at any time during the academic year. A student seeking to transfer with fewer than twenty-four (24) credit hours will be designated as "Freshman Transfer" and will be required to meet all freshman admission requirements and transfer GPA requirements. Those transferring with twenty-four (24) or more credit hours must have a 2.3 cumulative GPA in order to be considered for

Unconditional Admission. Students not meeting these requirements will be referred to the Admissions and Scholarship Committee to be considered for Conditional Admission. See Transfer Credit section below for more information.

Summary of Transfer Application Requirements

1. Completed Application Form
2. \$50 Application Fee
3. Personal Essay
4. Official transcript from all colleges/universities attended.¹
5. Pastoral and Academic Evaluations

INTERNATIONAL STUDENTS ADMISSION REQUIREMENTS

John Witherspoon invites applications from international students who meet regular admission standards. International applicants must initiate their applications no later than May 15 to be considered for admission in the following Fall semester. Applicants should contact the Office of Admissions as early as possible.

In addition to regular admissions requirements, applicants whose native language is other than English must achieve either a score of at least 570 on the paper-based Test of English as a Foreign Language (TOEFL) and 4.5 on the Test of Written English (TWE), or a score of at least 230 on the computer-based TOEFL with a 4.5 minimum on the essay portion of the exam. If electing the paper-based TOEFL/TWE, students should apply to take the exam at least three months prior to the date that test results are needed for submission to the College. Applicants are responsible for contacting the TOEFL Application Office, Educational Testing Service (www.toefl.org). Applicants who take the TOEFL and TWE must request that the results be sent directly to the College. Applicants may also be subject to an interview at the discretion of the Admissions and Scholarship Committee.

¹ High school transcripts are required for Freshmen Transfers.

ADMISSIONS

John Witherspoon will issue the Certificate of Eligibility for Nonimmigrant Student Status (SEVIS Form I-20) to students from outside the United States who meet both the admissions and language requirements. The I-20 Form is necessary to enter the United States as a nonimmigrant student. For more information about international student admission and eligibility requirements, contact registrar@jwc.edu.

International applicants should note that, in order for the College to issue the I-20 form necessary to enter the country as a student, an accepted applicant must be able to document sufficient funding for every school year. International students must document full funding for tuition plus \$4,500. Tuition and fees, including the application fee, must be paid in U. S. dollars. Checks must be drawn from a U. S. bank, with the bank's computer code located in the lower left-hand corner of the check.

Summary of International Student Application Requirements

1. Completed Application Form
2. \$50 Application Fee
3. Personal Essay
4. Official transcript from all colleges/universities attended
5. Pastoral and Academic Evaluations
6. Official TOEFL scores (sent directly from TOEFL Service)
7. Documentation of full funding for planned studies plus \$4,500

OTHER CATEGORIES OF ADMISSION

New Beginning Program

The New Beginning Program is designed to assist current and former inmates of juvenile detention centers and jails to turn away from past habits and practices that led to their incarceration so that they can become law-abiding citizens and productive members of society. It reflects the promise of God in 2 Cor. 5:17: "Therefore, if anyone is in Christ he is a new creation; old things have passed away; behold, all things have become new." The program provides up to twelve (12) hours of college credit at no charge to eligible individuals who have a high school diploma or GED

and who remain fully compliant with all disciplinary requirements of their incarcerating institution (or, if previously released, all applicable terms of probation/parole), with the JWC *Student Handbook*, and with local, state, and Federal laws. Upon completion of the New Beginning Program, students are eligible to apply to JWC under the same terms and conditions as other applicants.

Provisional Students

Applicants who do not have immediate access to official documents in order to be fully admitted may be admitted as Provisional students. The conditions of Provisional status will be specified in the student's official letter of acceptance. A student may normally remain on Provisional status only for one semester and a subsequent short term. It is the student's responsibility to submit all materials needed to complete the admissions process. A personal conference with the Director of Admissions and/or the Admissions and Scholarship Committee may be required before a student is accepted for admission on a Provisional basis.

Any credit taken while in Provisional status will not be transferred as regular matriculated credit until the status has been officially changed. The student will be bound by all general academic requirements of the College. All work completed or attempted will be documented on the academic record.

Non-Degree Seeking (Part-time, Visiting) Students

Students are welcome to take courses for special interest or as a "visiting student." Classes may be taken for credit or audit on a space available basis (preference is given to full-time, degree-seeking students). Students must meet all requirements for admission to change from Non-Degree Seeking to Degree Seeking status.

ADMISSIONS

SPECIAL PROGRAMS

Partner Institutions

John Witherspoon College partners with like-minded institutions and organizations to offer academic programs serving special needs and interests. The College reserves the right to make changes to the admission process or admission requirements based on formal agreements with partnering institutions and organizations. Complete information on partner institution programs is available from the College Admission office.

Students may complete a maximum of twenty-four (24) semester hours through the College's reduced tuition programs, including Dual Enrollment, Early Admission, and Home School Dual Enrollment.

High School Dual Enrollment

The John Witherspoon High School Dual Enrollment program is open to exceptional high school juniors and seniors from partnering institutions who have the ability, motivation, and maturity to begin their college education before high school graduation. Students desiring to enroll in the John Witherspoon Dual Enrollment Program must do so through College's Office of Admissions, and must meet the admissions criteria as outlined in the agreement with the partnering institution.

Early Admission

Outstanding high school seniors may be admitted as full-time students at John Witherspoon College prior to high school graduation upon application and under the following conditions:

1. A minimum high school GPA of 2.5 considering all coursework
2. A minimum ACT composite score of 22, or SAT 1020 (combined Critical Reading and Math scores), or CLT score of 72
3. A written endorsement from the principal detailing the one or two courses the principal will accept for completion of the high school diploma. Courses must be completed during the first year of enrollment at JWC

4. Written endorsements from student's parents and a high school counselor
5. An application on file with the Office of Admissions by May 1
6. All other freshman requirements for admission
7. An interview with the Admissions and Scholarship Committee may also be required

Home School Dual Enrollment

Outstanding area home schooled students may be admitted to take a maximum of twenty-four (24) semester hours during their junior and senior years of high school. A personal conference with the Director of Admissions and/or the Admissions and Scholarship Committee is required before the student is accepted for admission. A 20 ACT Composite or a 940 SAT (combined *Critical Reading* and *Math* scores) or 67 CLT score is required for admission to the Home School Dual Enrollment Program.

APPLICATION DEADLINES

Domestic Applicants

- August 9 for admission to the Fall semester.
- January 9 for admission to the Spring semester.

International Applicants

- May 15 for admission to the Fall semester.
- October 15 for admission to the Spring semester.

ACADEMIC PROGRAMS

ACADEMICS

PROGRAMS OF STUDY

Christian Studies Program

1. Diploma in Christian Ministry (30 credits)
2. Bachelor of Arts in Christian Studies (120 credits)

Humanities Program

3. Diploma in Humanities (30 credits)
4. Associate of Arts in Humanities (62 credits)
5. Bachelor of Arts in Humanities (120 credits)

Leadership Program

6. Bachelor of Science in Organizational Leadership (120 credits)

General Studies Program (Core Requirements)

All students of JWC are required to complete the A. A. in Humanities before moving on to a B. A. program. Students who complete the A. A. in Humanities with a 2.0 or higher are automatically admitted to the B. A. programs.

THE CHRISTIAN STUDIES PROGRAM

The Christian Studies Program aims at the formation of mature Christian character and effective Kingdom leadership by way of:

1. Thorough grounding in biblical, theological, and related studies, and the development of interpretive skills for “rightly handling the word of truth” (2 Tim. 2:15).
2. Development of capacities and skills for analysis and synthesis, problem-solving, logic, and written expression, transferable across disciplines and cultural contexts.
3. Leadership development in the classical tradition based on wide-ranging knowledge of Western culture and literature, training in the skills and methods of argument and oratory, and hands on

leadership experience in a variety of roles and settings, including cross-cultural experience.

Diploma in Christian Ministry

The Diploma in Christian Ministry program is designed primarily for students who have not had opportunity for college or seminary training in ministry or biblical studies, including those who may have entered vocational ministry in later years, laypersons seeking formal training to equip them for local church ministry, and others desiring Bible, theology, and ministry training. The program incorporates an exposure to the classic liberal arts.

While the Diploma program is intended primarily as preparation for local church ministry, most courses are designed to match “General Education” or biblical studies courses in most traditional baccalaureate programs.

Program Objectives

The purpose of the Diploma in Christian Ministry program is achieved by enabling students to:

1. Explain and summarize the nature and contents of the New and Old Testament Scriptures, the origin of the Bible, models of Scripture, key themes of major biblical books, and the progressive nature of redemptive history;
2. Comprehend and analyze influential controversies in systematic theology, exegetical theology, and the history of Christian thought;
3. Think critically about the relationship of the Bible’s teachings to other academic disciplines and to classic works in the Western Tradition, and be able to apply biblical principles and narratives to contemporary situations;
4. Obtain a reading knowledge of one or more biblical language, translate Scripture, and identify fundamental challenges in translation and interpretation;

ACADEMIC PROGRAMS

5. Become more Christ-like as manifested in love for God and others and a mature heart that is superbly suited to fulfill various Kingdom functions.

Program Requirements (30 credits)

1. Ancient World (HIS 111)
2. Old Testament Story (CHR 111)
3. Gospels (CHR 421)
4. Leadership Foundations I (LDR 101)
5. The Origin of the Bible (CHR 101)

6. Medieval World to Renaissance (HIS 112)
7. New Testament Story (CHR 112)
8. Pauline Epistles (CHR 422)
9. History of Theology (CHR 335)
10. World Religions (PHL 349)

Bachelor of Arts (B. A.) in Christian Studies

The program of study leading to the Bachelor of Arts Degree in Christian Studies is designed to prepare students for leadership in the church and the world by way of studies in the classical liberal arts, all interpreted through and integrated into a world and life view formed by biblical truth.

Students in the Bachelor of Arts program must complete a *Basileia* (“Kingdom”) Mission (non-credit) for graduation, if they have not done so already in a diploma or associate degree program. Such projects might include missions trips, regular involvement in an approved ministry, internships, or participation in special evangelistic outreach efforts. Guidelines for completing the *Basileia* Mission requirement are available from the Registrar’s Office.

Program Objectives

The purpose of the Christian Studies program is achieved by enabling students to:

1. Explain and summarize the nature and contents of the New and Old Testament Scriptures, the origin of the Bible, models of Scripture, key themes of major biblical books, and the progressive nature of redemptive history;
2. Comprehend and analyze influential controversies in systematic theology, exegetical theology, and the history of Christian thought;
3. Think critically about the relationship of the Bible's teachings to other academic disciplines and to classic works in the Western Tradition, and be able to apply biblical principles and narratives to contemporary situations;
4. Gain a reading knowledge of one or more of the biblical languages, translate Scripture, and identify fundamental challenges in translation and interpretation;
5. Become more Christ-like as manifested in love for God and others and in a mature heart that is superbly suited to fulfill various Kingdom functions.

Program Requirements (120 credits minimum)

The A. A. in Humanities plus the following courses for the third and fourth year:

1. *Theologia Principia I: Method, God, and Creation* (CHR 331)
2. Greek III/Latin I/Hebrew I/CHR Elective
3. Biblical Interpretation (CHR 102)
4. Gospels (CHR 421)
5. The Origin of the Bible (CHR 101)

6. *Theologia Principia II: Christ, Church, Eschatology* (CHR 332)
7. Greek IV/Latin II/Hebrew II/CHR Elective
8. Pauline Epistles (CHR 422)
9. History of Theology (CHR 335)
10. World Religions (PHL 349)

11. Poetry and Wisdom Literature of the Old Testament (CHR 413)
12. Biblical Counseling (CHR 304)
13. Humanities Elective (ECO 201/ART 316/PSY 101/PHL 243)

ACADEMIC PROGRAMS

14. *Imitatio Christi* (CHR 499)
15. Christian Studies Elective

16. Christian Studies Elective
17. Senior Thesis/General Elective
18. Humanities Elective (ECO 201/ART 316/PSY 101/PHL 243)
19. General Elective
20. General Elective

Note: Students will be registered for the Senior Thesis by default unless given special exemption from their academic advisor.

THE HUMANITIES PROGRAM

The Humanities program at JWC aims at the formation of mature Christian character and effective Kingdom leadership by way of:

1. Thorough grounding in biblical, theological, and related studies, and the development of interpretive skills for “rightly handling the word of truth” (2 Tim. 2:15).
2. Development of capacities and skills for analysis and synthesis, problem-solving, logic, and written expression, transferable across disciplines and cultural contexts.
3. Leadership development in the classical tradition based on wide-ranging knowledge of Western culture and literature, training in the skills and methods of argument and oratory, and hands on leadership experience in a variety of roles and settings, including cross-cultural experience.

