

John Witherspoon College

General Catalogue

2021-2022



John Witherspoon College • Rapid City, South Dakota
Christ-centered Learning • Christ-centered Living
Christ-centered Leading

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2021-2022



John Witherspoon College • Rapid City, South Dakota
Christ-centered Learning • Christ-centered Living
Christ-centered Leading

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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.

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ACADEMIC CALENDAR

FALL SEMESTER 2021

August

- 10 Fall Admissions Applications Due
- 12 Fall Registrations Due
- 20 New-Student Orientation
- 23 Regular Semester Classes Begin

September

- 2 Fall Convocation
- 3 Deadline to Add or Drop a Class without fee
- 6 Labor Day Holiday (No classes)
- 16 Third Thursday Fellowship
- TBD CLT Testing at JWC

October

- 6 Midterm Academic Progress Reports Due
- 7-11 Fall Break
- 21 Third Thursday Fellowship

November

- 8-19 Pre-Registration for Winter Term/Spring Semester
- 11 Veteran's Day Holiday (No Classes)
- 18 Third Thursday Fellowship
- 24-26 Thanksgiving Holidays

December

- 13-16 Final Examinations
- 21 Final Grades Due
- 17-Jan 2, 2021 Christmas and New Year Holidays

ACADEMIC CALENDAR

WINTER TERM 2022

January

- 3 Registration Deadline for Winter Term
- 3-7 Winter Term Classes
- 6 Spring Admissions Applications Due
- 6 Spring Registrations Due

SPRING SEMESTER 2022

January

- 10 Regular Semester Classes Begin
- 17 Martin Luther King, Jr. Day – Holiday – No Classes
- 20 Third Thursday Fellowship
- 21 Deadline to Add or Drop a Class without fee

February

- 17 Third Thursday Fellowship
- 21 President's Day Holiday – No Classes
- TBD CLT Testing at JWC

March

- 9 Midterm Academic Progress Reports Due
- 10-14 Spring Break
- 17 Third Thursday Fellowship
- TBD Generation Six Forty Fundraiser

April

- 4-15 Pre-Registration for Summer Term/Fall Semester
- 15 Good Friday Holiday – No Classes
- 17 Easter Sunday
- 21 Third Thursday Fellowship

May

- 2-5 Final Examinations
- 6 Graduation
- 10 Final Grades Due
- 30 Memorial Day Holiday – Offices Closed

SUMMER TERM -2022 (TBA)

PRESIDENT'S INTRODUCTION

PRESIDENT'S INTRODUCTION

"A NOBLE VISION"



“But the noble man devises noble plans; and by noble plans he stands” (Isaiah 32:8 NASB).

Thank you for taking time to look at John Witherspoon College. The following pages set forth the heart and mission as well as the vision and inner workings of the College.

John Witherspoon College began as Black Hills Biblical Institute in 2004 and developed into a four-year, degree-granting institution in 2012. The College emphasizes the classical liberal arts and equips students to become citizen leaders through *Christ-centered learning*, *Christ-centered living*, and *Christ-centered leading*.

The College is named after one of the American founding fathers, John Witherspoon. Witherspoon had a noble vision for developing leaders to make a difference in the world for Christ and His Kingdom. Beginning in 1768, Witherspoon served as a pastor, educator, and president of the College of New Jersey, which became Princeton University. Witherspoon effectively taught and mentored so many early American leaders that it was said of him, “He equipped the revolutionary generation.” Among the signers of the Declaration of Independence in 1776, Witherspoon was the only signer who was both a clergyman and college president.

As John Witherspoon did some 250 years ago, God has called this college that bears his name to equip a new generation of citizen leaders and send them out as salt and light in all walks of life to a world that desperately needs the gospel. Indeed, this is a noble vision. Thank you for taking part toward making this vision a reality in your life.

A handwritten signature in blue ink that reads "Ronald Lewis". The signature is written in a cursive, flowing style.

Ronald J. Lewis
President

THE COLLEGE SEAL

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

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 and the President.

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.

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

FOUNDATIONAL STANDARDS

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

FOUNDATIONAL STANDARDS

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 provide Christ-centered classical 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.
5. See JWC become 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.

FOUNDATIONAL STANDARDS

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

FOUNDATIONAL STANDARDS

knowledge, understanding, and experience, and JWC is committed to help students know, practice, and communicate biblical truth.

Christ-centered Learning

As a “Christ-centered” ministry, JWC seeks to magnify the Lordship of Christ in all things. JWC seeks to be a community of learning and of love, not simply a delivery system for bodies of information. We seek to teach every student to seek truth with a textbook in one hand and the Bible in the other. Our desire is that Christ be the center of all we learn and do.

Christ-centered Living

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 constituents. 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).

Christ-centered Leading

We aspire to develop citizen leaders who can discern, model, and articulate God’s vision for redemption in Christ, in their particular and varied spheres of vocational responsibility. We 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

STATEMENT OF INTEGRITY

At JWC, integrity is at the heart of our mission. It is a commitment to be truthful and honest, to honor commitments and walk in a way that glorifies God, adhering to the highest standards of moral and ethical conduct. We value God-honoring decisions and expect our actions to be consistent with our words.

FOUNDATIONAL STANDARDS

ACADEMIC INTEGRITY

Students

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.

The Student’s Pledge is part of the John Witherspoon Student Code of Conduct. Students indicate that they have read, understood, and pledged to comply with the Code of Conduct by setting their hand to this Pledge.

As a John Witherspoon College student, I represent the Lord Jesus Christ and the College to the academic community, the local community, the church, and the world. Therefore, I pledge to uphold this Code of Conduct at all times while a student at John Witherspoon College. I pledge myself to honor my role as an ambassador of Christ in my attire, activities, conduct, and culture. I pledge to conduct myself with a high standard of academic honesty, integrity, and wisdom. And I pledge my commitment to community life at John Witherspoon College - to love and honor others and actively cultivate an environment of grace and personal holiness.

Faculty

Likewise, Faculty members must express themselves truthfully and honestly in all facets of their academic work and personal relationships. They must seek to model such values for students and instill these values in them.

Faculty must teach students the importance of doing their own work in all assignments, exercises, and examinations, oral or written. The use of others’ work must be disclosed properly and fully in citations, footnotes, endnotes,

FOUNDATIONAL STANDARDS

bibliographies, and/or other appropriate forms, and only within the limits allowed by the instructor and commonly recognized academic standards.

