

John Witherspoon College  
General Catalog  
2023-2024



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

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*John Witherspoon College General Catalogue: 2023-2024*

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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 (JWC). 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) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; email: [info@tracs.org](mailto:info@tracs.org)], having been awarded Reaffirmation I of its Accredited Status as a Category II institution by the TRACS Accreditation Commission on October 26, 2021. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education (ED), 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

# ACADEMIC CALENDAR

## FALL SEMESTER 2023

### August

- 9 Fall Admissions Applications Due
- 17 Fall Registrations Due
- 18 New-Student Orientation (Mandatory)
- 21 Regular Semester Classes Begin

### September

- 4 Labor Day Holiday (No Classes; Offices Closed)
- 7 Fall Convocation
- 7 Deadline to Add or Drop a Class without Fee
- 14 Third Thursday Chapel & Fellowship

### October

- 5-9 Fall Break (No Classes; Offices Closed)
- 12 Midterm Academic Progress Reports Due
- 19 Third Thursday Chapel & Fellowship

### November

- 6-9 Thank-A-Thon
- 11 Veteran's Day Holiday (No Classes; Offices Closed)
- 13-19 Registration for Winter Term/Spring Semester
- 16 Third Thursday Chapel & Thanksgiving Luncheon
- 22-24 Thanksgiving Holiday (No Classes; Offices Closed)

### December

- 11-14 Final Examinations
- 19 Final Grades Due
- 15 Beginning of Christmas Break

### December 15, 2023-January 1, 2024

- Christmas and New Year Holidays (No Classes; Offices Closed)

ACADEMIC CALENDAR  
ACADEMIC CALENDAR  
SPRING SEMESTER 2024

January

- 2 Spring Admissions Applications Due
- 4 Spring Registrations Due
- 8 Regular Semester Classes Begin
- 15 Martin Luther King, Jr. Day Holiday (No Classes; Offices Closed)
- 18 Third Thursday Chapel & Fellowship
- 18 Deadline to Add or Drop a Class without Fee

February

- 15 Third Thursday Chapel & Chili Cook Off
- 19 President's Day Holiday (No Classes; Offices Closed)

March

- 6 Midterm Academic Progress Reports Due
- 11-15 Spring Break (No Classes; Offices Closed)
- 21 Third Thursday Chapel & Fellowship
- 28-29 Holy Week Holidays (No Classes; Offices Closed)

April

- 1 Easter Monday (No Classes; Offices Closed)
- 9-12 Registration for Summer Term/Fall Semester
- 19 Third Thursday Chapel & Fellowship

May

- 6-9 Final Examinations
- 9 Final Grades Due for Graduates
- 10 Graduation
- 14 Final Grades Due

SUMMER TERM 2023

May

- 13-24 Summer Term Module Course
- 24-27 Memorial Day Holiday (Offices Closed)

## PRESIDENT'S INTRODUCTION

### PRESIDENT'S INTRODUCTION



**“Blessed is the one who finds wisdom, and the one who gets understanding, for the gain from her is better than gain from silver and her profit better than gold!” - Proverbs 3:13-14 ESV**

Welcome to John Witherspoon College! I want to thank you for your interest in our college and hope that our vision and opportunities will be revealed as you look at our programs and offerings. John Witherspoon College is characterized by our three guiding goals of *Christ-centered learning*, *Christ-centered living*, and *Christ-centered leading*, and at John Witherspoon College, we don't look at these goals as mere platitudes, but as integral aspects of cultivating a quality education.

John Witherspoon College is unapologetically Christian, and this demands integrity and academic rigor. The goal of John Witherspoon College is not simply to introduce our students to facts and skills learned by rote processes, but to ensure our students are able to analyze information and apply it with excellence, wisdom, and Christian faithfulness to all aspects of their life.