Diploma in Humanities

The Diploma in Humanities program is designed primarily for the high school graduate desiring a year of study in the Classics in a distinctively Christian community as preparation for further study. The Diploma is also suitable for non-traditional students who desire formal study in the foundations of Western Culture for apologetic purposes, civic engagement, continuing education, or leadership development.

Courses in the Diploma program are designed to match “General Education” course requirements in most traditional baccalaureate programs. All courses in the Program may be applied to the baccalaureate programs at John Witherspoon College.

Program Objectives

The purpose of the Diploma in Humanities program is achieved by enabling students to:

ACADEMIC PROGRAMS

1. Understand and critically engage the Western tradition from ancient to modern times in terms of its major ideas, images, stories, political movements, and artistic achievements;
2. Trace the unfolding of God's redemptive plan throughout history.
3. Employ in their own lives a strong grasp of classical Christian theology and worldview;
4. Form their minds, bodies, and tastes to love what is true, good, and beautiful in music, art, and athletics;
5. Discern the broader picture in different contexts of life in order to shape a goal-driven vision.

Program Requirements

The Diploma in Humanities consists of all the courses for the first year of the A. A. in Humanities (see below).

Associate of Arts (A. A.) in Humanities

The program of study leading to the Associate of Arts Degree in Humanities is designed to prepare students for leadership in the church and the world by way of studies in the classical liberal arts, all interpreted through and integrated into a world and life view formed by biblical truth.

The A. A. in Humanities constitutes the College's core curriculum. It is a prerequisite for all entering freshman students regardless of their B.A. program.

Program Objectives

The purpose of the A. A. in Humanities is achieved by enabling students to:

1. Understand and critically engage the Western tradition from ancient to modern times in terms of its major ideas, images, stories, political movements, and artistic achievements.
2. Trace the unfolding of God's redemptive plan throughout history.
3. Employ in their own lives a strong grasp of classical Christian theology and worldview.

4. Form their minds, bodies, and tastes to love what is true, good, and beautiful in music, art, and athletics.
5. Discern the broader picture in different contexts of life in order to shape a goal-driven vision.

Program Requirements

1. Math for the Liberal Arts/College Algebra (MAT 101/102)
2. College Composition/Rhetoric I (ENG 101)
3. History I: Ancient World (HIS 111)
4. Ancient Literature (HUM/ENG 121)
5. Old Testament Story (CHR 111)

6. Leadership Foundations I (LDR 101)
7. Oral Communication/Rhetoric II (COM 101)
8. History II: Medieval World to Renaissance (HIS 112)
9. Medieval Literature (HUM/ENG 122)
10. New Testament Story (CHR 112)

11. Statistics (MAT 208)
12. History III: American Experience I (HIS 211)
13. Renaissance and Baroque English Literature (HUM/ENG 221)
14. Physical Science/Life Science (SCI 111/112)
15. Greek I, Latin I, or other Language (GRK 111/LAT 111/Other)

16. Introduction to Philosophy (PHL 101)
17. History IV: American Experience II (HIS 212)
18. The Novel (HUM/ENG 222)
19. Physical Science/Life Science (SCI 111/112)
20. Greek II, Latin II, or other Language (GRK 112/LAT 112/Other)

ACADEMIC PROGRAMS

Bachelor of Arts (B. A.) in Humanities

The program of study leading to the Bachelor of Arts Degree in Humanities is designed to prepare students for leadership in the church and the world by way of studies in the classical liberal arts, all interpreted through and integrated into a world and life view formed by biblical truth.

Students in the Bachelor of Arts program must complete a *Basileia* (“Kingdom”) Mission (non-credit) for graduation, if they have not done so already in a diploma or associate degree program. Such projects might include missions trips, regular involvement in an approved ministry, internships, or participation in special evangelistic outreach efforts. Guidelines for completing the *Basileia* Mission requirement are available from the Registrar’s Office.

Program Objectives

The purpose of the B. A. in Humanities is achieved by enabling students to:

1. Understand and critically engage the Western tradition from ancient to modern times in terms of its major ideas, images, stories, political movements, and artistic achievements.
2. Trace the unfolding of God’s redemptive plan throughout history.
3. Employ in their own lives a strong grasp of classical Christian theology and worldview.
4. Form their minds, bodies, and tastes to love what is true, good, and beautiful in music, art, and athletics.
5. Discern the broader picture in different contexts of life in order to shape a goal-driven vision.

Program Requirements

A.A. in Humanities plus the following courses for the third and fourth year:

1. Latin III or Greek I (LAT 201/GRK 111)
2. Leadership Foundations II (LDR 201)
3. Music Colloquium (MUS 316)
4. Ethics/Moral Decision Making (PHL 243)
5. The Origin of the Bible (CHR 101)

6. Latin IV or Greek II (LAT 202/GRK 112)
7. World Religions (PHL 349)
8. History of Art & Architecture (ART 316)
9. History of Theology (CHR 335)
10. Psychology Colloquium (PSY 101)

11. Introduction to Economics (ECO 201)
12. Biblical Counseling (CHR 304)
13. Leadership Elective
14. Christian Studies Elective
15. General Elective

16. General Elective
17. General Elective
18. General Elective
19. General Elective
20. Senior Thesis

ACADEMIC PROGRAMS

THE LEADERSHIP PROGRAM

The Leadership program aims at the formation of mature Christian character and effective Kingdom leadership by:

1. Grounding students in biblical, theological, and related studies, and developing their interpretive skills for “rightly handling the word of truth” (2 Tim. 2:15);
2. Developing students’ capacities and skills for analysis and synthesis, problem-solving, logic, and written expression so that these skills are transferable across disciplines and cultural contexts;
3. Promoting students’ leadership development in the classical tradition, based on wide-ranging knowledge of Western culture and literature, training in the skills and methods of argument and oratory, and hands- on leadership experience in a variety of roles and settings, including cross-cultural experience.

Bachelor of Science (B. S.) in Organizational Leadership

The program of study leading to the Bachelor of Science in Organizational Leadership is designed as a degree completion program to prepare students for leadership in the church and the world by way of studies in the classical liberal arts, all interpreted through and integrated into a world and life view formed by biblical truth.

Students in the Bachelor of Science in Organizational Leadership program must complete a *Basileia* (“Kingdom”) Mission (non-credit) for graduation, if they have not done so already in a diploma or associate degree program. Such projects might include missions trips, regular involvement in an approved ministry, internships, or participation in special evangelistic outreach efforts. Guidelines for completing the *Basileia* Mission requirement are available from the Registrar’s Office.

Program Objectives

The purpose of the B. S. in Leadership is achieved by enabling students to:

1. Understand the components of effective leadership.

2. Demonstrate the ability to effectively lead others in small groups and Christian service projects.
3. Begin practicing the leadership skills needed to advance beyond small-group leadership to leadership at mid-range and strategic levels.
4. Comprehend the dynamics of leadership at different organizational levels and in different environments (secular and religious, public and private sector, etc.)
5. Think critically about how to mitigate problems caused by ineffective leadership at various organizational levels.

Program Requirements

The A.A. in Humanities plus the following courses for the third and fourth year:

1. Introduction to Economics (ECO 201)
2. Leadership Foundations II (LDR 201)
3. Music Colloquium/Hx of Art & Architecture (MUS/ART 316)
4. Ethics/Moral Decision Making (PHL 243)
5. The Origin of the Bible (CHR 101)

6. Leadership Foundations III (LDR 301)
7. World Religions (PHL 349)
8. General Elective
9. History of Theology (CHR 335)
10. Psychology Colloquium (PSY 101)

11. Organizational Communication (LDR 310)
12. Human Resource Management (LDR 435)
13. Leadership Immersion (LDR 498)
14. Christian Studies Elective
15. Humanities Elective

16. Conflict Resolution (LDR 451)
17. Leadership Elective
18. Leadership Elective
19. General Elective

ACADEMIC PROGRAMS

20. Senior Leadership Practicum (LDR 499)

ACADEMIC POLICIES

DISTANCE EDUCATION

John Witherspoon College is firmly committed to a model of classical and Christian education that values real-time student-professor interaction. Teaching and learning at John Witherspoon are inextricably linked to close faculty-student relationships, local Christian culture, and the Rapid City community. Therefore, while many courses include online or media components, almost all of JWC's courses require students physically to attend the main campus or one of the distance-learning teaching-sites. A limited number of online courses may be available to serve special needs. (Students will be notified by the Registrar of the maximum academic credit which can be earned at the teaching site and options for earning remaining needed credit.)

CREDIT-HOURS AND WORKLOAD EXPECTATIONS

U. S. Federal Government defines a credit-hour as follows:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than – (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A class hour at JWC consists of a 50 minute meeting (giving 10 minutes to change classes). JWC offers courses in different formats, from hour-long

ACADEMIC POLICIES

classes to block classes, with expectations for significant study outside of class meetings.

TRANSFER CREDIT

John Witherspoon reserves the right to evaluate a student's proficiency, knowledge, or skills gained from transfer courses prior to accepting them for transfer.

Generally, credit courses will be accepted from regionally or nationally accredited colleges if they parallel courses offered by John Witherspoon. The minimum grade for acceptance of any transfer credit is "C." No more than fifteen (15) semester hours will be accepted toward a degree at John Witherspoon College from colleges not nationally or regionally accredited. Grades of courses from other institutions do not transfer.

Upon admission of a transfer student to John Witherspoon College, the Admissions and Scholarship Committee together with the Registrar will evaluate transcripts of all previous college-level coursework to determine the applicability of any transfer credits to the student's program of study at JWC. A student has the right to appeal the Registrar's decision to the Academic Dean. All course equivalencies, transfer credits, and academic conditions are recorded on the student's permanent record after matriculation. Transfer courses and credits are not used to determine a student's academic standing or GPA at John Witherspoon.

CLEP TESTING

Because of its educational vision, John Witherspoon courses are distinctive in content, form, and pedagogy. For that reason, JWC limits course credit through examination.

However, the College accepts CLEP testing for a limited number of JWC courses (listed below), providing that (a) the student achieves a minimum score of 60; and that (b) the appropriate Program Director approves. Final decisions on JWC course credit through examination are made by the Vice President of Academic Affairs.

No more than eighteen (18) credits may be transferred from CLEP examinations, and no more than twelve (12) elective credits.

CLEP Test	JWC Parallel/Substitute
Principles of Microeconomics and Principles of Macroeconomics	ECO 201 (3 credits)
Intermediate or College Algebra	MAT 201/102 (3 credits)
All other CLEP tests	Electives (up to twelve credits)

ADVANCED PLACEMENT

John Witherspoon grants advanced placement only under rare circumstances. Those wishing consideration must petition the Registrar for approval in writing.

REGISTRATION AND ENROLLMENT

Maximum Duration of Matriculation and Expiration of Credit

Matriculating students must complete degree requirements within seven (7) years of initial matriculation. After seven (7) years, such students may become subject to the degree/diploma requirements that are then current. As a rule, students may not apply coursework completed more than ten (10) years earlier toward degree or diploma requirements. Any exceptions

ACADEMIC POLICIES

must be requested in writing and approved by the Chief Academic Officer.

Limitation of Credits Earned Prior to Matriculation

Matriculating students who had previously completed John Witherspoon coursework as a non-matriculating student may apply no more than sixteen (16) such credits toward their degree requirements.

Residency Requirements for Degree Completion

No less than twenty-five percent (25%) of coursework required for the diploma, the associate's degree, or the bachelor's degree must be completed in residence at John Witherspoon College.

Student Registration and Enrollment Status

Students are responsible for registering themselves for courses each term they are enrolled at the College. Prior to each term, the Registrar will announce the period of open registration, at which time students will be able to register for courses by downloading and completing the registration form on the College website. Students should meet with their advisors for help with academic planning.

Students are considered enrolled in a course when they are registered. A student has *full-time status* at John Witherspoon when enrolled for at least twelve (12) hours in a long semester or three (3) hours in a Winter or Summer Term. Otherwise, a student has *part-time status*. Students are considered *matriculating* only if they have been admitted to full degree seeking status and are currently pursuing a diploma or degree at the College. Credits will be applied only for students who are matriculating. Matriculating status is normally granted upon regular admission to the College. Students are considered *non-matriculating* if they have been admitted provisionally or are enrolled as a Non-Degree Seeking student.

Lapsed Enrollment

Matriculating students who have not enrolled for credit for two consecutive terms are subject to automatic discontinuation from their

diploma/degree program. Discontinued students must reapply for admission to the College.

WITHDRAWAL

A student withdrawing from school, dropping all courses from a current semester or term, must complete a Withdrawal Form. Students will be allowed to withdraw through eleven (11) weeks, or its term equivalent, and will receive notation on their permanent record. Voluntary withdrawal does not guarantee readmission to the College, nor does it automatically exclude the student from enrollment at a future date. Students who have withdrawn must check with the Office of Admissions regarding reenrollment.

A former John Witherspoon College student having less than a 2.0 cumulative GPA from the College or less than a 2.0 cumulative GPA from all institutions attended will be considered for readmission by the Admissions and Scholarship Committee. The student may be denied admission, readmitted with conditions, or readmitted under their prior academic standing at John Witherspoon College.