Faculty should take steps to verify whether students have avoided plagiarism, misrepresentation, misappropriation of the work of others, or any other form of academic dishonesty, whether intentional or the result of reckless disregard for academic integrity.

A pattern of academic dishonesty by students is grounds for disciplinary action by the instructor and the CAO and could lead to dismissal from the College. Similarly, faculty members found guilty of willful violation of standards of academic integrity will be subject to disciplinary action up to and including, termination of employment.

DOCTRINAL INTEGRITY

Board, Faculty, Staff

Each member of the Board, Faculty, and staff shall affirm his/her adherence to the Statement of Faith of John Witherspoon College, expressly by subscribing the Statement each year, according to provisions set forth in the Bylaws, affirming without reservation the inerrancy, infallibility, and authority of the Scriptures.

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, 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

FOUNDATIONAL STANDARDS

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 and Recreational Cannabis (Marijuana)

As in all things, all Staff, Faculty, and students (21 and older) of JWC are expected to follow scriptural teaching regarding the use of the legal products of alcohol and/or marijuana. They are expected to obey scriptural injunctions (Rom. 13:13, 1 Cor. 5:11, 6:10 and Eph. 5:18, e.g.) against drunkenness, with the implied prohibited use of any mind-altering substances.

While Scripture does not forbid consumption of alcohol or specific agricultural products, it does teach that believers should avoid ingesting certain substances if it offends a brother or causes him to stumble (Rom. 14:21). Therefore, while the College does not forbid the consumption of alcohol or marijuana 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, neither alcohol nor recreational marijuana should ever 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 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

LEADERSHIP

BOARD OF TRUSTEES

Donald E. Oliver, Chairman, Retired Physician

Russ K. Enns, Biotechnology Executive, Volunteer at South Dakota School
of Mines & Technology

Matthew D. Minnick, Geological Engineer, Adjunct Professor of Science

Rodney W. Schlauger, Attorney, Bangs, McCullen, Butler, Foye &
Simmons, LLP

Russell Widener, Retired Professor

Ronald J. Lewis, President (*ex officio*)

Edwin C. Egbert, Chief Academic Officer (*ex officio*)

ADMINISTRATION

Ronald J. Lewis, President

C. Richard Wells, Chancellor

Edwin C. Egbert, Chief Academic Officer

Carol B. Harris, Chief Financial Officer

STAFF

Megan R. Ferguson, Director of Learning Resources

Carol B. Harris, Director of Business Affairs

Rebecca E. Pontious, Director of Admissions & Student Services

Michelle C. Porter, Coordinator of Learning Resources

Pamela S. Rider, Registrar

LEADERSHIP

FACULTY

Christian Studies

Justin D. McGeary, Chair, Assistant Professor of Christian Studies

Ronald J. Lewis, Adjunct Professor of Christian Studies

Elias E. Diaz, Adjunct Professor of Christian Studies

Humanities

Julie B. Stoll, Acting Chair, Adjunct Professor of Humanities

Stephen F. Branch, Adjunct Professor of Music

Debra A.S. Burton, Adjunct Professor of History

Laura F. Sherwood, Adjunct Professor of Humanities

C. Richard Wells, Professor of Humanities

General Studies

Richard K. Burton, Adjunct Professor of Mathematics

William L. Harris, Adjunct Professor of Science

Matthew D. Minnick, Adjunct Professor of Science

William D. Short, Adjunct Professor of Mathematics

ADMISSIONS

ADMISSIONS

VISITING THE COLLEGE

John Witherspoon College cordially invites prospective students, families, and friends to visit the campus. Preview Day events (or Open Houses) are generally held at least three times per year (Spring and Summer) 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 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 Student Services and/or the Admissions Committee prior to any decision regarding admission. 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:

ADMISSIONS

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.

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 personal essay of at least 750-1000 words, 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?

ADMISSIONS

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. No Application Fee: FREE
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 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. No Application Fee: FREE
3. Personal Essay
4. Official transcript from all colleges/universities attended.¹
5. Pastoral and Academic Evaluations

ADDITIONAL DOCUMENTS REQUIRED FOR ADMISSION

Immunization Record

¹ High school transcripts are required for Freshmen Transfers.

ADMISSIONS

Accepted applicants will also be required to submit a certificate of immunization record (or a request for exemption). Forms may be obtained from the Office of Admissions and must be completed before a student begins attending class.

OTHER CATEGORIES OF ADMISSION

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 Student Services and/or the Admissions 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.

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

ADMISSIONS

admission requirements based on formal agreements with partnering institutions and organizations. Complete information on partner institution programs is available from the Office of Admissions.

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 or Concurrent Courses.

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 the 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 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

ADMISSIONS

years of high school. A personal conference with the Director of Admissions and Student Services and/or the Admissions 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

- August 10 for admission to the Fall semester.
- January 6 for admission to the Spring semester.

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PROGRAMS OF STUDY

CHRISTIAN STUDIES PROGRAM

1. Diploma in Christian Ministry (30 credits)
2. Associate of Arts in Christian Studies (62 Credits)
3. Bachelor of Arts in Christian Studies (120 credits)

HUMANITIES PROGRAM

1. Diploma in Humanities (30 credits)
2. Associate of Arts in Humanities (62 credits)
3. Bachelor of Arts in Humanities (120 credits)

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 (DIP) 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

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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.

Diploma in Christian Ministry 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 basic knowledge of Scripture and identify fundamental challenges in translation and interpretation.
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.

Diploma in Christian Ministry Program Requirements (30 credits)

The Diploma in Christian Ministry consists of all the courses for the first year of the A. A. in Christian Studies:

1. MAT 102 College Algebra I or MAT 100 Mathematical Thought for the Liberal Arts
2. ENG/COM 111 Classical Rhetoric I
3. HIS 111 Ancient World
4. CHR 101 The Origin of the Bible
5. CHR 111 The Old Testament Story
6. LDR 101 Leadership Foundations I: Spiritual Formation
7. ENG/COM 112 Classical Rhetoric II
8. HIS 112 Medieval World to Renaissance
9. CHR 303 Missions and Evangelism
10. CHR 112 The New Testament Story

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ASSOCIATE OF ARTS (A. A.) IN CHRISTIAN STUDIES

The program of study leading to the Associate 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.

Associate of Arts in Christian Studies 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.