Our College is named after John Witherspoon, the only active clergyman to sign the Declaration of Independence. Witherspoon was also the sixth president of the College of New Jersey, which we today know as Princeton University. In other words, John Witherspoon was a man devoted to serving his God, focused on improving education, and instrumental in leading his country. Similarly, at John Witherspoon College, we strive to learn, live, and lead in a manner that reflects our Lord Jesus Christ. We welcome you as you join in this pursuit of wisdom and understanding more precious than gold.

A handwritten signature in black ink, appearing to read "John T. Swann". The signature is fluid and cursive, written over a thin horizontal line.

John T. Swann, Ph.D.  
President,

John

Witherspoon

College

## A BRIEF HISTORY OF JWC

# A BRIEF HISTORY OF JOHN WITHERSPOON COLLEGE

John Witherspoon College traces its roots to July 18, 2004, when the congregation of South Canyon Baptist Church voted to establish Black Hills Biblical Institute (BHBI). The vote was the result of many prayers—prayers that someday God would raise up a Christ-centered college in the Black Hills. By God’s grace, JWC is an answer to those prayers.

In 2008, BHBI trustees voted to pursue establishing a degree-granting Christian college, to be known as “John Witherspoon College.” After working with South Dakota legislators to change a law that unintentionally made it impossible to start a new college in the state, JWC moved one step closer to opening. The new law, signed by Gov. Mike Rounds on March 11, 2009, required new colleges to secure an affiliation agreement with an accredited institution. Administrators of New Saint Andrews College in Moscow, Idaho agreed to serve as the affiliated college so JWC could begin operating.

After purchasing its first campus building on Range Road and opening an annex at Christ Church, JWC opened its doors for Fall semester 2012 under the leadership of Dr. C. Richard Wells. It conferred its first degree, an Associate of Christian Leadership, on Scott D. Wiggins on May 9, 2014. It achieved Candidate-level accreditation through the Transnational Association of Christian Colleges and Schools (TRACS) in 2015 and full accreditation in April 2017. A month later, JWC conferred its first Bachelor of Arts degree (in Christian Studies) on David Greff.

In November 2018, the college sold its inaugural campus, closed its annex, and began renting space at Real Life Church on Sheridan Lake Road. This was the first time that all personnel, classrooms, and library holdings were co-located. JWC supporters are praying for an endowment to fund procurement of a permanent campus.

In January 2019, Dr. Ron Lewis assumed the presidency of the college and in October the South Dakota Board of Regents approved an affiliation agreement that facilitates the transfer of JWC credits to state schools. In October 2021 TRACS granted JWC a 10-year renewal of its accreditation - a major milestone in the history of the college.

On September 8, 2022, Dr. John Swann became the third president of JWC. President Swann is working to grow the college and move to a permanent campus while encouraging students to follow God’s call to Christ-centered learning, living, and leading.

We praise God for His work through John Witherspoon College to provide Christ-centered classical education for service to the church and the world.



## A BRIEF HISTORY OF JWC

# OUR NAMESAKE: JOHN WITHERSPOON (1723-1794)

## Equipped the Revolutionary Generation

John Witherspoon College is proud to bear the name of the man President John Adams called “as high a Son of Liberty, as any Man in America.” This remarkable scholar-pastor-professor-college president-statesman-patriot played a major role in establishing America as a new “City on a Hill.” As president of the College of New Jersey, (today’s Princeton University), Witherspoon shaped the lives of myriad students, including 12 future members of the Continental Congress, 12 governors, 10 cabinet officers, 37 judges (three of whom served on the Supreme Court), 39 congressmen, 21 senators, a vice president, and the “Father of the Constitution,” President James Madison.