COURSES AND CLASSES

Extra Course Loads

Students wishing to enroll in more than fifteen (15) hours in a semester may do so only if they have earned a combined GPA of 3.0 or better in the previous semester or if they have received written permission from their academic advisor or the Chief Academic Officer.

Late Registration

To add a course after the published registration deadline, the student must submit a completed *Drop/Add* form to the Registrar along with a \$25.00 fee. Late enrollment is subject to space availability. No student may add a course after the Friday of the second week into a long term.

ACADEMIC POLICIES

Auditing Courses

Students may audit courses for personal enrichment. Registration must occur during the published period. Auditing students are charged \$135 per credit hour plus any applicable course fees. Full-time JWC faculty and their spouses and full-time students and their spouses may audit courses without charge, provided space is available and the instructor approves the audit request. Part-time faculty, part-time staff, full-time staff and their spouses may audit courses by paying \$10 per credit hour plus applicable student fees. Audited courses do not apply toward a degree but will appear on the transcript without assignment of grade. The auditor may participate in the course as minimally or as fully as he/she chooses with permission of the instructor. A student auditing a course may process drop/add forms to earn credit in the class no later than the “Last Day to Add” for the semester/term. A student enrolled in a course for credit may change to audit during the period allowed to drop a class. Deadlines are noted in the academic calendars for each semester published in the *Catalogue*.

Schedule Changes

After registration, a student may change his/her schedule by submitting proper forms to the Registrar. A fee of \$10.00 will be charged for adding or dropping a course after the deadline to add/drop. Exceptions will be made by the Registrar in instances beyond a student’s control. See the College Calendar for the last date for changes in schedules.

Changing Course Sections

In order to change course sections after the published registration deadline, a student must submit a completed *Drop/Add* form to the Registrar, along with the required \$10.00 fee. Section changes require the instructor’s approval and may be denied for administrative reasons.

Dropping Classes

A student may drop a course without academic penalty after the period allowed only under circumstances of serious illness, in which case a physician’s certificate must be submitted and approved by the Registrar.

Additionally, the Registrar may approve a waiver to policy for other circumstances beyond the student's control. In these cases, students may receive a grade of Incomplete (I) and the opportunity to make up missed work for a grade. (See "Grades and Quality Points" below for further details.) A student who discontinues class attendance without permission of the Registrar to drop will receive an "F" in that course.

Concurrent Enrollment

Enrollment in another college or university concurrent with John Witherspoon College enrollment must be approved in advance and in writing by the Registrar.

Class Attendance

Regular attendance is expected of all students enrolled in all courses. Faculty members will establish procedures for administering the attendance policy for their courses and include them in the syllabus. Each faculty member is to counsel with any student whenever absences are affecting the student's grade.

STUDENT PERFORMANCE

Academic Probation

The only acceptable level of work for graduation at John Witherspoon College is 2.0 or above. Those who fail to achieve that level will be placed on Academic Probation. If the student achieves a cumulative GPA of at least 2.0, Academic Probation status will be removed. If the student fails to achieve the 2.0 GPA, the status of Academic Probation lasts for two full semesters and the short term(s) that immediately follow.

While the student is on Academic Probation:

1. An official notice will be sent to the student.
2. The Academic Advisor will counsel the student individually toward GPA improvement.

ACADEMIC POLICIES

3. The Academic Advisor will monitor the student's progress during semesters when he/she is repeating courses in which D's and F's had been earned.
4. The academic load will be limited to not more than fourteen (14) hours.

If by the end of the two probationary semesters a cumulative GPA of 2.0 has not been attained, the student will be suspended from the College for one full semester. There is no appeal permitted for this suspension. The suspension will be a full semester; no combination of short terms will substitute. Credit earned at another institution while the student is suspended from JWC is not applicable toward a degree at John Witherspoon.

After serving the period of suspension, the student is eligible to return upon application for readmission. The student re-enters on academic probation and is again given two semesters with the short term(s) that follow to achieve the required cumulative 2.0 GPA. If the satisfactory standing is not achieved, the student will again be suspended from the College. After a full semester suspension, the student desiring to return will be required to reapply through the Admissions and Scholarship Committee.

Retake Policy to Improve G. P. A.

Students who earn a grade of D or F in a course may request to retake the course in its entirety to improve their grade. (Note: As with all replacement grades, the original D grade will continue to be recorded on the student's permanent academic transcript but not calculated in the student's GPA). Students wishing to replace a D grade with a grade higher than a C, or students who wish to replace a grade of F earned in a course, may do so only by re-taking the original course in its entirety. Students must request to enroll in the make-up course before the end of the first week of the term following the one in which the D or F grade was earned, by completing the Course Make-up Request Form (available from the Registrar or online). The completed form must include the signatures of the relevant instructor and academic advisor. Each make-up course

carries a minimum fee of \$100 that is not included in the student's regular tuition.

Academic Integrity

John Witherspoon College expects high standards of integrity from all students. By enrollment at John Witherspoon College, students agree to refrain from the use of unauthorized aids during testing (including, but not limited to, devices such as digital cameras, cell phone cameras, pen-based scanners, translation programs, and text-messaging devices), to refuse to give or receive information about examinations, and to submit only work that is the result of their own efforts and research.

Plagiarism is a serious offense that compromises academic integrity. The *MLA Handbook* defines plagiarism as follows: "A writer who fails to give appropriate acknowledgement when repeating another's wording or particularly apt term, paraphrasing another's argument, or presenting another's line of thinking is guilty of plagiarism." Breaches of these standards warrant academic and disciplinary consequences. Policies and procedures, including appeal procedures, are found in the *Student Handbook*.

Readmission Policy

Students who have been expelled from John Witherspoon College for academic reasons or for violating college policies may apply for readmission within two years of the date of dismissal by petitioning the Admissions and Scholarship Committee in writing. A student seeking readmission *after* two (2) years from the date of dismissal must complete the same full application process that prospective new students complete. For more information of the College's Readmission Policy, contact the Registrar.

ACADEMIC POLICIES

Grades

Both Progress Reports and Final Grades are reported by letter which may be interpreted in percentage figures:

- **A (93-100)** - For performance that is definitely superior in quality.
- **B (86-92)** - For consistently good work that is above average.
- **C (78-85)** - For satisfactory performance.
- **D (70-77)** - For minimal passing.
- **F (69 and below)** - Indicates failure.
- **A, B, C, and D** are passing grades; **F** is failure.

Other grade reports:

- **N** - Given for audited courses.
- **I** - For incomplete work (when pre-approved by professor and/or registrar)²
- **IP (In Progress)** - Interim grade for courses extending into following semester
- **P** - Indicates a passing grade in a Pass/Fail course
- **FF** - Indicates a failing grade in a Pass/Fail course
- **W** - For withdrawal from a course either before or after course drop deadline³

Quality Points

Quality points are used to calculate Grade Point Averages (GPA). The following are the grades with their corresponding quality credits:

- **A** - 4 quality points per hour of credit
- **B** - 3 quality points per hour of credit
- **C** - 2 quality points per hour of credit
- **D** - 1 quality point per hour of credit
- **F, FF, I, IP, N, X** - 0 quality points per hour

² Incomplete work must be made up within the first five weeks of the Fall/Spring semester following issuance; otherwise, the course is graded to reflect the incomplete work.

³ Withdrawal may be granted by the Registrar if the student meets conditions as stated above under "Dropping Classes." A temporary grade of X is inserted to indicate no grade has been reported.

To determine the Grade Point Average (GPA), the quality points earned are divided by the semester hours attempted. The grade of P (Pass) will not be included in the GPA, but the credit will be included in the hours for graduation.

Students are allowed to repeat courses to improve the grade and cumulative GPA. Repeat of D and F grades is strongly encouraged. The most recent grade earned is the grade calculated in the cumulative GPA and in consideration for graduation.

Transfer credits and credit-by-testing do not apply quality points to the institutional GPA and are not factored into current academic standing or into the graduation GPA. (*Note:* These grades may be considered, however, in the admission process for specific programs at John Witherspoon College, or by other subsequent transfer institutions.)

Academic Good Standing

Academic Good Standing is defined as the minimum acceptable cumulative GPA for graduation—2.0. Policies regarding students who fail to meet this standard are detailed above under “Scholastic Regulations.”

Academic Honors

To honor academic achievement, the College publishes an Honors List at the close of each regular academic term. To qualify for the Honors List, students must be enrolled full-time in a degree program and earn a GPA of 3.50 or better for the term.

Additionally, students who earn an average of 3.5 or above in courses taken at John Witherspoon College are graduated with Latin Honors as follows:

- 3.50-3.66 *Cum Laude*
- 3.67-3.83 *Magna Cum Laude*
- 3.84 and above *Summa Cum Laude*

ACADEMIC POLICIES

To qualify for these honors, a student must complete at least thirty (30) hours at John Witherspoon College.

GRADUATION

Graduation Requirements

Students may be graduated under the course requirements specified in the *Catalogue* of the year of admission or those at the time of their application for graduation. If five (5) years have elapsed since a student's latest enrollment in John Witherspoon College, he/she may elect to be graduated either under the course requirements of the *Catalogue* of his/her re-admission or those in force at the time of his/her application for graduation.

Application to Graduate

Students who are nearing completion of their studies must submit the Application to Graduate form to the Registrar by the posted deadline in order to participate in the May commencement. A graduation fee of \$50 must accompany the application. The Registrar will review the student's record and certify that he/she is on track to satisfy all requirements for graduation.

Recognition at Commencement

To be recognized at Commencement as a member of the graduating class, students must either (a) meet all graduation requirements, or (b) have no more than four credits remaining for graduation (unless approved by the faculty) *and* be registered and paid for the remaining coursework prior to Commencement. Such payment is non-refundable. Additionally, students that are completing course work in the summer term will be listed in the Commencement Program as a "Summer Graduate."

JWC LIBRARY AND LEARNING RESOURCES

The John Witherspoon College Library advances the college's academic mission by supporting students with books, space, technology and other learning resources.

Facilities

The Library has a computer with internet access and a printer/copier/scanner for student use. The cost for copied or printed pages is \$.10/page payable to library staff.

The Library has approximately 4,000 volumes with especially strong collections in theology and biblical studies. Catalogued holdings are visible from the "library" tab in *Populi* (<https://jwc.populiweb.com/library/catalog/index.php>). Library staff can provide assistance finding resources not yet catalogued. Email the Director of Learning Resources to schedule a visit with Library staff.

Access

Library hours are currently 9:00 a.m. to 4:00 p.m. Mon–Thurs, and 9:00 a.m. to 12:00 p.m. on Fridays. The DLR or course instructor can make arrangements for Library use at other times.

Policies

Students can self-check-out Library materials with a sign-out sheet that must include student name, ID number, and check-out/due dates. The check-out sheet can be found near the door to the Library. Students may have no more than seven (7) resources checked-out at one time. Resources may be checked out for fourteen (14) days, then renewed for seven (7) days. Renewals need to be requested by email from the DLR.

The fine for late returns is \$.25 per resource per day. Fines can be avoided by renewing the loan. Fines may only be reduced or canceled for extenuating circumstances by the DLR. Unpaid fines may result in a hold on the student's final grades and/or transcript. At the DLR's discretion, a

ACADEMIC POLICIES

fee may be charged for damaged or lost books, up to the full price of the book. The college expects students to use the library's physical and virtual resources according to principles of Christian stewardship.

Other Resources

JWC students who are South Dakota residents may borrow from the Rapid City Public Library and the E. Y. Berry Library at Black Hills State University (Spearfish). Both have extensive humanities collections, online-searchable catalogs, and the RCPL offers interlibrary loan services. Any student, regardless of residency, may use the Deveraux Library at South Dakota School of Mines and Technology, for a small yearly fee and \$3/book for interlibrary loan. See the JWC Library page in *Populi* for more information.

The JWC Library provides access to various online databases, e-libraries, and other online resources, such as:

1. **Worldbook.com** provides a number of resources such as magazines, newspapers, reference databases, and teaching materials for educators.
2. **Galaxie Publishing** (galaxie.com) hosts over 30 academic theological journals.
3. **South Dakota State Library Online Reference Collection** provides access to many resources including EBSCOHOST (for online books and journals). Connect to this tool at <http://library.sd.gov>. Use the barcode and password provided in the SD Library Bookmark document saved to the Faculty folder of the Office 365 Team Site.

See the "links" tab on the library page for more information, or contact lsherwood@jwc.edu.

Area Resident Users

As part of our goal to serve the community, John Witherspoon College Library is pleased to offer its resources to greater Rapid City area residents. User policy is as follows:

1. Users must pay a \$5 library card fee and present their card when borrowing.

2. Borrowing limit is 5 items. Term is 2 weeks.
3. Off-campus users should be aware that some materials may be recalled at the discretion of the DLR, in the event they are needed for student or faculty use.