Associate of Arts in Christian Studies Program Requirements (62 Credits)

Fall Semester Courses Freshman Year:

1. MAT 102 College Algebra I or MAT 100 Mathematical Thought for the Liberal Arts
2. ENG/COM 111 Classical Rhetoric I
3. HIS 111 Ancient World
4. CHR 101 The Origin of the Bible
5. CHR 111 The Old Testament Story

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Spring Semester Courses Freshman Year:

6. LDR 101 Leadership Foundations I: Spiritual Formation
7. ENG/COM 112 Classical Rhetoric II
8. HIS 112 Medieval World to Renaissance
9. CHR 303 Missions and Evangelism
10. CHR 112 The New Testament Story

Fall Semester Courses Sophomore Year:

11. PHL 243 Ethics/Moral Decision Making
12. HIS 211 American History I
13. CHR 304 Biblical Counseling
14. SCI 111 Physical Science w/Lab (4)
15. GRK 211 Greek I or HBR 311 Hebrew I

Spring Semester Courses Sophomore Year:

16. MAT 208 Introduction to Statistics and Probability
17. HIS 212 American History II
18. CHR 335 The History of Theology
19. SCI 112 Life Science w/Lab (4)
20. GRK 212 Greek II or HBR 312 Hebrew II

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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 in Christian Studies program must complete a *Basileia* (Kingdom) Mission (1 credit) for graduation. Such projects might include missions trips, regular involvement in an approved ministry, internships, or participation in special evangelistic outreach efforts. BACS students will be required to serve 40 hours for the project. Guidelines for completing the *Basileia* (Kingdom) Mission requirement are available from the Registrar's Office and must be approved by the student's advisor and the Chief Academic Officer.

Note: 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.

Bachelor of Arts in Christian Studies 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.

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Bachelor of Arts in Christian Studies Program Requirements (120 credits minimum)

The requirements for the B. A. in Christian Studies includes completion of the A.A. in Christian Studies curriculum plus the following courses for the third and fourth year:

Fall Semester Courses Junior Year:

1. CHR 331 *Theologia Principia I: Method, God, and Creation*
2. GRK 311 Greek III (or GRK 211 Greek I if not taken previously) or LAT 211 Latin I or HBR 311 Hebrew I or Christian Studies Elective
3. CHR 301 Biblical Interpretation
4. CHR 421 The Gospels
5. LDR 201 Leadership Foundations II: Becoming an Effective Leader

Spring Semester Courses Junior Year:

6. CHR 332 *Theologia Principia II: Christ, Church, and Eschatology*
7. GRK 312 Greek IV (or GRK 212 Greek II if not taken previously) or LAT 212 Latin II or HBR 312 Hebrew II or Christian Studies Elective
8. CHR 422 The Pauline Epistles
9. Christian Studies Elective
10. PHL 349 World Religions

Fall Semester Courses Senior Year:

11. CHR 413 Poetry and Wisdom Literature of the Old Testament
12. Christian Studies Elective
13. CHR 499 *Imitatio Christi*
14. Christian Studies Elective
15. Humanities Elective 1: Choose between ECO 201 Introduction to Economics or HUM/POL 313 American Government (*Two Humanities Electives are required for the BACS degree – see Humanities Elective 2 options below.*)

Spring Semester Courses Senior Year:

16. CHR/HUM 498 Senior Thesis Project or General Elective
17. LDR 200 *Basileia* (Kingdom) Mission (1 credit)

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18. Humanities Elective 2: Choose between ART 316 History of Western Art and Architecture OR PSY 101 Psychology Colloquium
19. General Elective
20. General Elective

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 (DIP.) 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.

The Diploma in Humanities Program Objectives

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

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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, and art.
5. Discern the broader picture in different contexts of life in order to shape a goal-driven vision.

The Diploma in Humanities Program Requirements (30 Credits)

The Diploma in Humanities consists of all the courses for the first year of the A. A. in Humanities:

1. MAT 102 College Algebra I or MAT 100 Mathematical Thought for the Liberal Arts
2. ENG/COM 111 Classical Rhetoric I
3. HIS 111 Ancient World
4. ENG/HUM 121 Ancient Literature
5. CHR 111 The Old Testament Story
6. LDR 101 Leadership Foundations I: Spiritual Formation
7. ENG/COM 112 Classical Rhetoric II
8. HIS 112 Medieval World to Renaissance
9. ENG/HUM 112 Medieval Literature
10. CHR 112 The New Testament Story

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.

Associate of Arts in Humanities 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.

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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, and art.
5. Discern the broader picture in different contexts of life in order to shape a goal-driven vision.

Associate of Arts in Humanities Program Requirements (62 Credits)

Fall Semester Courses Freshman Year:

1. *MAT 102 College Algebra I or MAT 100 Mathematical Thought for the Liberal Arts
2. *ENG/COM 111 Classical Rhetoric I
3. HIS 111 Ancient World
4. ENG/HUM 121 Ancient Literature
5. CHR 111 The Old Testament Story

Spring Semester Courses Freshman Year:

6. LDR 101 Leadership Foundations I: Spiritual Formation
7. *ENG/COM 112 Classical Rhetoric II
8. HIS 112 Medieval World to Renaissance
9. ENG/HUM 122 Medieval Literature
10. CHR 112 The New Testament Story

Fall Semester Courses Sophomore Year:

11. PHL 101 Introduction to Philosophy
12. HIS 211 American History I
13. ENG/HUM 221 Renaissance & Baroque English Literature
14. SCI 111 Physical Science w/Lab (4 credits)
15. GRK 211 Greek I or LAT 211 Latin I or other Language

Spring Semester Courses Sophomore Year:

16. MAT 208 Intro to Statistics and Probability
17. HIS 212 American History II
18. ENG/HUM 222 The Novel
19. SCI 112 Life Science w/Lab (4 credits)
20. *GRK 212 Greek II or LAT 212 Latin II or other Language

*Students desiring to transfer to any South Dakota state university will also need to take College Composition I and II (ENG 101 and 201) and Oral

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Communication (COM 101). Students will also need to take College Algebra I (MAT 102) instead of Mathematical Thought for Liberal Arts (MAT 100). Students desiring to transfer will graduate with 71 credit hours in an A. A. in Humanities.

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 in Humanities program must complete a *Basileia* (Kingdom) Mission (1 credit) for graduation. Such projects might include missions trips, regular involvement in an approved ministry, internships, or participation in special evangelistic outreach efforts. BAH students will be required to serve 40 hours for the project. Guidelines for completing the *Basileia* (Kingdom) Mission requirement are available from the Registrar's Office and must be approved by the student's advisor and the Chief Academic Officer.