John Witherspoon was born in Scotland in 1723. He followed in his father’s footsteps and became a Presbyterian minister. He pastored two churches in Scotland over a 23-year period, married, and fathered 10 children, five of whom lived to adulthood. In 1768, the 45-year-old Witherspoon and his family made the perilous journey across the Atlantic Ocean to the American colonies where Witherspoon commenced his 26-year tenure as college president. Witherspoon inspired his students to grow in their Christian faith and to strive to become leaders in their professions and public life—goals JWC aspires to instill in its students today through Christ-Centered learning, living, and leading. Witherspoon modeled what he taught. In addition to teaching at the college and preaching throughout the colonies, Witherspoon served in the Second Continental Congress. He was the only active pastor and college president to sign the Declaration of Independence. The ensuing Revolutionary War cost him the life of his son, James, but Witherspoon continued to actively support the birth of the new nation. He helped draft the Articles of Confederation and later advocated for ratification of the U.S. Constitution.

JWC strives to mirror the courage, faith, and vision of John Witherspoon who reminded his fellow citizens on the eve of the Revolution: “If your cause is just, if your principles are pure, if your conduct is prudent you need not fear the multitude of opposing hosts. If your cause is just you may look with confidence to the Lord and entreat Him to plead it as your own.”

## THE COLLEGE SEAL



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

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

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

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

## FOUNDATIONAL STANDARDS

### STATEMENT OF FAITH

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

#### 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.

#### Jesus Christ

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

#### Holy Spirit

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

#### 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.

#### 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.

#### 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

## FOUNDATIONAL STANDARDS

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

God, in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment and the righteous into glorification and 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, classical methodology 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

### Purposeful Curriculum Design

Students at JWC build knowledge systematically on a solid foundation that ensures a comprehensive and robust base for advanced learning. It is our conviction that some courses are more essential than others, and that there is an effective ordering and logic to the process of effective learning, bringing students from basis, to analysis, to synthesis.

### 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.

## FOUNDATIONAL STANDARDS

### 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.

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.

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

## CORE VALUES AND STANDARDS

### Bible-Anchored

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

### Christ-Centered Learning

As a “Christ-centered” education, 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 both through their disciplinary studies and through Scriptural devotion. 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, the 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 – whether through vocational ministry or as expressed in any other occupation or field – is the calling of every follower of Christ, and that preparation for leadership calls for commitment to that calling, cultural sensitivity, doctrinal integrity, blameless moral conduct, disciplined study, and diligent work.

## FOUNDATIONAL STANDARDS

### 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 responsibilities and obligations, and to 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.

#### ACADEMIC INTEGRITY

##### Students

John Witherspoon College expects high standards of integrity from all students. By enrolling 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 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 College 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.*

A pattern of academic dishonesty by students is grounds for disciplinary action by the instructor and the Chief Academic Officer and could lead to dismissal from the College.

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

## FOUNDATIONAL 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.

## FOUNDATIONAL STANDARDS

### DOCTRINAL INTEGRITY

#### Board, Faculty, and Staff Affirmations

Each member of the Board of Trustees, the faculty, and the staff shall affirm his/her adherence to the Statement of Faith of John Witherspoon College 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.

#### Edifying Environments

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 (Gal. 6:1-2, 1 Thess. 5:11-15, et al.). Harassment in any form will not be tolerated. Victims of harassment should consult appropriate handbooks for reporting guidelines. Similarly, faculty or staff observing any acts of harassment should report incidents immediately. Guidelines on what constitutes sexual harassment are available at:

[https://www.eeoc.gov/laws/types/sexual\\_harassment.cfm](https://www.eeoc.gov/laws/types/sexual_harassment.cfm).

#### Dress, Grooming, and Facilities

Clothing must not contain language or symbols that are racist, mean-spirited, bigoted, or sexually suggestive. Appropriate standards of cleanliness and modesty should be maintained at all school activities. Further, dress and grooming standards should be consistent with their biological sex.

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.

#### 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. Married faculty, staff, administrators, and students are not to engage in any adulterous relationships or activities. The college will not employ persons or admit students who are married to more than one person or to an individual of the same biological sex and will take steps to dismiss those who enter, or plan to enter, into a same-sex marriage.