Bookstore

John Witherspoon College does not operate a bookstore. Students are encouraged to procure books and other materials through online resources or through local community bookstores or libraries.

Copyright Laws

Students and faculty may copy library resources, but copyright laws prohibit extensive duplication. For more information, see the statement on plagiarism in this *Catalogue* or policies in the *Student Handbook*, as well as these web pages:

<http://www.copyright.gov/title17/92chap1.html#106>

<http://www.middlebury.edu/about/handbook/library/copyright>

http://www.umuc.edu/library/libhow/copyright.cfm#fairuse_included

FINANCIAL POLICIES

FINANCIAL POLICIES

TUITION AND FEES

Full-time Tuition: \$3300 per semester (12-16 credits)⁴

Part-time Tuition: \$275 per credit hour (less than 12 hours or hours < 16)

Special Programs Tuition: \$50 per credit hour (Dual Enrollment; Early Admission)

Audit Fee: \$135 per credit hour (hours not applied to Diploma or Degree)

Application Fee: \$50 (non-refundable)

New Student Deposit: \$200 (refundable; applied toward first semester tuition)

Matriculation Fee: \$20 per credit hour (maximum \$60 per semester)

Student Services/Technology Fee:

Fall/Spring Semester

- 12 hours or more \$50
- 1-11 hours \$35
- Lab Fee \$100 (for "SCI" courses only)

The *Student Services/Technology Fee* covers a variety of College costs, including admission to campus-sponsored events, student publications, graduation, computer and other technology resources, recreational services, etc. The student services fee and lab fee are not refundable.

Other Fees

Drop/Add/Withdrawal Fee: \$10 per Request Form for dropping or adding a course, or withdrawing from the College after the published registration deadline.

Late Registration Fee: \$25, charged to those registering during Late Registration as specified in the Calendar.

Retake Fee to Improve GPA: \$100 (in addition to regular tuition)

Graduation Fee: \$50 with the *Application for Graduation* form.

⁴ Full-time faculty members, administrators, and staff plus their spouse and dependents (as determined by financial aid regulations) pay one-half tuition rate. Auditing courses is free.

Library Overdue Book Fine: .25 cents per day per book.

TRANSACTIONS

Student Accounts

The registration of a student signifies an agreement by the student and his/her parents, if applicable, to fulfill all financial obligations to the end of the semester in which the student is registered. The College considers financial responsibility part of the process of Christlike growth and development, and thus every student will assume responsibility for his/her account. All financial information is subject to change without notice. Changes will be posted to the college web site.

Expenses, Due and Payable

All expenses for the semester, after subtraction of any financial aid, are due and payable before the beginning of classes for that semester. A 1.5% service charge will be assessed monthly on all outstanding student account balances.

Failure of a student to keep payments current will make him/her liable for exclusion from class attendance and from the College. All charges must be paid before the student may receive a diploma or academic transcript or enroll for a subsequent term. Students preregistering for a semester must have their current account paid in full; subsequent withdrawal will still incur fees.

Financial assistance is available for those who qualify.⁵ The College accepts payment online, in person, or by mail. Debit or credit card payments are subject to a convenience fee of 3.0%. Payment plans are available (see below).

⁵ See "Financial Aid" below.

FINANCIAL POLICIES

Payment Options

Personal Check. Make check payable to John Witherspoon College and mail to:

John Witherspoon College
P.O. Box 9014
Rapid City, South Dakota 57709

Online. www.jwc.edu

College Payment Plan. A payment plan is available for eligible students for the Fall and Spring terms only. Plans incur a \$50.00 service fee for each semester. The first month's payment and service fee are due no later than one week prior to the beginning of the term. Contracts must be paid in full before the end of the semester. Payments five (5) days late may be assessed a \$25.00 late fee.

Delinquent Accounts

The student is responsible for the complete and timely payment of his/her account. The student's account must be paid in full by the end of each term. Students with unpaid balances may incur penalties which include late fees, semester grades withheld, future enrollment refused, transcripts withheld, and graduation denied.

REFUNDS

Advance Deposits for New Students

A tuition deposit of \$200 is required after acceptance for admission to reserve a place in class. This deposit applies to the tuition for the entering semester. All tuition deposits will be refunded if the cancellation request is made by August 10 for Fall semester, December 30 for Winter term, January 10 for Spring semester, and April 30 for Summer term. No refund will be given on cancellations after these dates. If the student is not accepted for admission, all deposits will be refunded. Requests for refund of tuition deposit must be submitted in writing to the Director of Admissions.

Refund Schedule

A student following proper procedures for dropping a class or withdrawing from multiple classes will be refunded tuition charges according to the chart below. Fees are not refundable.

For Fall/Spring Semester:

On or before the fifth day following the official day of registration as indicated on the College Calendar (if withdrawing—100% less \$20 per course matriculation fee).

- Days 6-10 75%
- Days 11-15 50%
- Days 17-25 25%
- Days 25+ No refund

For Winter/Summer Term:

On or before the first day following the official day of registration as indicated on the College Calendar (if withdrawing—100% less \$20 per course matriculation fee).

- Day 1 100%
- Day 2 75%
- Day 3 50%
- Day 4 25%
- Days 5+ No refund

FINANCIAL POLICIES

FINANCIAL AID

John Witherspoon College offers financial aid to students in the form of scholarships, work study, and special programs. The requirements and policies for each area of financial aid are listed below. All students who wish to be considered for financial aid of any kind must apply to the College and register for classes. For more information on financial aid, please contact the Office of Admissions.

Work Study

Students may be considered for the work study program during the school year as opportunities become available. Students who want to be considered for work study must be enrolled in the College, register for classes, and submit a completed Financial Aid Form with a request for work study. A copy of the Financial Aid Form may be obtained from the Office of Admissions or downloaded from the Website.

Upon being accepted to the program, a student will sign an agreement form that specifies the nature of the work, the expectations of the work, the hours of work, the supervisor for the work, and the amount that may be credited toward the student's tuition upon successful completion of the work. An application and agreement form may be obtained from the Office of Admissions.

Scholarships

John Witherspoon College offers a number of merit and need-based scholarships. The scholarships are listed below in two categories and list the basic requirements (full-requirements are listed on the College website). Students may be awarded no more than one scholarship from each category and no more than the student's total tuition amount for each term enrolled. Scholarship application forms include qualification details.

Category One Scholarships (Full-Time Students):

1. Presidential (100% tuition)
 - a. 30 ACT/1340 SAT/100 CLT
 - b. 3.75 GPA (maintain 3.5)
2. John Witherspoon (80% tuition)
 - a. 28 ACT/1260 SAT/93 CLT
 - b. 3.25 GPA (maintain 3.0)
3. Trustees (50% tuition)
 - a. 26 ACT/1180 SAT/87 CLT
 - b. 2.5 GPA (maintain 2.5)
4. Preacher Smith (50% tuition)
 - a. BA Christian Studies Program only
 - b. 2.75 GPA
5. JWC Opportunity (\$1,300/year for first three years; \$2,600/year last year)
 - a. 24 ACT/1090 SAT/82 CLT
 - b. GPA 3.0 (maintain 2.0)

Additionally, if approved for any of the above scholarships, the student(s) agree to offer twenty (20) hours of Community Service per Academic Year to John Witherspoon College. The specific job(s) for Community Service hours will vary depending upon the needs of the institution. For more information please contact admin@jwc.edu.

Category Two Scholarships:

1. Patriot (\$500/semester) - Serving, served, or child of a veteran
2. Andrew Award (\$500/new student referral) - For current student(s) who refer a new student to JWC, and, the new student completes one semester of 12 hours or more
3. Francis and Dorothy Peterson Memorial (\$200, a one time gift, need-based)
4. Awana Citation (\$1000) - Completed Awana Citation Award within last five years
5. Adoniram and Ann Judson Missionary (\$400/semester) - Serving, served, or child of a missionary

FINANCIAL POLICIES

Scholarship Application and Acceptance

Application forms may be obtained from the Office of Admissions or downloaded from the website at jwc.edu. These forms contain all of the necessary requirements and instructions for proper submission. Applicants must submit completed applications to the Office of Admissions by March 1, which will be forwarded to the Admissions and Scholarship Committee. After receiving the completed application materials, the Committee will review the applications, determine students' eligibility, and notify recipients in writing before the start of the semester.

FINANCIAL AID FOR SPECIAL PROGRAMS

Reduced Tuition Programs

John Witherspoon College offers academic programs at reduced tuition levels to serve special needs and interests. Qualified students may take up to twenty-four (24) semester hours through reduced tuition programs, including Dual Enrollment, Early Admission, and Home School Dual Enrollment.

New Beginning Program

Qualified students in the New Beginning Program may take up to twelve (12) semester hours through the College with tuition and fees covered by the College. The New Beginning Program Director will serve as the advisor to all New Beginning students and reserves the right to limit the number of courses each student takes per semester. (One to two courses per semester is the norm.)

New Beginning Program students whose incarceration was related to drug or alcohol addiction will be required to complete a 12-step program with Lifeline Connection of the Black Hills (www.lifelineblackhills.org). JWC will pay the enrollment fee on behalf of the New Beginning Program student. Enrollment in the LCBH program may be concurrent with JWC enrollment; however, should the student fail to maintain good standing in

the LCBH program, he/she may be dismissed from the New Beginning Program.

STUDENT LIFE

STUDENT LIFE

THE BLACK HILLS

John Witherspoon College is located in Rapid City, South Dakota, among the beautiful Black Hills and within 25 miles of the historic Mount Rushmore National Monument. Families love the area's friendly attractions, history buffs are drawn to the rich culture and heritage of the region, and adventure seekers find a wide array of outdoor activities awaiting them, such as hunting, fishing, boating, hiking, disc golf, geocaching, biking, kayaking, lime-stone and granite rock-climbing, gold-panning, water and snow skiing, snowmobiling, and more. In addition to state and national parks, urban-dwellers will find over a dozen coffee shops in Rapid City and plenty to do at the Rushmore Civic Center Plaza, home to hockey games, theatre productions, banquets, symphonies and musical concerts, and much more. For more information on the Black Hills region, visit the following web sites: www.fs.usda.gov/wps or www.rcgov.org.

CHRISTIAN COMMUNITY

The Black Hills region is home to almost 200 churches representing a wide range of congregational size, denominational and theological identity, worship styles, and mission and ministry focus. John Witherspoon College strongly encourages students to serve in local churches.

JWC FACILITIES

Evans Hall (Main Campus)

John Witherspoon College's main campus, Evans Hall, is currently located at 4021 Range Road. The campus consists of a main building, Evans Hall, which currently houses administrative offices, two classrooms, the chapel and a kitchen/break area.

Parking

JWC students are not required to register their vehicles on campus.

Student Housing

John Witherspoon College encourages students to become members of the wider local community by living with local Christian families or with other Christian students. JWC does not maintain student residence facilities, and does not assume responsibility for providing student housing. Parents and students are responsible for their own housing arrangements. However, the College maintains a list of housing opportunities for students who have been admitted and who have paid their Advance Deposits. We recommend contacting local churches and consulting web sites, local newspapers and other housing guides for the Black Hills to find housing opportunities.

The Dean of Students (e-mail: studentservices@jwc.edu) will assist students and their families in arranging contacts and providing information on quality housing opportunities for those having difficulty. The DSS will maintain information on local housing opportunities and resources for finding housing and can offer insights on the local area to families unfamiliar with the region.

Whether obtaining housing with private families, in apartments or rental homes, students are reminded that they represent Christ and the College to the community. In all things, students are expected to uphold the highest standards of integrity and excellence when dealing with host families/landlords. This includes paying rent on time, maintaining their accommodations in good condition, and being polite, helpful, and respectful tenants/neighbors.

Campus Organizations

Students are allowed and encouraged to propose and assemble campus organizations or clubs. The Dean of Students must approve all campus organizations.

STUDENT LIFE

Off-Campus Employment

Employment in and around Rapid City is readily available. However, since academic demands are high, the College recommends students limit off-campus employment to twenty (20) hours per week.

Grievances

Specific guidelines for student-initiated academic and personal grievances are provided in the *JWC Student Handbook*. The Vice President of Academic Affairs or Provost (as applicable) will maintain all required records of student-related grievances and will make these available to TRACS upon request. JWC will cooperate fully with TRACS in any complaint proceedings. These written grievance/complaint records are kept on file for at least five (5) years.