Bachelor of Arts in Humanities 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, and art.
5. Discern the broader picture in different contexts of life in order to shape a goal-driven vision.

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Bachelor of Arts in Humanities Program Requirements (120 Credits)

The program requirements for the B.A. includes completion of the A.A. in Humanities curriculum plus the following courses for the third and fourth year:

Fall Semester Courses Junior Year:

1. LAT 311 Latin III or GRK 311 Greek III or HBR 311 Hebrew I or other language
2. LDR 201 Leadership Foundations II: Becoming an Effective Leader
3. MUS 316 Music Colloquium
4. PHL 243 Ethics/Moral Decision Making
5. CHR 101 The Origin of the Bible

Spring Semester Courses Junior Year:

6. LAT 312 Latin IV or GRK 312 Greek IV or HBR 312 Hebrew II or other language
7. PHL 349 World Religions
8. ART 316 History of Western Art & Architecture
9. CHR 335 The History of Theology
10. PSY 101 Psychology Colloquium

Fall Semester Courses Senior Year:

11. ECO 201 Introduction to Economics
12. CHR 304 Biblical Counseling
13. Leadership Elective
14. CHR 301 Biblical Interpretation
15. HUM/POL 313 American Government

Spring Semester Senior Year:

16. CHR/HUM 498 Senior Thesis Project
17. LDR 200 *Basileia* (Kingdom) Mission (1 credit)
18. General Elective
19. General Elective
20. General Elective

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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, all JWC courses require students physically to attend the main campus.

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

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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 Registrar, together with the Chief Academic Officer 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 decision to the Chief Academic Officer. 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 Chief Academic Officer.

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

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CLEP Test

Principles of Microeconomics and
Principles of Macroeconomics
Intermediate **or** College Algebra
All other CLEP tests

JWC Parallel/Substitute

ECO 201 (3 credits)
MAT 101/102 (3 credits)
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 and have approval of the professor on record for that course.

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 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 twenty-four (24) 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 degrees 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

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to initially register for courses by downloading and completing the registration form on the College website. Final registration is not complete until the students have met with their advisors for help with academic planning, their tuition is paid, or a payment plan has been established. A student will not be permitted to attend class(es) until their tuition is paid or their tuition payment plan has been established by the Chief Financial Officer.

Students are considered enrolled in a course once registration has been completed and signed by their advisor. 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 or Auditor.

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*, available in the Registrar's Office. Students will be allowed to withdraw through eleven (11) weeks, or its term equivalent, and will receive notation on their permanent record. Billing to a student's account stops once the Withdrawal Form is submitted. 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

ACADEMIC POLICIES

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 \$10.00 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.

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. All employees of JWC (faculty/administrators/staff/spouses/dependents) may audit courses without charge, provided space is available and the instructor approves the audit request. 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 *General Catalogue*.

Schedule Changes

After registration, a student may change his/her schedule by completing a Drop/Add Form (available in the Registrar’s Office). A fee of \$10.00 will be charged for adding or dropping a course after the posted deadline.

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Exceptions will be made by the Chief Academic Officer in consultation with the student's advisor in instances beyond a student's control. See the College Calendar for the last date for changes in schedules.

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 Chief Academic Officer 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 Chief Academic Officer 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 Chief Academic Officer.

Class Attendance

Regular attendance is expected of all students enrolled in all courses. Teaching Faculty 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.

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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.
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 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.

Academic Integrity

Please refer to the John Witherspoon College "Statement of Integrity" located under "Standards of Conduct" on page 15.

ACADEMIC POLICIES

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 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.

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.

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.

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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.

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 which is 2.0. Policies regarding students who fail to meet this standard are detailed above under “Scholastic Regulations.”

GRADUATION

Graduation Requirements

Students may be graduated under the course requirements specified in the *General 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

ACADEMIC POLICIES

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, Chief Academic Officer, and the student's Degree Program Director will review the student's record and certify that he/she is on track to satisfy all requirements for graduation. Additionally, the list of *Candidates for Graduation* will be presented to the full Faculty for their approval.

Academic Honors

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*

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

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."

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.

ACADEMIC POLICIES

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 the Business Office.

The Library has approximately 5,200 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 (library@jwc.edu) to schedule a visit with Library staff.

Access

Library hours are currently 8:00 a.m. to 4:00 p.m. Mon–Thurs, and 8:00 a.m. to 1:00 p.m. on Fridays (which are the normal JWC administrative office hours). 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 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.

ACADEMIC POLICIES

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 library@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.

ACADEMIC POLICIES

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.

Intellectual Property and Copyright Laws

Faculty are responsible for complying with national and international laws and policies regarding intellectual property and copyright infringement, particularly as they pertain to the concept of “fair use” for education. Faculty are also responsible for ensuring that students understand the applicable statutes pertaining to their classroom assignments and projects. Detailed information on intellectual property and copyright laws can be found on the following websites:

1. U.S. Copyright Office. <http://www.copyright.gov/title17/>
2. World Intellectual Property Organization.
<https://www.wipo.int/portal/en/index.html>
3. Columbia University; Copyright Advisory Services
<http://copyright.columbia.edu>
4. Cornell University; Copyright Information Center
<https://copyright.cornell.edu/publicdomain>

FINANCIAL POLICIES

FINANCIAL POLICIES

FULL TIME TUITION

Full-time Tuition: \$3,600 annually (monthly payment of \$300)

Students make a monthly tuition payment, most often through automatic ACH transfer from a checking or savings account. This automatic monthly payment covers all tuition (*Fall Semester, Jan Term, Spring Semester, Summer Term*) and most fees.

Billing: Tuition is billed to a student's account on the 20th of every month. Billing starts the first month a student begins their program (*normally August or January*) and continues year-round until the student graduates.

Monthly Tuition: Tuition is collected by automatic monthly payment on the 20th of each month. This continues until a student's balance is paid in full. ACH bank payment, which involves automatic payment from a checking or savings account, is preferred and encouraged. Students (or parents) must complete the *Monthly Payment Program* form to authorize direct payment of tuition to JWC. *NOTE: While monthly plans are encouraged, students may choose to pay annually—one year of tuition in advance of their start date.*

Automatic payments to the College stop when a student's balance reaches zero. Billing to a student's account stops once academic requirements are complete or when notice of a leave of absence or withdrawal is submitted.