#### Use of Alcohol

As in all things, all staff, faculty, and students (21 and older) of JWC are expected to follow scriptural teaching regarding the use of alcohol. They are expected to obey scriptural injunctions (Rom. 13:13, 1 Cor. 5:11, 6:10 and Eph. 5:18, etc.) against drunkenness.

While Scripture does not forbid consumption of alcohol, 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 in moderation, it does prohibit any consumption in the presence of students or individuals who are known to be offended by the practice. Additionally, alcohol should never be brought on campus or consumed at any official JWC function (including student activities).

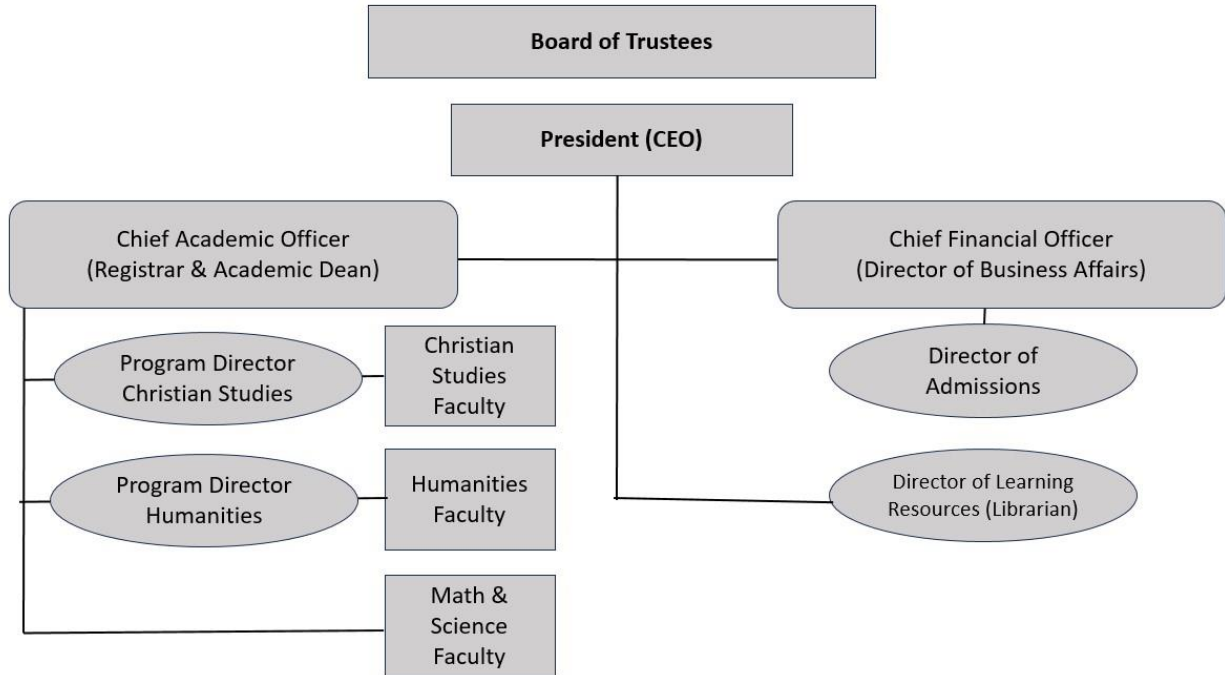


## FOUNDATIONAL STANDARDS

### 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 (cf. 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.

## INSTITUTIONAL ORGANIZATION



### Institutional Leadership

President	John T. Swann, Ph.D.
Chief Academic Officer	Nathan Hoefler
Chief Financial Officer	Carol Harris
Director of Christian Studies	Justin McGearry
Director of Humanities	Julie Stoll, Ph.D.
Director of Admissions	Sarah Schultz
Librarian	Megan Ferguson

## 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 in the 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, social sciences, music, and the arts. All application forms and evaluations may be found on the College's website.