DIRECTORY
DIRECTORY
 GENERAL CONTACT INFORMATION

Administration

Person	Position	Related Inquiries	Email/Phone ⁶
C. Richard Wells	President	Media, speaking invitations, donor relations, general inquiries	president@ 1-877-441-3484
Carol B. Harris	Director of Business Affairs	Institutional budgeting, fundraising, development, marketing, advertising	admin@ 1-877-441-3484
_____	Director of Institutional Effectiveness	Accreditation, self-assessment and institutional performance, publications, strategic planning	@
Ronald J. Lewis	Academic Dean	All academic affairs including academic programs, records, course registrations, and faculty	@

Staff

Person	Position	Related Inquiries	Email/Phone
Rebecca E. Pontious	Admissions Counselor	Prospective students, admissions, recruiting, public relations.	admissions@ 619-417-8461
Laura F. Sherwood	Director of Learning Resources	Library and learning resources	library@
Carol B. Harris	Administrative Assistant	President meetings and scheduling; website, IT, payroll,	admin@ 1-877-441-3484

⁶ All email addresses end in @jwc.edu

D I R E C T O R Y

		audits, database, calendar	
Melissa R. Hubbell	Library Consultant	Library organization and learning resources	library@
Alesha F. Limbo	Dean of Students	Student government; new student orientation; student counseling; student housing; campus life	studentservices@ 605-645-5128
Pamela S. Rider	Registrar	Student records, course schedules, registrations, tuition payments	prider@ 1-877-441-3484

Faculty⁷

Person	Position	Academic Program	Email/Phone
Stephen F. Branch	Adjunct Professor of Music	Humanities (Music)	sbranch@
Debra A.S. Burton	Part-Time Professor of History and Leadership, Director of General Studies	General Studies, Humanities, Leadership	dasburton@ 605-415-5035
Richard K. Burton	Adjunct Professor of Mathematics	General Studies	rburton@
Elias E. Diaz	Adjunct Professor of Christian Studies	Christian Studies	ediaz@
Justin D. McGeary	Adjunct Professor of Greek and History	General Studies, Humanities	jmcgeary@
Ronald J. Lewis	Adjunct Professor of Christian Studies	Christian Studies	rlewis@ 605-393-9928
Matthew D. Minnick	Adjunct Professor of Science	General Studies	mminnick@

⁷ Bold entries indicate Program Director.

Bret J. Saunders	Associate Professor of Humanities	Humanities	bsaunders@
Laura F. Sherwood	Assistant Professor of Leadership	Leadership	lsherwood@
William D. Short	Adjunct Professor of Mathematics	General Studies	wshort@
Loyal G. Tillotson	Adjunct Professor of Science	General Studies	ltillotson@
C. Richard Wells	Professor of Humanities	Humanities	president@
Robert H. Wells	Adjunct Professor of Christian Studies	Christian Studies	bwells@

DIRECTORY

ADMINISTRATION AND FULL-TIME FACULTY PROFILES

C. Richard Wells

Position(s)

President

Professor of Humanities



Education

B.A. Social Science, Florida Southern College

M.A. Religion, Stetson University

M.A. Biblical Studies, The Criswell College

Ph.D. Religion, Baylor University

Ph.D. Higher Education, University of North Texas

D.D., honorary, The Criswell College

Additional Study, Tyndale House, Cambridge

Biography

A pastor and educator for more than thirty-five (35) years, Richard Wells serves as the founding President of John Witherspoon College. He previously served as Vice President and Professor of Christian Studies at Union University, as pastor in Florida, Texas, and South Dakota, and as President of The Criswell College. He was a member of the founding faculty of Beeson Divinity School and has taught as a visiting professor at several institutions in the U. S., as well as in Canada, Romania, Ukraine, Russia, the Philippines, Singapore, New Zealand, and Australia. He is a frequent speaker in churches, conferences, seminars, and other venues and events throughout the U. S. and overseas.

Dr. Wells has written, lectured, and taught on topics ranging from psychology and counseling, to apologetics, biblical studies, theology, higher education, homiletics, world religions, media, culture, leadership, and more. He is the author of two books: *Inspired Preaching: A Survey of the Preaching Found in the New Testament* (with Boyd Luter), and most recently, *Forgotten Songs: Reclaiming the Psalms for Worship* (with Ray Van Neste).

Dr. Wells is married to his "Brown Eyed Baby," Carol. They have three (3) adult children and six (6) grandchildren.

Ronald J. Lewis

Position(s)

Vice President of Academic Affairs
Associate Professor of Christian Studies

Education

A.S. Agriculture, North Dakota State University
B.S. Animal Science, Kansas State University
B.S. Agricultural Education, South Dakota State University
M.Div., ISOT Kings College and Seminary
S.T.M. Systematic Theology, Dallas Theological Seminary
D.Min. Pastoral Ministry, Trinity International University
D.D., honorary, John Witherspoon College



Biography

A long-time pastor, missionary, and educator, Dr. Ron Lewis has been involved in BHBI/JWC from the beginning both as professor and as administrator. For many years, Dr. Lewis served as a Team Leader of Campus Crusade for Christ in Swaziland, and as Country Coordinator for Campus Crusade in Lesotho, Africa. During his years of service in Africa, he taught Agricultural Education and Science, and Theological and Biblical Studies, and he remained active with Campus Crusade for Christ after returning to the States. As an ordained pastor with the Evangelical Free Church, Dr. Lewis pastored churches in Colorado and South Dakota.

Dr. Lewis is also a Certified Public School Teacher for Secondary Education and a certified Emergency Medical Technician. He and his wife, Sandi, have four (4) adult children and six (6) grandchildren.

DIRECTORY

Bret J. Saunders

Position(s)

Director of the Humanities Program
Associate Professor of Humanities

Education

B.A., Liberal Arts and Culture, New Saint Andrews
College

M.A., Philosophy, University of Dallas

Ph.D., Philosophy, Institute of Philosophic Studies, University of Dallas



Biography

Raised in Idaho as the eldest of eight (8) children, Bret Saunders was elected to be the first full-time faculty member of John Witherspoon College. Previously he taught philosophy and writing principles at the University of Dallas. His dissertation was a study of rhetoric and metaphor in modern philosophy. He has presented papers on topics in literature and philosophy at numerous conferences and published essays or reviews in *Themelios*, *Quaestiones Disputatae*, *Touchstone Magazine*, and at *CirceInstitute.org*. He has received scholarships from the National Science Foundation and the National Endowment for the Humanities. Current research interests include the poetry of Homer and George Herbert, as well as how the study of Western literature enhances our reading of the Bible. Dr. Saunders enjoys reading, foreign languages, sports, and folk/roots music. Above all, he loves the Lord God, his wife Katie, and his children Casper, Marian, and Isobel.

Laura F. Sherwood

Position(s)

Director of the Leadership Program
Associate Professor of Leadership

Education

B.S., Oral Roberts University

M.A. Education, University of Nebraska at Kearney

Ph.D., Communications, Regent University



Biography

After graduating from Oral Roberts University with a bachelor's degree in telecommunication, Dr. Sherwood worked for five radio stations and two television stations in various capacities. When her and her husband Alan had their first child, she traded her microphone for "apron strings" and became a full-time homemaker. During their daughters' (Heather, Brooke and Jessica) growing up years, Laura earned a Master of Arts in Education, with an emphasis in communication, from the University of Nebraska in Kearney and then a PhD from Regent University in Virginia Beach, VA. She also began writing and was published in magazines, newspapers and a chapter in the book: *Help! I'm a New Mother* published by Treble Heart Books.

Dr. Sherwood began teaching at the university level in 1997, and served as an assistant professor at the University of Nebraska at Kearney and as the advisor and leader for the campus radio station, KLPR. While at UNK she was awarded first place nationally in the entertainment category for the BEA (Broadcast Education Association) Faculty Interactive Multimedia Competition, "KLPR, 91.3 FM Web Site" which was chosen "Best of Competition: Entertainment Production." She was also awarded first place for a paper submitted to the BEA entitled, *Who Moved My Cheese? Radio's Historical Adaptation, Can Small Educational Radio Stations Meet Challenges of the Digital Age?* Sherwood has been the presenter for papers at the BEA and NCA (National Communication Association). In 2009, she accepted a position at ORU as an assistant professor. She received the Christian World View Alumni Award from ORU in 2012. In 2012 Dr. Sherwood began teaching online for CSU (Colorado State University) Global and accepted Lead Faculty in 2015. She also serves as one of their Career Coaches, and acts as a Content Expert for several courses. In fall 2016, she began teaching online for Oral Roberts University, and continues to assist her husband in Sherwood Consulting Service, Inc., a fundraising and executive search firm, serving nonprofits. Dr. Sherwood joined JWC faculty in 2018. Laura and Alan make their home in the beautiful Black Hills of South Dakota.

DIRECTORY

ADJUNCT FACULTY PROFILES

Stephen F. Branch

Position(s)

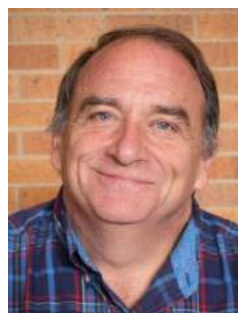
Adjunct Professor of Music

Education

B.A., Northwestern College

M.M., University of Colorado

D.M.A., University of Colorado



Biography

Steve brings a diverse background of performing experiences and educational credits. He is a graduate of Rapid City Stevens High School and has deep roots in the Black Hills region. He began his academic career with a Bachelor of Arts degree in Theater, from Northwestern College (Orange City, IA) in 1979. He continued study at the University of Colorado (Boulder, CO) where he added a Master of Music degree in Voice Performance in 1986 and a Doctor of Musical Arts degree in Voice Performance and Pedagogy in 1993.

Branch has performed with Opera Colorado (Denver, CO), Colorado Lyric Theater Festival (Boulder, CO), The Goodman Theater and Opera San Benedetto (Chicago, IL), Cedar Rapids Symphony (Cedar Rapids, IA), San Diego Opera (San Diego, CA), Moonlight Theater (Vista, CA), the Black Hills Symphony (Rapid City, SD) and a variety of dinner theaters along Colorado's front-range.

Prior to joining the faculty at JWC, Steve held faculty positions at South Dakota State University, University Nebraska at Kearney, and San Diego Christian College (El Cajon, CA). He also held music and worship arts positions at Willow Creek Community Church, South Barrington, IL, Kearney Evangelical Free Church, Kearney, NE, Emmanuel Episcopal Church, and First Congregational Church, Rapid City, SD.

He currently resides in Rapid City with Nanette, his wife of more than thirty-eight (38) years. They enjoy hiking, the outdoors in general and planning their next get together with their grandchildren.

Debra A.S. Burton

Position(s)

Adjunct Professor of History
Adjunct Professor of Leadership
Director of General Studies



Education

A.A. Secondary Educ., Lorain County Community College
B.A., History & Secondary Education, Cedarville University
M.A. History, Brown University
M.S. Strategic Resource Management, Industrial College of the Armed Forces
Ph.D. History, University of Iowa

Biography

Professor (Shattuck) Burton is a retired Air Force Colonel. She spent twenty-five and a half (25-1/2) years in the Air Force working in various career fields including aircraft maintenance and logistics. Colonel Shattuck was in the Pentagon on 9/11 when terrorists flew a passenger airliner into the building. While in the military she earned a Masters degree in History at Brown University and taught world history, military history, American history and sport history at the U.S. Air Force Academy. She completed her Ph.D. in history at the University of Iowa.

She is the author of *Bloomer Girls: Women Baseball Pioneers* (University of Illinois Press, 2017). In March 2016, Professor Burton's first husband, Cliff, died of pancreatic cancer. The couple had been married for thirty-two (32) years and had three (3) grown children. In November 2017, Professor Burton married Richard Burton who had lost his wife of forty (40) years to pancreatic cancer in June 2017.

DIRECTORY

Richard Burton

Position(s)

Adjunct Professor of Mathematics

Education

A.S., Applied Mathematics, Grossmont College

B.S., Applied Mathematics, SDSU

M.S., M.A., Applied Mathematical Studies,
University of Adelaide



Biography

Richard Burton has more than fifteen (15) years teaching mathematics, physics and computer science at various secondary and tertiary institutions in Australia and the USA, and, twenty-five (25) years applying mathematics and physics in the computer sciences industry in both countries. He graduated with an AS in applied Math, BS in Applied Math, MS in Applied Math and an MA in Math education. Richard enjoys “recreational Mathematics” and is a twenty-six (26) year member of the Mathematical Association of America having participated in associated competitive events. He is currently pursuing a PhD in mathematics for the social sciences from the University of Adelaide in South Australia.

Richard was married and devoted for forty (40) years to Tammy, who passed away in 2016 and has since remarried Debra Shattuck (Dr. Debra Burton) who is on the faculty at John Witherspoon. Richard and Debra serve God at Christ Church with teaching God’s Word and musical presentations for His Glory.

Elias E. Diaz

Position(s)

Adjunct Professor of Christian Studies

Education

B.A., Biblical Studies, The Master’s University

M.Div., The Master’s University

D.Min., The Master’s University



Biography

Elias attended The Master's University for both his undergraduate and graduate studies, then completed his doctoral studies and research in Expository Preaching. He has completed studies in Biblical Languages, Theology, Apologetics, Pastoral Ministry and Christian Counseling.

For the last twenty (20) years he has served in Law Enforcement and held leadership positions in instructional and mentoring responsibilities, while also being in charge of the Department's Chaplain Program, comprised of various ministers in the Rapid City area who serve local Law Enforcement.