PART-TIME TUITION AND FEES

- **Part-time Tuition:**
\$275 per credit hour (less than 12 hours); All JWC Employees (faculty/administrators/staff/spouses/dependents) may take courses for credit at one-half the tuition price.
- **Special Programs Tuition:** \$50 per credit hour (Dual Enrollment; Early Admission)

FINANCIAL POLICIES

- **Audit Fee:** \$135 per credit hour (hours not applied to Diploma or Degree); JWC employees may audit courses without charge (refer to “*Auditing Courses*” sub-section under Academic Policies).
- **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, 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.
- **Graduation Fee:** \$50 with the *Application for Graduation* form.
- **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 for the degree program 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

FINANCIAL POLICIES

information is subject to change without notice. Changes will be posted to the college web site.

REFUNDS

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:

- | | |
|--------------------|--------------|
| • Days 1-5 | 100% tuition |
| • Before Drop Date | 75% tuition |
| • After Drop Date | No Refund |

For Winter/Summer Term:

- | | |
|----------|-----------|
| • Day 1 | 100% |
| • Day 2 | 75% |
| • Day 3+ | No Refund |

Note: For Full-Time students on the *Monthly Billing Program*, billing to a student's account stops when notice of a leave of absence or withdrawal is submitted.

Should a student desire to be reinstated in the program, an additional monthly fee will be assessed.

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 (Dual Enrollment and Early Admission Programs).

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, geo-caching, 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 Plaza Civic Center, home to hockey games, theatre productions, banquets, symphonies, 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

Main Campus

John Witherspoon College's main campus is currently located on the lower level of Real Life Church of the Nazarene, 4024 Sheridan Lake Road, in Rapid City. Evans Hall, our main area of fellowship, currently houses the administrative offices, faculty offices, three classrooms, and a kitchen/break area. The chapel, located on the main level of the church building, is used for many functions to include our Convocation, Third Thursday Chapels, New Student Orientation, Graduation Ceremony, and other events.

STUDENT LIFE

Parking

JWC students are not required to register their vehicles on campus or with the Real Life church administration. However, the level parking just outside the sanctuary is reserved for Real Life church members only.

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. We recommend contacting local churches and consulting web sites, local newspapers and other housing guides for the Black Hills to find housing opportunities.

The Director of Admissions and Student Services (e-mail: admissions@jwc.edu) will assist students and their families in arranging contacts and providing information on quality housing opportunities for those having difficulty. They 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 Chief Academic Officer 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 Director of Admissions and Student Services or Chief Academic Officer 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

GENERAL CONTACT INFORMATION

ADMINISTRATION

Person	Position	Related Inquiries	Email/Phone⁴
Ronald J. Lewis	President	Media, speaking invitations, donor relations, fundraising, development, general inquiries	president@ 1-877-441-3484
Edwin C. Egbert, CAO	Institutional Effectiveness	Accreditation, self-assessment and institutional performance, publications, strategic planning	chiefacademicofficer@ 1-877-441-3484
Edwin C. Egbert	Chief Academic Officer (CAO)	All academic affairs including academic programs, course schedules, and oversight of faculty	chiefacademicofficer@ 1-877-441-3484
Carol B. Harris	Chief Financial Officer (CFO)	Institutional budgeting, marketing, advertising, tuition payments	admin@ 1-877-441-3484
C. Richard Wells	Chancellor	Advisory Council and Public Relations	chancellor@ 1-877-441-3484

⁴ All email addresses end in @jwc.edu

DIRECTORY

STAFF

Person	Position	Related Inquiries	Email/Phone
Megan R. Ferguson	Director of Learning Resources	Library and learning resources	library@
Carol B. Harris	Director of Business Affairs	President meetings and scheduling; website, IT, payroll, audits, database	admin@ 1-877-441-3484
Rebecca E. Pontious	Director of Admissions & Student Services	Prospective students, admissions, recruiting, public relations.	admissions@ 619-417-8461
Michelle C. Porter	Coordinator of Learning Resources	Library organization and learning resources	library@
Pamela S. Rider	Registrar	Degree programs/ course set-up in Populi, student records, course registrations, academic calendars, transcripts, graduation	registrar@ 1-877-441-3484

DIRECTORY

FACULTY⁵

Person	Position	Academic Program	Email/Phone
Stephen F. Branch	Adjunct Professor of Music	Humanities (Music)	sbranch@
Debra A.S. Burton	Adjunct Professor of History	General Studies, Humanities	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@
Edwin C. Egbert	Adjunct Professor of Christian Studies	Christian Studies	eegbert@
William Lyle Harris	Adjunct Professor of Science	General Studies	lharris@
Ronald J. Lewis	Adjunct Professor of Christian Studies	Christian Studies	rlewis@ 605-342-0317
Justin D. McGeary	Assistant Professor of Christian Studies	Christian Studies	jmcgeary@
Matthew D. Minnick	Adjunct Professor of Science	General Studies	mminnick@
Tahiry Razafimanjato	Adjunct Professor of Leadership & Economics	General Studies	trazafimanjato@
Laura F. Sherwood	Associate Professor of Humanities	Humanities	lsherwood@
William D. Short	Adjunct Professor of Mathematics	General Studies	wshort@
Julie B. Stoll	Adjunct Professor of Humanities	Humanities	jstoll@
C. Richard Wells	Professor of Humanities	Humanities	chancellor@

⁵ Bold entries indicate Program Director.

DIRECTORY

ADMINISTRATION AND FULL-TIME FACULTY PROFILES

Ronald J. Lewis

Position(s)

President

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. 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, Minnesota, and South Dakota.

He and his wife, Sandi, have four (4) adult children and eight (8) grandchildren.

DIRECTORY

C. Richard Wells

Position(s)

Chancellor
JWC Founding 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, Dr. Wells served 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 seven (7) grandchildren.

DIRECTORY

Edwin C. Egbert

Position(s)

Chief Academic Officer



Education

B.S., Computer Science, United States Air Force Academy, Colorado Springs, CO

M.A., Business Administration, emphasis in Information Technology, University of Northern Colorado

Biography

Professor Egbert grew up in Wisconsin, the youngest son of a pastor. During his freshman year the United States Air Force Academy, he accepted Jesus Christ as his Lord and Savior, and was discipled by the Navigator ministry on campus.