Admission to John Witherspoon College is determined by the Admissions Committee. The Committee reviews and evaluates each application holistically, 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 diligent effort.

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.

### 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 for special program students must be approved by the administration.

#### Character

As a Christian institution, JWC admits applicants of good character and Christian witness. 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.

## ADMISSIONS

### FRESHMAN ADMISSION REQUIREMENTS

#### Academic Requirements

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

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

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

The Core GPA is computed by John Witherspoon College based on the student's performance in a pre-selected 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 (students may also present one unit 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(s), academic work completed, personal recommendations, extracurricular activities, and demonstrated leadership. Students will attain unconditional admission upon completing their first academic year with a GPA of 2.0 or higher.

#### Personal Requirements

In addition to the College's academic requirements, prospective students should provide both a Pastoral Evaluation and an Academic Evaluation from their school principal, counselor, or other academic representative.

## ADMISSIONS

Each applicant must 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?
- 6 What goals do you have for the next ten (10) years, and how do they demonstrate Christ-centered living and leadership?

### Summary of Freshman Application Requirements

- 1 Completed Online Application Form
- 2 Senior Year Course Plan (if applicable)
- 3 Official ACT/SAT/CLT scores (For applicants aged 21 and under; applicants 22 years or older are not required to produce their test scores.)
- 4 Personal Essay
- 5 Pastoral and Academic Evaluations
- 6 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 Online Application Form
- 2 Personal Essay
- 3 Official transcript from all colleges/universities attended.<sup>1</sup>Pastoral and Academic Evaluations

## ADDITIONAL DOCUMENTS REQUIRED FOR ADMISSION

### Immunization Record

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 normally may remain on Provisional status for only one semester and a subsequent short term (if applicable). It is the student’s responsibility to submit all materials needed to complete the admissions process. A

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<sup>1</sup> High school transcripts are required for Freshmen Transfers.

## ADMISSIONS

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 Students (Part-time, Visiting, etc.)

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 with preference given to full-time, degree-seeking students. Students must meet all requirements for admission to change from Non-Degree Seeking to Degree Seeking status. Note that course prerequisites may prevent non-degree students from taking certain courses without special approval from the instructor.

## STUDENT COMMITMENT TO SERVICE

John Witherspoon College is committed to both fostering servant-leadership and remaining affordable. One feature of the college designed to address both concerns is the expectation of student service towards the college outside of their academic studies.

Each full-time student at John Witherspoon college is expected to provide four hours of service per week of the Fall and Spring academic semesters to JWC. Students will be assigned operational tasks for the college commensurate with their skills and abilities that will allow them to personally invest in the college to maintain low costs and learn practical business skills for future employment. are expected to complete their student service towards the college as a reflection of the servant-leadership and practical experience that JWC seeks to foster. All full-time students are expected to fulfill this requirement; any students needing an exception to this requirement must make arrangements and receive approval from the president of the college.

## SPECIAL PROGRAMS

### Partner Institutions

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

### Reduced Tuition Programs

Students may complete a maximum of twenty-four (24) semester hours through the College’s reduced tuition programs, including Dual Enrollment, Early Admission, or Concurrent Courses.

### 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

## ADMISSIONS

- 2 A minimum ACT composite score of 22, or SAT 1020 (combined Critical Reading and Math scores), or CLT score of 72
- 3 Written endorsements from student's parents and a high school counselor
- 4 An online application on file with the Office of Admissions
- 5 All other freshman requirements for admission
- 6 An interview with the Admissions Committee

## APPLICATION DEADLINES

- August 9, 2023 for admission to the Fall semester.
- January 2, 2024 for admission to the Spring semester.

## ACADEMICS

### ACADEMICS

John Witherspoon College offers programs in Christian Studies and in Humanities. Each program offers three degrees of study: an Associate of Arts degree, a Bachelor of Arts degree, and a Diploma.