Dr. Diaz is a member of Parkview Evangelical Free Church serving on the Board of Elders and active in adult education through courses in Theology Proper, Bibliology and Soteriology, Marriage and Family, Christian Calling, Biblical Finance, Christian Health and Personal Development, as well as a Leadership course in I Tim. 3 and Tit. 1 (drawing from his D.Min. coursework). His personal interests include enjoying the outdoors and restoring classic muscle cars.

Jessica L. Hübner

Position(s)

Adjunct Professor of Counseling

Education

B.S. Biology, Chadron State College

M.S. Counseling and Human Development, South Dakota State University

Graduate Studies in Marine Biology, University of Oregon



Biography

Jessica Hübner is a licensed counselor with a background in animal biology and mental health counseling. Before serving as faculty, she served in John Witherspoon College's College as Director of Student Services Department since its second year after opening.

After completing her B.A. in biology at age nineteen (19), Jessica worked as a biology lab assistant at South Dakota School of Mines and

DIRECTORY

Technology, performed guided field studies of woodpeckers in western South Dakota, and completed graduate studies on marine invertebrates from the Oregon Institute of Marine Biology.

Jessica began her counseling career during college as a small group leader for *Chi Alpha*, a Christian organization led by college students. She went on to receive three certificates in Biblical Counseling from Christian Counseling Education Foundation (CCEF). After working for four (4) years as a counselor at the Black Hills Children's Home Society, Jessica went on to earn a M.S. in Counseling and Human Development, completing her internship at Behavioral Management Services in Rapid City, SD. For another four (4) years, Jessica was a family therapist at Behavioral Management Services.

As a researcher and academic, Jessica has served as a co-facilitator in narrative therapy for a graduate course at SDSU (University Center) with Professor Gregory Howard and has participated in conference presentations for the South Dakota Counseling Association. Jessica's areas of interest include narrative therapy, post-modernism, biblical counseling, psychiatry, story and human identity formation, and the role of science in counseling fields.

Justin D. McGeary

Position(s)

Adjunct Professor of Greek and History

Education

B.A., English Literature, Geneva College

M.Div., Westminster Seminary California

Study Abroad, Early 20th Century British

Literature, American Novelists, British culture, religion and history, Oxford University

Studies in New Testament Greek, Apologetics, Intro to the Gospels, and Calvin's Institutes, Reformed Presbyterian Theological Seminary



Biography

Justin McGeary grew up in Pittsburgh as the oldest of five (and is also a proud uncle). He enjoys playing basketball (and other sports), hiking,

reading, conversation, games, film, and spending time with his wife, Melody. He has a bachelors in English Literature from Geneva College. After several years of campus ministry experience, he completed seminary studies at Westminster Seminary California. Following seminary, he lived in Ithaca, New York and worked as the Program Director at Chesterton House, a Christian study center at Cornell University. He also served as a pastoral assistant at New Life Presbyterian Church. He joined John Witherspoon College in Fall 2018 after recently moving to Rapid City. He teaches Greek and as opportunity allows, some history. He is glad for the many opportunities to connect with students as they grow in their understanding of Christ, the Scriptures, theology, and life.

Matthew D. Minnick

Position(s)

Adjunct Professor of Science

Education

B.S., South Dakota School of Mines and Technology

M.S., South Dakota School of Mines and Technology

Ph.D., Colorado School of Mines



Biography

Born and raised in Valparaiso, Indiana, Dr. Matthew Minnick has had an interest in Earth Sciences and Engineering from a young age. He came to South Dakota to attend the South Dakota School of Mines. Having received a BS and MS in Geological Engineering from SDSMT he worked at RESPEC in Rapid City, SD. Founded in 1969, RESPEC is a global leader in geoscience, engineering, data, and integrated technology solutions for major industry sectors. After two (2) years at RESPEC he received an offer to pursue a Ph.D. in Geological Engineering with a minor in Computer Science at the Colorado School of Mines (CSM).

At CSM he was the lead researcher on a project for the United States Department of Energy investigating water resource use related to Oil Shale production in the Piceance Basin of western Colorado. Oil Shale is a fined grained sedimentary rock that is high in organics “kerogen” and

DIRECTORY

must be heated to over 300 degrees Celsius in a process called retorting to extract the oil. The U.S. has an estimated 1.8 trillion barrels of recoverable oil locked up in Oil Shale deposits. He completed his Ph.D. research developing a simulation to model potential water use during a commercial oil shale retorting operation on a basin scale using machine learning algorithms to simulate multiple oil companies and extraction technologies.

Dr. Minnick is currently employed full time at RESPEC where he is the manager of a new Geothermal Energy program. He is actively working on geothermal power projects in New Zealand, Canada, and Colombia. He is on the technical review board for the Latin America Geothermal Development Fund, a global risk mitigation fund to encourage geothermal power development in Central and South America.

He is excited to teach Earth Science at John Witherspoon College, bringing real world experience and a Christian worldview to current scientific topics. Students will be challenged to think critically from both a sound scientific perspective and Christian worldview on today's hot topics ranging from geology, climate change, renewable and fossil fuel energy, and fracking waste water induced seismicity.

Matt currently resides in Rapid City, SD with his wife Amanda and three (3) girls, Michaela, Sydney and Emily. He runs a small gemstone cutting business, Minnick's Signature Gems, custom gem cutting for various clients and jewelry chains. He is a published artist often working in mixed media charcoal and colored pencil. He also enjoys playing the classical guitar, mountain biking, disc golf and playing in volleyball leagues and tournaments. He and his family attend Parkview Evangelical Free Church.

William D. Short

Position(s)

Adjunct Professor of Mathematics

Education

B.S. Applied Science, University of South Dakota

M.S. Industrial Education, Bemidji State University



M.S. Mathematics, Bemidji State University

Biography

William (Will) Short has more than forty (40) years' experience teaching mathematics in Texas, Arkansas, Iowa, Minnesota, and South Dakota. A native of South Dakota, Will is a graduate of the University of South Dakota, and holds two masters degrees from Bemidji State University in Minnesota, where he later taught. For some sixteen (16) years, he taught at Southeast Technical Institute in Sioux Falls, South Dakota, and currently teaches in semi-retirement at the Rapid City campus of Black Hills State University.

Will and Joan, his wife of forty-four (44) years, have a married son and three (3) grandchildren. Joan teaches Special Education in the Rapid City School District. Will and Joan are avid "bikers." They have travelled coast to coast and border to border on their BMW motorcycle/sidecar rig. They have also become very interested in Black Hills history and the ghost towns and ghost mines in the Hills. Will and Joan are active members of Parkview Evangelical Free Church in Rapid City. They also are members of the Black Hills Retired Teachers.

Loyal G. Tillotson

Position(s)

Adjunct Professor of Science

Education

B. A. Chemistry, Ohio Northern University

M.D., Harvard Medical School

Ph.D. Cell and Developmental Biology, Harvard Medical School



Biography

A native of Ohio, Dr. Loyal Tillotson, completed his medical training and went on to conduct graduate and postgraduate research on the cellular and molecular biology of colon cancer. His postgraduate clinical training included an Internal Medicine Residency at Duke University Medical Center and Gastroenterology Fellowship at the Massachusetts General Hospital in Boston. Subsequently, he has had faculty appointments at

DIRECTORY

Harvard Medical School and the University of North Carolina at Chapel Hill.

Prior to moving to South Dakota, Dr. Tillotson conducted biomedical research in the area of genetic regulation of intestinal growth factors and oncogenesis. His interest going forward with John Witherspoon College is to structure the science courses so as to examine key discoveries within a classical education model. This entails investigation of the history of science, methods employed by great scientists and the context of their discoveries within a Christian worldview. In addition to these professional activities, Dr. Tillotson has been a long-standing member of the Christian Medical and Dental Association. He previously served on the Rapid City Christian School Board, and on the Board of Trustees for John Witherspoon College. He is married to Emily Graebner Tillotson, and they have two children.

STAFF PROFILES

Carol B. Harris

Position(s)

Administrative Assistant
Director of Business Affairs

Education

A.S., National American University

Biography

A South Dakota native, Carol Harris spent twenty-two (22) years in the computer field designing database products as Vice President of AIMS+PLUS in Austin, Texas, and programmer/analyst for Price Club (now Costco) in San Diego. After returning to South Dakota, Carol served five years as Church Secretary for South Canyon Baptist Church. She volunteered at Rapid City Christian School for a year before serving as its Development Director for five (5) years. Carol joined the family at John Witherspoon College just three months before the college opened in 2012, forging the initial financial, computing, and campus operations platform for the College. Carol and Lyle, her husband of thirty-one (31) years, have one grown daughter (their greatest joy) who has served as a missionary in



Florence, Italy, sharing the gospel through the arts. After working twelve (12) years in the bio-tech field, Lyle taught high school science at Rapid City Christian School for eighteen (18) years, and now teaches at local Home School groups. They both enjoy hiking, traveling with their daughter, and serving on mission trips.

Alesha F. Limbo

Position(s)

Dean of Students

Education

B.S. Human Services, Black Hills State University

M.S. Counseling and Human Resources, South Dakota State University



Biography

A native to South Dakota and the Black Hills area, Alesha is a proud South Dakotan! She earned her bachelor's degree in Human Services from Black Hills State University in 2005 and went on to earn her master's in Counseling and Human Resources from South Dakota State University in 2008. She worked as an admissions counselor, advisor to student organizations, and assisted in the New Student Orientation program for over eight years at Black Hills State University. She is passionate about education and has real love for learning which she is eager to pass on to others.

Alesha and her husband, Bradley, have been blessed with four (4) beautiful children, Torin, Tristan, Aspen, and August. They love camping in their 1963 Scamper and spending time outdoors, doing anything from hiking, golfing, or working in their garden. She also assists her husband in his land surveying company, All Aspects, Inc., and their property management company, AAI Property Management, both located in Sturgis. She is an active South Dakota National Guard member wife, having supported her husband in a 9-month deployment and numerous training events. It is through all of these experiences that she has seen God's blessings and realizes the importance of faith and God's grace.

DIRECTORY

Rebecca E. Pontious

Position(s)

Admissions Counselor

Education

A.A., College of DuPage

B.A. Psychology, Point Loma Nazarene University



Biography

Rebecca holds an AA in Liberal Arts from the College of DuPage and a BA in Psychology from Point Loma Nazarene University. She previously worked as an Admissions Assistant and Campus Visit Coordinator at Point Loma after graduation. She enjoyed assisting students pursue their higher education goals and dreams. Rebecca also worked as the Director of Guest Services for the Church at Rancho Bernardo assisting with hospitality, information center, media, ushering and ensuring guests felt welcomed through exceptional first impressions. Along with working at CRB, Rebecca got her real estate license and worked at Coldwell Banker assisting families both buy and sell their homes.

Rebecca and her husband, Kris, moved to the beautiful Black Hills in December of 2008. Quickly Rebecca took in the natural beauty and seasons (especially winter), but most of all the heart of the people and sense of community. She began working at Black Hills Special Services Cooperative as a licensed social worker (Case Manager) supporting individuals with disabilities. Rebecca and her husband built a house in 2013 and are looking forward to spending many more years here and experiencing all that the Black Hills have to offer.

Pamela S. Rider

Position

Registrar

Biography

Born in upstate New York, Pam spent her early years traveling with her military family through the Air Force, living in Japan, Tennessee and the Philippines then settling in Virginia. Pam has three (3) siblings.



She attended Trevecca Nazarene University in Nashville, Tennessee, where she met Patrick, her husband of thirty-nine (39) years. They have two (2) children and three (3) grandchildren in Oklahoma, her greatest treasures. They have lived in Tennessee, North Carolina, Alabama, Indiana, Kentucky, South Carolina, Kansas and now South Dakota.

Pam's love for the Church has always been firmly established through a rich family heritage, and also found within her service to the Free Methodist, Nazarene, and Wesleyan churches she has been part of. After twenty (20) years of work in the medical field she had the opportunity to shift her focus to academia and served as Administrative Assistant to the Dean of the Faculty at Nazarene Theological Seminary in Kansas City for fourteen (14) years. This prepared her for the transition to Rapid City four (4) years ago, when her husband took a staff position with Fountain Springs Church. Pam has been working for John Witherspoon College since January 2016. She enjoys serving others through hospitality.

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

ART 316 History of Western Art and Architecture

A survey of the great works of art and architecture that dominate Western culture. The course includes a study of the styles, principles, artists, and cultural forces that produced these works. The course presents a rudimentary Christian aesthetics for understanding and evaluating art and architecture.

CHR 101 The Origin of the Bible

A general introduction to the Bible focusing on the origin, authorship, text, transmission, contents and English translations of the Bible.

CHR 111 The Old Testament Story

The first part of a year-long systematic survey of the Bible story through seven eras: Creation, the Patriarchs, Moses, Israel, After the Exile, Jesus, and The Church.