He served on active duty in the US Air Force at Ellsworth Air Force Base in South Dakota as a Missile Launch officer until 1975. After leaving the Air Force, Ed served as an Information Technology instructor at National American University in Rapid City for 28 years. He also held various positions such as project manager of Information Systems Development and IT program curriculum coordinator.

Ed left education in 2002 to take a position with Black Hills Corporation as a Senior Analyst/Programmer in the Information Technology department. He retired in 2016. Ed and his wife Susan have three grown children. Their youngest son, Joshua, graduated from John Witherspoon College in 2019. Ed and Susan are active in their local church, Parkview Evangelical Free Church, and have gone on several short-term missions trips to Mexico and Moldova.

Ed joined the JWC administrative staff in August 2019.

DIRECTORY

Justin D. McGeary

Position(s)

Director of the Christian Studies Program
Assistant Professor of Christian Studies



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

Professor 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.

DIRECTORY

Julie B. Stoll

Position(s)

Acting Director of the Humanities Program
Adjunct Professor of Humanities



Education:

BS, Baylor University

MS, Baylor University

MABS, Dallas Theological Seminary

Ph.D., Communication Arts and Sciences, University of Texas at Austin

Biography:

Julie Stoll comes to JWC from a winding journey through communication studies. Her Ph.D. degree is in an integrated field of communication, linguistics and medicine as she focused on analyzing discourse patterns in stroke patients. In second language acquisition, she researched discourse communities among immigrant English speakers and then to teaching English for academic purposes (EAP) to international graduate students (George Mason University). Throughout her years in academia (in the US, Korea, Saudi Arabia and South Africa) and during her years in church equipping and mobilization, as Director of Missions, her pervasive passion has been understanding various cultural perspectives within the development of a Christian worldview. Recent completion of a MABS has encouraged Julie to continue seeking ways to encourage students to love well those who think differently.

Julie moved to the Black Hills two years ago. Her husband, Koby, grew up here and now his 94-year-old mom needs help; it is a great blessing to serve and care for her. Originally an Army brat, Julie has moved many times in her life, fostering a love of travelling and meeting new people. Serving in the military and then Department of State, Koby and Julie spent most of the last 20 years in the Washington DC metro area raising their two children, Jean (28) and Jake (24). Her hobbies include photography and storytelling through literature, gestures and visual images. She also has a secret love of history and ancient artifacts.

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

Dr. Branch 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 forty (40) years. They enjoy hiking, the outdoors in general and planning their next get together with their grandchildren.

DIRECTORY

[Debra A.S. Burton](#)

Position(s)

Adjunct Professor of History



Education

A.A. Secondary Education, Lorain County Community College

B.A., History and 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

Dr. (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 K. Burton

Position(s)

Director of General Studies
Adjunct Professor of Mathematics



Education

A.S., Applied Mathematics, Grossmont College
B.S., Applied Mathematics, South Dakota State University
M.S., M.A., Applied Mathematical Studies, University of Adelaide, Australia
Ph.D. Candidate, University of Adelaide, Australia

Biography

Professor 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 Ph.D. 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.

DIRECTORY

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

Dr. Diaz 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.

DIRECTORY

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. 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 fine grained sedimentary rock that is high in organics “kerogen” and 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

DIRECTORY

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.

DIRECTORY

Tahiry Razafimanjato

Position(s)

Adjunct Professor of Economics



Education

Bachelor of Science in Mathematics (University of Antananarivo-MADAGASCAR)

Masters program in International Relations (CEDS- Paris-FRANCE)

CEDS: Center for Diplomatic and Strategy Studies - Advisory body of ECOSOC United Nations.

Master's degree in Statistics and Actuarial Sciences (IRIAF- University of Poitiers - FRANCE) *IRIAF: Industrial, Insurance and Financial Risk Institute*

Master of Science in Computer Sciences and Statistics (University of Antananarivo-MADAGASCAR)

MBA, Black Hills State University, Spearfish, SD (*AACSB Business School*)

Biography

Professor Razafimanjato is from Madagascar and he grew up its capital, Antananarivo. He attended the Jesuit Preparatory School, Saint Michel, before attending the University of Antananarivo where he graduated in Statistics and Computer Science.

He then moved to France to pursue a Master's degree in Actuarial Sciences. Once graduated, he worked for a french insurance company for seven years. He was placed in charge of actuarial studies and specifically the implementation of the new solvency system (*Solvency2*). While in France, Prof. Razafimanjato also completed a Master's degree in International Relations at the Center for Diplomatic and Strategic Studies in Paris.

In 2015, he moved to the United States to pursue an MBA at Black Hills State University in Spearfish. After graduation, he served as an adjunct professor of MIS at Black Hills State University. In January 2019, he joined the faculty of John Witherspoon College as an adjunct professor of economics.

DIRECTORY

Laura F. Sherwood

Position(s)

Associate Professor of Humanities



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 Laura 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, 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

DIRECTORY

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

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

Professor Short has more than 50 years of 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 before retiring to the Black Hills, he taught at Southeast Technical Institute in Sioux Falls, South Dakota.

Will and Joan, his wife of more than fifty (50) years have three (3) grandchildren. Joan has served as a volunteer at The Hospice of the Black Hills. Will and Joan are avid "sidecarists". They have traveled coast to coast and border to border on their BMW motorcycle/sidecar rig while attending BMW and sidecar rallies. Will served for 4 years as the President of the United Sidecar Association. They have also become interested in Black Hills history and hiking in the Hills. Will and Joan are active members of Parkview Evangelical Free Church in Rapid City.

DIRECTORY

STAFF PROFILES

Megan R. Ferguson

Position

Director of Learning Resources



Education

A.A.S. Library Technician, Western Dakota Technical Institute

B.S. Interdisciplinary Studies (Education, Business, History), Liberty University

Biography

Megan is the library director for Piedmont Valley Library in Piedmont, SD. She oversees a staff of one assistant director and 48 volunteers. Megan has an A.A.S. in Library Science from Western Dakota Tech (WDT) and a B.S. in Interdisciplinary Studies (History, Education, and Business) from Liberty University. She interned at the Phoebe Apperson Hearst Library in Lead, SD; at WDT; and at the State Historical Society, where she helped to digitize the newspaper collection as part of a Library of Congress initiative.

Megan is currently in her second year with the South Dakota State Library Institute, a four-year continuing education program accredited through the State Library and Northern State University. She has held her current directorship since April 2018 and is a member of the SDLA Legislative Committee. Megan currently resides in Piedmont, SD with her husband, Braden Ferguson, and their orange tabby.