#### DEGREES OF STUDY

The Associate of Arts degree is a sixty-six credit hour course of study designed to establish the fundamentals of a liberal arts education and the foundations of their program area of study. The Associate degree can be completed in two years of study.

The Bachelor of Arts degree is a 120 credit hour course of study that provides a more comprehensive base of knowledge and concentrated studies in the program area. The Bachelor degree equips students for leadership in society or future graduate studies and is designed to be completed in four years.

The Diploma program offers focused education in a specialized concentration to provide specific knowledge for service in the church and community. The diploma is a thirty-six credit hour course of study that could be completed in one year.

#### JOHN WITHERSPOON COLLEGE CORE CURRICULUM

All Associate and Bachelor students are required to complete JWC's core coursework. This coursework is designed to ensure a broad understanding of the humanities and base for further critical study.

JWC's core curriculum for all non-diploma students consists of fifteen courses:

- BIB 111 – Old Testament Survey
- BIB 112 – New Testament Survey
- COM 111 - Rhetoric I: Principles & Foundations
- COM112 – Rhetoric II: Oral Communications
- ENG 101 – College Composition I
- ENG 121 – Ancient Literature
- ENG 201 – College Composition II
- ENG 221 – Renaissance & Baroque Literature
- HIS 111 – The Ancient World
- HIS 112 – The Medieval World to the Renaissance
- LDR 101 - Leadership Foundations I: Personal Development
- MAT 102 – College Algebra I [*or higher level mathematics course*]
- PHL 101 - Introduction to Philosophy
- SCI 111 – Physical Science (*with Lab*)
- SCI 112 - Life Science (*with Lab*)



## ACADEMICS

Additionally, all Bachelor students have five additional core courses:

CHR/HUM 498 – Senior Thesis

CHR/HUM 499 – Student Internship

LDR 200 – Cross-Cultural Ministry

Two Additional Language Courses beyond the Program Core

## 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.

The Christian Studies program adds six courses to the JWC Core Curriculum as a program core:<sup>2</sup>

BIB 101 – Origin of the Bible  
BIB 201 – Biblical Interpretation  
THE 231 - Systematic Theology I  
THE 232 - Systematic Theology II  
GRK 211 – Greek I  
GRK 212 – Greek II

### 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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<sup>2</sup>New program core for all Christian Studies Students

## ACADEMICS

### ASSOCIATE OF ARTS IN CHRISTIAN STUDIES

The program of study leading to the Associate of Arts (A. A.) Degree in Christian Studies is designed to prepare students for leadership in the church and the world by way of basic 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 Requirements (66+ Credits)

The Associate of Arts degree consists of all of the courses within the associate's JWC Core curriculum (47 credit hours) and the courses forming the Christian Studies program core (18 credit hours). Students will complete their sixty-six credit hour requirement for the A. A. with their choice of elective.

### BACHELOR OF ARTS IN CHRISTIAN STUDIES

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

#### Bachelor of Arts in Christian Studies Program Requirements (120 Credits)

The Bachelor of Arts degree consists of all of the courses within the full JWC Core curriculum (60 credit hours) and the Christian Studies program core (18 credit hours). Additionally, each student must complete 9 courses (27 credit hours) in upper-level coursework from a combination of BIB, MIN, and THE subject-area courses. This upper-level coursework must include at least 3 courses (9 hours) from two distinct subject areas to ensure a diverse understanding of Christian Studies. The remaining required 15 credit hours for the B. A. may be completed as electives.

### DIPLOMA IN CHRISTIAN MINISTRY

The Diploma in Christian Ministry program is designed primarily for students who may have entered vocational ministry in later years, laypersons seeking formal training to equip them for local church ministry, and others desiring Bible, theology, and ministry training.

While the Diploma program is intended primarily as vocational training for local church ministry, the coursework is designed to accommodate potential transfer into a baccalaureate program.