CHR 112 The New Testament Story

The second part of a year-long systematic survey of the Bible story through seven eras: Creation, the Patriarchs, Moses, Israel, After the Exile, Jesus, and The Church.

CHR 203 Baptist Heritage

A survey of the historical basis of Baptist thought and practice from its inception to the present. Under consideration shall be the major theological issues addressed by Baptists, Baptist ecclesiology, and leading Baptist figures. Special attention shall be given to the Southern Baptist Convention and its cooperative program and agencies.

CHR 204 Biblical Backgrounds (Israel)

A survey of the history, literature, archaeology, geography, and culture of biblical times.

CHR 301 Biblical Interpretation

The study of the principles and process of hermeneutics or interpretation applied specifically to the Bible as literature. Special attention is given to principles of literary analysis, literary genres found in the Bible, and to the significance of post-modern approaches to hermeneutics.

CHR 302 Christian Education

An intensive study of the origin, purposes, officers, and curriculum of the educational organizations of the local church.

CHR 303 Missions and Evangelism

An introduction to the topics of missions and evangelism, especially as it relates to the function of the church and the particular gifts of individual Christians. Topics covered include the nature of missions and evangelism, various approaches used, and challenges faced by Christians in the pluralist world of the 21st century.

CHR/LDR 303 Pastoral Ministry and Church Leadership

A course designed to introduce students to the various types of leadership positions within the church. Particular attention will be given to the practical work of the pastor.

CHR 304 Biblical Counseling

An introductory survey of Christian approaches to counseling. This survey will engage with biblical texts, secular counseling theories, and pastoral care literature in order to develop students' critical thinking in their understanding of the counseling vocation and prepare students to discern, in a variety of settings, their roles in helping people with problems-in-living.

CHR 305 Marriage and Family Counseling

A study of the principles and practice of marriage and family counseling. Specific emphasis will be given to the biblical understanding of marriage and family relationships, and to preventive, educational, and church-based counseling.

Prerequisite: CHR 370 or permission of the instructor

COURSE DESCRIPTIONS

CHR 306 Christian Apologetics

A survey of both apologetic methodologies and various arguments used to support the credibility of the Christian world-and-life view.

CHR/HIS 307 History of Christianity I

An examination of the history of Christianity from its first-century roots to the seventeenth-century settlement of the New World. Explores the development of Eastern and Western forms of Christianity and the evolution of denominationalism. Emphasizes the influence of Christianity on the social, political, and economic landscape of Europe and the Americas.

CHR/HIS 308 History of Christianity II

Explores the cultural diversity of Christianity by tracing the spread of Christianity from the Middle East to Africa, Asia, South Asia, Europe, and the Americas. Compares and contrasts Christian institutions, traditions, and practices across cultures over time from the first century to present day.

CHR 331 *Theologia Principia I: Method, God, and Creation*

An introduction to the task and method of theology, as well as theology proper, theological anthropology, theories of sin and death, and perspectives on creation and their various implications.

CHR 332 *Theologia Principia II: Christ, Church, and Eschatology*

An introductory study of the person and work of Christ, soteriology, the Holy Spirit, church, and last things.

CHR 335 The History of Theology

A study of the major documents of the Church from the first seven ecumenical councils to the present day. Special emphasis is placed on the development of doctrine in the Christian faith.

CHR 395 Special Topics in Christian Studies

A study for enrichment and practical training in specialized areas of the Christian life.

CHR 412 Prophets

A survey of the prophetic literature in the Old Testament. The course covers both the major and minor prophets, and explores the message, historical context, and nature of prophetic literature.

CHR 413 Poetry and Wisdom Literature of the Old Testament

An intensive study of Hebrew poetry and wisdom literature (Job, Psalms, Proverbs, Ecclesiastes, Song of Songs).

CHR 414 Genesis

Study of the book of Genesis with attention to its exposition, historical setting, and meaning for Christians today, with special emphasis on teaching the book in a local church setting.

CHR 421 The Gospels

A survey of the four gospels, giving special attention to the life of Christ, as well as issues surrounding the similarities and differences between the gospels.

CHR 422 The Pauline Epistles

A survey of the Pauline Corpus, including exegetical study of selected Pauline Epistles.

CHR 423 The General Letters

An introduction to the Non-Pauline letters, giving focus on their occasion, content, and place in the early church.

CHR 424 Acts

A survey of Luke's second book, as not only a historical source about early Christianity but the origins and development of the church.

CHR 427 Revelation

Study of the book of Revelation with attention to its exposition, historical setting, and meaning for Christians today, with special emphasis on teaching Revelation in a local church setting.

COURSE DESCRIPTIONS

CHR 498 Senior Thesis Project (3)

Includes thesis research, presentation and defense.

CHR 499 *Imitatio Christi*

A course of applied Christian ministry done in imitation of Christ's example of servant leadership. Course includes a combination of classroom time and at least 105 hours of supervised work in a church, parachurch ministry, or other approved Christian organization or mission.

NOTE: BA/BS students who have not completed a cross-cultural *Basilea* Mission must ensure that at least 40 hours of their *Imitatio Christi* service is cross-cultural.

COM 101 Oral Communication/Rhetoric II

Fundamentals of effective public speaking emphasizing content, organization, delivery, and audience response.

ECO 201 Introduction to Economics

A study of the fundamental concepts developed by modern economists for understanding the nature of the exchange economy and explaining the uniqueness of its prosperity in contrast to other economic systems. Special emphasis is placed on the United States economy as a source of examples and a medium for explanation. Readings from original sources stimulate awareness of distinctive alternative views of central economic questions as well as of the ethical dimension of economic activity.

ECO 301 Principles of Finance and Budgeting

Course introduces students to principles of financial planning and budgeting for churches, non-profits, families, and businesses.

ENG 101 College Composition/ Rhetoric I

This is a college composition/writing intensive course. This course is a study of the fundamental skills involved in effective writing, based on selected readings (fiction, nonfiction, web writing, media writing, poetry, and short stories), summary and paraphrase, and ten written essays (synthesis, analysis, argumentation, and critique). Review of structure,

purpose, and audience awareness is incorporated in developing essays. A six to eight page research paper (not including title and reference pages) is the final project. Effective use of the English language and exploration of rhetorical modes in written composition is emphasized, as well as analytical thinking, critical reading, and ethical incorporation of sources. Students participate in peer review and revision. Additionally, they are instructed in AP style formatting.

ENG 107 English Word Origins

A study of the Latin and Greek roots of English primarily for the purpose of vocabulary-building. Covers noun, verb, and adjective roots/stems, as well as morphology, prefixes, and suffixes. Includes an overview of French and German elements in English and a brief history of the development of modern English. By attending to Latin and Greek technical terms and phrases that have come into English, students will appreciate the role of classical languages in shaping contemporary culture.

ENG 111 Rhetoric I

As a prerequisite for ENG 112 (Classical Rhetoric II), this course is a study of the fundamental skills involved in effective written or spoken oratory—Grammar and Logic. The first part of the course is an intensive, college-level review of all parts of English grammar, with special attention to the rhetorical choices involved in the composition of phrases, sentences, and paragraphs. The second part of the course studies the basic skills of critical thinking, with attention to informal fallacies, syllogistic logic, and the analysis of arguments in ordinary language. Throughout the classical method of theory, imitation, and practice is employed.

ENG 112 Rhetoric II

This course applies the fundamentals acquired in Classical Rhetoric I to the composition and delivery of complete speeches. Students learn the types and parts of rhetoric, the parts of the classical oration, and types of proof, and well as how to respond to different rhetorical situations. They practice techniques of delivery by presenting parts of speeches and entire

COURSE DESCRIPTIONS

speeches orally. Rhetorical skills are reinforced through the analysis and imitation of great speeches from history.

ENG/HUM 121 Ancient Literature

Guided by the elements of literature as described by Aristotle, this course studies select works of ancient literature that laid deep and lasting cultural foundations. Through their macro- and micro-scopic patterns, probing questions about the human condition, and poignant but harsh realism—these works established basic patterns in Western mythology, philosophy, and art that has endured for two thousand years. (Possible readings: *Enuma Elish* and other Mesopotamian myths, Hesiod's *Theogony* and *Works and Days*, Homer's *Iliad* and *Odyssey*, classical Greek tragedies, Virgil's *Aeneid*)

ENG/HUM 122 Medieval Literature

This course explores the ordered yet passionately imagined cosmos of the Middle Ages, a period of pageantry and deeply Christian meditation. Various political, moral, and theological themes will be investigated as we trace the classical epic tradition in its Medieval form. (Possible readings: Dante's *Divine Comedy*, *Beowulf*, Chaucer's *Canterbury Tales*, Spenser's *Faerie Queen*)

ENG/HUM 221 Renaissance and Baroque English Literature

The Renaissance was a rich period of inheritance and innovation, with new worlds and words and old stories nurturing English literature. There are also troubling questions arising with the new science, the nation state, and other first stirrings of Modernity. This course continues to follow the epic tradition and traces the age's vibrant imagination into deep and beautiful places—knowledge and power, love and loyalty, politics and piety. (Possible readings: Spenser's *Faerie Queen*, various plays by Shakespeare, various lyrics from the Metaphysical Poets, Milton's *Paradise Lost*)

ENG/HUM 222 The Novel

Arising in the 18th century and reaching its apex in the 19th, the novel became the new form of epic expression in an age of world conquest,

industrialization, urbanization, and social upheaval. Whether in England, America, or Russia, we find novelists grappling with how to maintain relationships, virtue, and human dignity in an age of speed, technological progress, and increasing individualism. (Possible readings: novels by Austen, Dickens, Melville, Dostoyevsky, Faulkner, others)

GRK 111 Greek I

An introduction to the grammar, including basic word forms, vocabulary and pronunciation, of New Testament Greek.

GRK 112 Greek II

A continuation of the grammar, including basic word forms, vocabulary and pronunciation, of New Testament Greek.

Prerequisite: GRK 111

GRK 211 Greek III

An in-depth study of New Testament Greek syntax.

Prerequisite: GRK 111 and 112 or equivalent

GRK 212 Greek IV

An introduction to New Testament exegesis, building off the principles of grammar and syntax from the previous three semesters. It includes both readings and exegetical case studies from the New Testament.

HBR 211 Hebrew I

An introduction to the elements of biblical Hebrew, with an emphasis on phonology, grammar, and vocabulary.

HBR 212 Hebrew II

A continuation of the elements of biblical Hebrew, with an emphasis on grammar and syntax, with selected readings from the Hebrew Bible.

Prerequisite: HBR 211

HIS 111 Ancient World

An overview of the history and culture of ancient Greece from the Late Bronze Age through the Classical period and Roman Republic. Students

COURSE DESCRIPTIONS

will explore the foundational ideas, events, and images found in key works of literature and philosophy. Emphasis will be given to the ideas that directly impacted later developments within Western Civilization.

HIS 112 Medieval World to Renaissance

An examination of the transition from the Roman Empire to a Christian culture will be studied in light of its result on definitions of reality and humanity and the changes this brings to literature and philosophy.

HIS 211 American Experience I

A survey of United States history from the late sixteenth century through to the mid-nineteenth century. Major topics include European colonization, the American Revolution, the crafting of the Constitution, the geographic expansion of the nation, and the Civil War. Students will examine (1) the influence of religion on U.S. political, economic, social, cultural, and ideological developments and (2) the evolution of ideas about race, gender, ethnicity, and social class and their influence on U.S. political, economic, social, cultural, and ideological developments.

HIS 212 American Experience II

A survey of United States history from the mid-nineteenth century to the early twenty-first century. Major topics include Reconstruction, Immigration, Industrialization, Urbanization, U.S. Colonialism, Progressivism, World War I, the Great Depression, World War II, the Cold War, the Civil Rights/Women's Rights movements, and the U.S. in a post-Cold War period. Students will examine (1) the influence of religion on U.S. political, economic, social, cultural, and ideological developments and (2) the evolution of ideas about race, gender, ethnicity, and social class and their influence on U.S. political, economic, social, cultural, and ideological developments.

HUM 395 Special Topics in Humanities: A study for enrichment and practical training in specialized areas of the humanities.

LAT 111 Latin I

An introduction to the grammar, vocabulary, and pronunciation of classical Latin, covering roughly the first fifteen chapters of *Wheelock's Latin*, which includes the perfect active system of all verbs and the third declension of nouns. Pedagogy emphasizes reading as opposed to translation and the use of conversational Latin. Attention is given to word building in English from Latin roots—primarily nouns. Along the way, glimpses of the culture of ancient Rome reinforce the importance of Latin in the formation of the Western tradition and help to situate Latin in its native context. Vocabulary learning is aided by the study of derivatives, the reading of short stories (so that words are encountered in context), and a pictorial mnemonics. In addition to short passages of Classical Latin poetry and prose, students will translate brief passages from the Vulgate—the major Latin bible in the West for a thousand years—in order to appreciate the role of Latin in the Christian tradition.