DIRECTORY

Carol B. Harris

Position(s)

Chief Financial Officer

Director of Business Affairs



Education

A.S., National American University

Biography

A South Dakota native, Carol 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-four (34) 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 for local Home School groups. They both enjoy hiking, traveling with their daughter, and serving on mission trips.

DIRECTORY

Rebecca E. Pontious

Position(s)

Director of Admissions & Student Services



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.

DIRECTORY

Michelle C. Porter

Position

Coordinator of Learning Resources



Education

A.A.S. Library Technician, Western Dakota Technical Institute

Candidate, B.S. Ed. Library Science, University of Nebraska Omaha

Biography

Michelle was born in Belgium to a military family stationed at SHAPE. She grew up in the Rapid City area where she was home schooled K-12. Michelle earned an A.A.S. in Library Technician studies at Western Dakota Tech, where she was named Outstanding Graduate for her program. She is currently pursuing a B.S. Ed. in Library Science with a minor in Nonprofit Management.

Michelle came to JWC in 2016 as a summer volunteer to catalog library books. Since then, she has enjoyed the opportunity to help organize and streamline the library and its services.

DIRECTORY

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, the Philippines, then settling in Virginia. Pam has three (3) siblings. She attended Trevecca Nazarene College (now University) in Nashville, Tennessee, where she met Patrick, her husband of forty-two (42) 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 Christ 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 seven (7) years ago, when her husband took a staff position as Operations Manager 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 giving specific emphasis on its origin and production. Students of the course will learn about the historical origins, nature, and production of the First and Second Testaments and about various theories of bibliography. All of the basic “critical” fields of study – such as redaction, canonical, textual, and literary criticism – will be surveyed, along with the major literary groups within the Christian Bible.

CHR 111 The Old Testament Story

A systematic survey of the Old Testament from Genesis to Malachi. Emphasis is given to the authorship, introduction and background of each book to include its literary structure and setting. The thematic and historical significance of the various literary genres will be studied within the unfolding historical account of the people of God in the Old Testament.

CHR 112 The New Testament Story

A systematic survey of the New Testament from Matthew to Revelation. An emphasis is given to the authorship, introduction and background of each book to include its literary structure and setting. Special emphasis will focus on the life of Christ, the formation of the Church and the practical content of the Epistles and Revelation. The biblical events will be portrayed within their historical and cultural settings of the New Testament.

CHR 204 Biblical Backgrounds (Israel)

A survey of the history, literature, archaeology, geography, and culture of biblical times. This course is designed specifically as a *Study Tour* in conjunction with the John Witherspoon College Israel Tour. Course requirements presuppose full participation in the Tour, augmented by additional reading and writing assignments, together with assessments of learning outcomes. *Prerequisites: CHR 111 and CHR 112*

COURSE DESCRIPTIONS

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 304 or permission of the instructor

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.

COURSE DESCRIPTIONS

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

This course is a sweeping study of two thousand years of theology. The course will cover major debates and documents of the Church as well as significant theologians and pastors from the first seven ecumenical councils to the present day. Special emphasis is placed on the development of doctrine in the Christian faith, but we will also place these documents in context of larger events of church history. The course will trace particular theological themes from the early church to the present day, while also looking at issues that were specific to different eras. We will read important creeds and confessions along with portions of works from Athanasius, Augustine, Luther, Calvin, and others.

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.

COURSE DESCRIPTIONS

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

A survey of the Non-Pauline letters, namely, James, Jude, 1-2 Peter, 1-3 John, and Hebrews.

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.

CHR/HUM 498 Senior Thesis Project

Includes thesis research, presentation and defense. *(Required BAH Degree students; optional for BACS Degree students).*

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*

COURSE DESCRIPTIONS

who have not completed a cross-cultural *Basilea* (Kingdom) Mission must ensure that at least 40 hours of their *Imitatio Christi* service is cross-cultural.

CHR E-1 Christian Studies Elective I

(for BACS, BAH Degree students)

CHR E-2 Christian Studies Elective II

(for BACS Degree students)

CHR E-3 Christian Studies Elective III

(for BACS Degree students and as an option to a 3rd semester of a biblical language)

CHR E-4 Christian Studies Elective IV

(For BACS Degree students and as an option to a 4th semester of a biblical language)

COM 101 Oral Communication

An investigation of basic principles of speech communication and their application to intrapersonal, interpersonal, small group, and public communication.

Oral Communication is the first college course and assumes no previous speech training or experience. The course provides a practical interweaving of communication theory, principle and practice as it explores many of the communication situations the student encounters in his or her career, personal relationships and ministry. Intercultural considerations and ethical responsibility are integrated throughout the course.

ECO 201 Introduction to Economics

This is an introductory course that teaches the fundamentals of economics. It provides a solid foundation for economic analysis and thinking that can last throughout the entire education and subsequent professional careers. The principles of economics are addressed with the dispassion of science. Chapters include case studies illustrating how the principles of economics are applied. Topics include markets, supply and demand, international trade, microeconomics, macroeconomics, firm behavior, monetary system, unemployment, and finance.

ECO 301 Principles of Finance and Budgeting

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

COURSE DESCRIPTIONS

ENG 101 College Composition 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 APA 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/COM 111 Classical Rhetoric I

As a prerequisite for ENG/COM 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/COM 112 Classical 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 speeches orally. Rhetorical skills are reinforced through the analysis and imitation of great speeches from history.

COURSE DESCRIPTIONS

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 201 College Composition II

This is a continuation of the 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/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*).

COURSE DESCRIPTIONS

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).

GEN E1 General Elective I

(for BACS, BAH Degree students)

GEN E2 General Elective II

(for BACS, BAH Degree students)

GEN E3 General Elective III

(for BAH Degree students and as an option to the Senior Thesis for BACS Degree students only)

GEN E4 General Elective IV

(for BAH Degree Students)

GEN E5 General Elective V

(for BAH Degree students)

GRK 211 Greek I

An introduction to New Testament Greek letters and words. Koiné Greek (or “common Greek”) was a dominant language in the Mediterranean world and is the language of the New Testament and early church writers. Students of this class will learn the Greek alphabet and pronunciation, basic morphology of the Greek noun system, and the various functions of the most common vocabulary words used in the New Testament.

GRK 212 Greek II

An introduction to the New Testament (Koiné) Greek verbal system. Koiné Greek (or “common Greek”) was a dominant language in the Mediterranean world and is the language of the New Testament and early church writers. Students of this class will continue to build on their knowledge of Greek I and move on to learn the Greek verbal system, in particular indicative mood and participles. *Prerequisite:* GRK 211

COURSE DESCRIPTIONS

GRK 311 Greek III

An in-depth study of New Testament Greek syntax. *Prerequisite:* GRK 211 and 212 or equivalent.

GRK 312 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 311 Hebrew I

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

HBR 312 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 311

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 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 History 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.

COURSE DESCRIPTIONS

HIS 212 American History 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/POL 313 American Government

An introductory course designed to provide the student with an historical perspective of the American political system, an understanding of the mechanisms in place, and a clear pathway ahead for the preservation of our American government, according to the intents and purposes of our Founding Fathers.

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

HUM E1 Humanities Elective I

(BACS students choose two humanities electives courses between ART 316, ECO 201, HUM/POL 313, or PSY 101)

HUM E2 Humanities Elective II

(BACS students choose two humanities electives courses between ART 316, ECO 201, HUM/POL 313, or PSY 101)

LAT 211 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 work 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

COURSE DESCRIPTIONS

for a thousand years - in order to appreciate the role of Latin in the Christian tradition.

LAT 212 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 211

LAT 311 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 212

LAT 312 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 311

LDR 101 Leadership Foundations I: Spiritual Formation

This is the initial foundational leadership course of John Witherspoon College's leadership curriculum. It introduces students to principles of leadership and spiritual formation with special attention to personal spiritual development. The course emphasizes each Christian's responsibility to lead wherever God has placed him/her.

LDR 195 Physical Skill I (1)

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.

COURSE DESCRIPTIONS

LDR 196 Physical Skill II (2)

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)

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* (Kingdom) Mission (1)

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., with at least 40 hours of service. A position of service with a local church's cross-cultural ministry will satisfy this requirement if approved by the student's advisor and/or the Chief Academic Officer.

Students in a degree program will serve 40 hours. *Note:* 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

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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

This course explores the characteristics and practices of individuals, teams, and organizations that have resulted in crises and catastrophe. It will focus on leadership during planning, preparation, training, exercises, crises, post crisis recovery and transition by analyzing case studies of disasters such as the Apollo I fire, the loss of the shuttle Challenger, aircraft mishaps and other types of catastrophes. Students will begin to develop the leadership skills needed to prevent crises and to lead effectively when unavoidable crises occur. *Prerequisite:* LDR 101 and LDR 201 (or by permission of professor)

LDR 305 Team Building I (1)

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)

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)

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

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.

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LDR 320 Organizational Theory and Behavior

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.

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 Bachelor of Arts 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)

LDR 435 Human Resource Management

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

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organizations and situations. *Prerequisite:* LDR 101 and permission by professor.

LDR 448 Organizational Research and Planning

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.

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

Students will spend up to 80 hours shadowing leaders at different organizational levels and in different types of organizations to witness how different leaders approach the daily challenges of their organization. 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.

LDR 499 Senior Leadership Practicum

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.

MAT 100 Mathematical Thought for Liberal Arts

This course focuses on mathematical thought and principles - discoverable truths that validate Sacred Scripture. Christianity has been a major influence on the mathematical sciences, particularly in the 17th and 18th centuries. There is a widespread belief that Christianity and science, particularly mathematical science, were on opposing sides through this period. However, this oversimplifies the situation to such an extent that it gives a misleading impression of the development of the mathematical sciences through this important time. For example, four men who perhaps did as much as any to revolutionize the mathematical sciences in the 16th and 17th centuries, Copernicus, Kepler, Galileo, and Newton, were all deeply religious Christians who in many ways saw their scientific work as a religious undertaking. In this

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course we look at theories of the structure of the universe and how religion reacted to major advances in the mathematical sciences on this issue.

MAT 101 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 102 College Algebra I

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 History of Math

This course is designed to provide the liberal arts student with practical number theory, logical thinking, and mathematical skills to be quantitatively literate. 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 applications of mathematics and the tendency toward formalism. Emphasizes presentations and discussions and fulfills the Historical Perspective.

MAT 115 Advanced College Algebra

Topics include: Polynomial, rational, exponential, and logarithmic functions and their graphs; systems of equations, inequalities and complex numbers. This course is designed for science students intending to take calculus.

Prerequisite: Placement or MAT 102

MAT 120 Trigonometry

Trigonometric functions, identities and equations, triangle trigonometry, trigonometric inverses, graphing, advanced graphing, applications of sine and cosine, deriving addition formulas, polar coordinates. When paired with MAT 115, serves as a preparatory course for the calculus sequence.

Prerequisite: Placement or MAT 115

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MAT 123 Calculus I (4)

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 and MAT 120, or placement

MAT 125 Calculus II (4)

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 Intro to Statistics and Probability

An introductory course in statistics and probability designed to familiarize the student to this as observed and experienced in everyday life in newspapers, on TV and on the internet. Course topics will include data collection and analysis, through frequency distribution tables, graphs and the normal curve. In order to understand these topics we must define several measures of central tendency, standard deviation and basic probability. *Prerequisites:* Two credits of high school mathematics.

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.

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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.

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 with a focus on practical applications, critical thinking, and modern-day issues. A lab and field trips will be included. Course topics include: Basic physical and historical geology concepts; geodesy and coordinate systems; atoms, elements, and mineralogy; igneous rocks and intrusive activity; sedimentary rocks and sedimentation; metamorphism and metamorphic rocks; age dating – geologic time; reading and making geologic maps; origins creation and evolution; basic concepts in geophysics; basic concepts in climate change theory; resources and mining; energy mix – baseload and renewables; oil and gas exploration, production and storage; fracking and induced seismicity; and geothermal energy exploration and uses.

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. A lab will be included.

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Extended course description: The purpose of this course is to provide an overview of the molecular and cellular biology of human life. Special emphasis will be given to how the genetic blueprint is read and translated into the structural and functional body systems that make up the whole person. Classic experiments and specific disease conditions will be used to illustrate points of the course. Students will utilize contemporary texts to discuss how the life sciences reveal the elegant mastery of God.

The lab section will cover basic techniques in molecular biology, namely, DNA extraction/amplification/analysis, and recombinant methods to translate gene products. The overall goal is to give students experience in a longitudinal project with multiple steps utilizing the scientific method.

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