LAT 112 Latin II

Continues the study of Latin grammar and vocabulary through about chapter 30 of *Wheelock's Latin*, supplemented by the reading of excerpts from Roman literature, *Lingua Latina I*, and the Vulgate. Pedagogy emphasizes reading as opposed to translation and the use of conversational Latin. Attention is given to word building in English from Latin roots—primarily nouns. Along the way, glimpses of the culture of ancient Rome reinforce the importance of Latin in the formation of the Western tradition and help to situate Latin in its native context.

Prerequisite: LAT 111

LAT 211 Latin III

After covering selected topics in the final chapters of *Wheelock's Latin*, the course focuses on reading *The Gallic Wars* of Julius Caesar, ending with selections from the writings of Cicero.

Prerequisite: LAT 112

COURSE DESCRIPTIONS

LAT 212 Latin IV

Begins with the reading of selections from Virgil's *Aeneid*. The second half of the course may include a survey of Christian literature in Latin, including selections from St. Augustine and medieval writings.

Prerequisite: LAT 211

LDR 101 Leadership Foundations I, Spiritual Formation

This foundational course introduces students to principles of leadership and spiritual formation with special attention to personal spiritual development.

LDR 195 Physical Skill I (1 credit)

A self-directed course in which students study best practices for physical conditioning and safety guidelines related to a physical fitness activity of their choice. Students participate in their selected activity and maintain a log of hours. The physical activities will vary; credit hours will be based on contact (activity) hours.

LDR 196 Physical Skill II (2 credits)

A self-directed course in which students study best practices for physical conditioning and safety guidelines related to a physical fitness activity of their choice. Students participate in their selected activity and maintain a log of hours. The physical activities will vary; Credit hours will be based on contact (activity) hours.

LDR 197 Physical Skill III (3 credits)

A self-directed course in which students study best practices for physical conditioning and safety guidelines related to a physical fitness activity of their choice. Students participate in their selected activity and maintain a log of hours. The physical activities will vary; credit hours will be based on contact (activity) hours.

LDR 200 Basileia Mission

A cross-cultural, practical application of Christian ministry in diverse areas such as discipleship, Christian counseling, Bible study leadership, chaplaincy, street evangelism, hospital visitation, etc. A position of

service with a local church's cross-cultural ministry will satisfy this requirement if approved by the *Basileia* Mission Director. Students in a BA/BS program will serve 40 hours. LDR 200 may be combined with CHR 499 *Imitatio Christi*, as long as the ministry service includes the minimum number of cross-cultural hours required by the student's degree program.

LDR 201 Leadership Foundations II, Becoming an Effective Leader

Explores the characteristics, skills, and practices of effective leadership through the use of biographical case studies of a diverse array of individuals including male and female missionaries, politicians, military leaders, coaches, civil rights leaders, Native American chiefs, and laypersons. Students will begin to develop a biblical philosophy of leadership and to apply the principles of leadership and spiritual formation to their own lives as they hone their leadership skills for service to Christ and their communities.

Prerequisite: LDR 101 (or by permission of professor)

LDR 210 Leadership in the Public Square

Using biographical case studies and political documents, this course will identify the roles and responsibilities of leaders at various levels of government as well as the characteristics of effective and ineffective political leaders. Students will continue to refine their biblical philosophy of leadership and gain the confidence to begin applying principles of effective leadership in their own lives as they serve Christ and their communities.

LDR 301 Leadership Foundations III, Leadership During Crises and Catastrophe

Explores the characteristics and practices of individuals, teams, and organizations that have resulted in crises and catastrophe. By analyzing case studies of disasters such as the Apollo I fire, the loss of the shuttles Challenger and Columbia, aircraft crashes, the Chernobyl nuclear power plant explosion, and the Exxon Valdez Oil Spill, students will begin to develop the leadership skills needed to prevent crises and to lead effectively when unavoidable crises occur.

Prerequisite: LDR 101 (or by permission of professor)

COURSE DESCRIPTIONS

LDR 305 Team Building I (1 credit)

Students will participate in a wilderness or survival experience focused on teaching and developing team building skills. Credit hours will be based on contact (activity) hours. The field experience will be preceded by classroom time focused on theories of team building.

LDR 306 Team Building II (2 credits)

Students will participate in a wilderness or survival experience focused on teaching and developing team building skills. Credit hours will be based on contact (activity) hours. The field experience will be preceded by classroom time focused on theories of team building.

LDR 307 Team Building III (3 credits)

Students will participate in a wilderness or survival experience focused on teaching and developing team building skills. Credit hours will be based on contact (activity) hours. The field experience will be preceded by classroom time focused on theories of team building.

LDR 310 Organizational Communication

One of the core courses in the JWC B.S. in Organizational Leadership program. Drawing on communication theory, students will learn to develop effective organizational communication systems. They will also learn how to assess information needs and communication patterns to identify shortfalls and to implement enhancements. Students will analyze the positive and negative aspects of various types of information storage, retrieval, manipulation and transmission methods as they relate to organizational communications systems.

Prerequisite: LDR 101 and permission by professor if student is not enrolled in the B.S. program.

LDR 320 Organizational Theory and Behavior

One of the core courses in the JWC B.S. in Organizational Leadership program. Explores a variety of organizational theories and applications in diverse organizations (small and large businesses, churches/parachurch ministries, military units, and political organizations, etc.). Students will learn to identify the benefits and shortcomings of various organizational

structures and practices and learn how to identify the optimal structures and practices for the types of organizations they will lead someday. *Prerequisite:* LDR 101 and permission by professor if student is not enrolled in the B.S. program.

LDR 330 Principles of Marketing

Analyzes the role of marketing in society and the marketplace and explores strategies employed to influence consumer behavior. Students will learn the steps needed to lead effective marketing campaigns to include constituency assessment, messaging, selection of advertising media, and budgeting and planning. Students will be prepared to apply effective principles of marketing in organizations where they serve and work.

LDR 336 Leadership and Change for Church Leaders

This course is designed for students in the B.A. in Christian Studies program and for individuals who anticipate seeking ordination after graduation. Students will analyze ongoing social, cultural, and technological changes that are impacting modern churches and parachurch organizations. Students will learn how to develop and conduct organizational needs assessments so they can identify and implement best practices to sustain and grow vibrant, Christ-honoring, churches and ministries.

LDR 401 Leadership Foundations IV, Leadership in a Global World

Introduces students to the challenges of leading in multi-cultural/global environments. Students will research and analyze the challenges associated with applying leadership and management techniques practiced in one cultural context to other disparate cultural contexts. Each student will select and research an international organization (corporate, judicial, economic, diplomatic, military, Christian, etc.) and present findings to fellow students regarding the strengths and weaknesses of that organization. Students will corporately develop strategies for positively influencing global institutions.

Prerequisite: LDR 101, LDR 201, and LDR 301 (or by permission of professor)

COURSE DESCRIPTIONS

LDR 435 Human Resource Management

One of the core courses in the JWC B.S. in Organizational Leadership program. Explores various theories of human resource management and studies their application in diverse types of organizations large and small, public and private, Christian and secular. Students will learn how to determine the optimal human resource management practices for different types of organizations and situations.

Prerequisite: LDR 101 and permission by professor if student is not enrolled in the B.S. program.

LDR 448 Organizational Research and Planning

One of the core courses in the JWC B.S. in Organizational Leadership program. Introduces students to the key concepts of organizational research theory and develops their skills at applying research results to organizational planning processes.

Prerequisite: LDR 101 and permission by professor if student is not enrolled in the B.S. program.

LDR 451 Conflict Resolution

Using simulation, case studies and fieldwork assignments, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices and the structural dysfunctions of organizations.

LDR 498 Leadership Immersion

One of the core courses in the JWC B.S. in Organizational Leadership program. Degree candidates will spend up to 100 hours shadowing leaders at different organizational levels and in different types of organizations to witness how different leaders approach the daily challenges of their organizations. Students will spend time in a small business, a large corporation, a military unit, a Christian organization, a political organization, and a non-profit service organization. *Prerequisite:* LDR 101 and permission by professor if student is not enrolled in the B.S. program. Student should have completed all other B.S. degree program leadership core courses. Requirement may be waived by professor.

LDR 499 Senior Leadership Practicum

Capstone course of the B.S. in Organizational Leadership program. Student will plan, develop, and execute a service project for the college, a local church or ministry, school, military unit, or local community. Student will apply the knowledge and skills learned throughout their program to assess needs, gather resources, organize a team, and lead the team in completing the project. *Prerequisite:* Successful completion of all other Leadership core courses in the B.S. degree program. Requirement may be waived by professor.

MAT 100 Intermediate Algebra

A study of the basic properties of real numbers, linear equations and inequalities, quadratic equations, systems of equations, polynomials and factoring, rational expressions and equations, and radical expressions and equations, and an introduction to the functions such as polynomial, exponential and logarithmic functions.

Prerequisite: ACT test score and permission of the instructor

MAT 101 Mathematics for Liberal Arts

This course is designed to introduce the students to the basic concepts of several areas of mathematics. Topics of focus include counting techniques, descriptive statistics, probability, algebra, and geometry.

MAT 102 College Algebra

A review of the fundamental concepts of the real number system, polynomials, factoring, rational expressions and complex numbers. It continues with linear equations and inequalities, graphs of functions, polynomial and rational functions, exponential functions and logarithmic functions, systems of equations, matrices, and determinants.

Prerequisite: MAT 101 or permission of the instructor

MAT 103 College Algebra II

Explores major themes – calculation, number, geometry, algebra, infinity – and their historical development in civilizations ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East and then modern Europe. Analyzes the tension between

COURSE DESCRIPTIONS

applications of mathematics and the tendency toward formalism. Emphasizes presentations and discussions. Fulfills the Historical Perspective.

MAT 115 Precalculus

A preparatory course for the calculus sequence. Topics include: Polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs; systems of equations, inequalities and complex numbers.

Prerequisite: Placement or MAT 102

MAT 120 Trigonometry

Topics include: Trigonometric functions, equations, and identities; inverse trigonometric functions; exponential and logarithmic functions, and applications of these functions.

Prerequisite: Placement or MAT 102

MAT 123 Calculus I

The study of limits, continuity, derivatives applications of the derivative, antiderivatives, the definite and indefinite integral, and the fundamental theorem of calculus.

Prerequisite: MAT 115, MAT 120, or placement

MAT 125 Calculus II

A continuation of the study of calculus, including the study of sequences, series, polar coordinates, parametric equations, techniques of integration, applications of integration, indeterminate forms, and improper integrals.

Prerequisite: MAT 123

MAT 208 Statistics

This course is designed to familiarize the student with statistics and probability as observed and experienced in everyday life in newspapers, TV, and the Internet. Course topics include data collection and analysis through frequency distribution tables, graphs, and the normal curve, while defining several measures of central tendency, standard deviation and basic probability.

MUS 316 Music Colloquium

A foundational study of music history, theory, and practice. This course surveys the great epochs in the history of Western music, with special attention to sacred music. The course presents basic music theory and the principles of polyphony, as well as techniques of vocal performance. Participation in a vocal ensemble is required.

PHL 101 Introduction to Philosophy

An introductory course in philosophy designed to acquaint the student with the major fields of philosophical study through some of the classic texts, authors, and periods of the Western tradition.

PHL 243 Ethics/Moral Decision Making

An introduction to Christian ethics, focusing on ethical methodology. The course begins with a survey and comparison of philosophical, secular, and a theistic perspective on the moral life, then moves on to develop a comprehensive evangelical approach to moral decision making.

PHL 349 World Religions

An examination of the history, philosophy/theology, and sociology of the major world religions. Special attention is given to Judaism, Islam, Hinduism, Buddhism, Daoism, Confucianism, Shinto, and other less-well-known religions. An important feature of the course is comparison and contrast between Christianity and other religions.

PHL 438 Science and Faith

An exploration of the major scientific concepts guiding modern science in relationship to the major faith commitments of the Christian faith as expressed in the gospel and the creeds in an effort to produce constructive dialogue that will mutually inform the two ways of knowing. Concepts explored include cosmology, evolution, quantum physics, and chaos theory. Doctrines explored include creation, revelation, incarnation, salvation, exaltation, and eschatology as they relate to specific scientific concerns.

COURSE DESCRIPTIONS

PSY 101 Psychology Colloquium

A study of psychology as a science with special emphasis on the integration of psychology with biblical truth. The origins, assumptions, techniques, instruments, and methods of psychology are studied and related to Scripture.

SCI 111 Physical Science w/Lab (4)

An introduction to earth science including its historical, philosophical, and social significance.

SCI 112 Life Science w/Lab (4)

This course comprises an introduction into the life sciences from the vantage of human cellular biology with emphasis on the universal features of life from the molecular level to that of specialized cells. The course emphasis will be on key concepts developed from classic experiments in the areas of cellular and molecular biology. Correlations will be drawn between normal biologic function and dysfunction found in human disease. Prior classes in high school biology and chemistry are recommended.