#### Diploma in Christian Ministry Program Requirements (36 Credits)

The Diploma in Christian Ministry consists of six designated courses (18 credit hours) forming a core for diploma studies, and six upper-level courses (18 credit hours) from a combination of BIB, MIN, and THE subject-area courses. This upper-level coursework must include at least 3 courses (9 hours) from two distinct subject areas..

The core courses for a Christian Studies diploma are:

- BIB 101 – Origin of the Bible
- BIB 111 – Old Testament Survey
- BIB 112 – New Testament Survey
- BIB 201 - Biblical Hermeneutics
- THE 231 - Systematic Theology I
- THE 232 – Systematic Theology II

## ACADEMICS

### 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.

The Humanities program adds six courses to the JWC Core Curriculum as a program core:<sup>3</sup>

ENG 122 – Medieval Literature  
ENG 222 – The Novel  
HIS 211 – American History I  
HIS 212 – American History II  
LAT 211 – Latin I\*  
LAT 212 – Latin II\*

*\* Other Languages May be Substituted for LAT 211/212 with Permission from the Humanities Program Director \**

#### Humanities Program Objectives

The purpose of the Humanities program 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 a global worldview.
- 4 Demonstrate a love of what is true, good, and beautiful within all the Humanities.
- 5 Develop a goal-driven vision of an informed, Spirit-controlled life.

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<sup>3</sup>New Program Core for Humanities.

## ACADEMICS

## ACADEMICS

### ASSOCIATE OF ARTS IN HUMANITIES

The program of study leading to the Associate of Arts (A. A.) Degree in Humanities is designed to prepare students for leadership in the church and the world by way of basic 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 Requirements (66+ Credits)

The Associate of Arts degree consists of all of the courses within the associate's JWC Core curriculum (47 credit hours) and the courses forming the Humanities program core (18 credit hours). Students will complete their sixty-six credit hour requirement for the A. A. with their choice of elective.

### BACHELOR OF ARTS IN HUMANITIES

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

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#### Bachelor of Arts in Humanities Program Requirements (120 Credits)

The Bachelor of Arts degree consists of all of the courses within the full JWC Core curriculum (60 credit hours) and the Humanities program core (18 credit hours). Additionally, each student must complete 9 courses (27 credit hours) in upper-level coursework from a combination of BIB, ENG, HIS, PHL, or THE subject-area courses. This upper-level coursework must include at least 3 courses (9 hours) from two distinct subject areas to ensure a diverse understanding of the Humanities. The remaining required 15 credit hours for the B. A. may be completed as electives.

### DIPLOMA (DIP.) IN HUMANITIES

The Diploma in Humanities program is designed primarily for students who may be entering a second career in a humanities related field or others desiring concentrated training in specific areas of the humanities.

While the Diploma program is intended primarily for specialized training in an area of the humanities, the coursework is designed to accommodate potential transfer into a baccalaureate program.

#### The Diploma in Humanities Program Requirements (36 Credits)

The Diploma in Humanities consists of six designated courses (18 credit hours) forming a core for diploma studies, and six upper-level courses (18 credit hours) from a combination of BIB, ENG (*Note: ENG includes both Composition and Literature courses*), HIS, PHL, and THE subject-area courses. This upper-level coursework must include at least 2 courses (6 hours) from two distinct subject areas.

The core courses for a Humanities diploma are:

COM 111 – Classical Rhetoric I

ENG 121 - Ancient Literature

ENG 221 – Renaissance and Baroque Literature

HIS 111 – The Ancient World

HIS 112 – The Medieval World to the Renaissance

PHL 101 – Introduction to Philosophy

## ACADEMIC POLICIES

# ACADEMIC POLICIES

## DISTANCE EDUCATION

John Witherspoon College is firmly committed to a model of classical and Christian education that values real-time student-professor interaction. Teaching and learning at John Witherspoon are inextricably linked to close faculty-student relationships, local Christian culture, and the Rapid City community. Therefore, 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. JWC offers courses in different formats, from hour-long classes to block classes, with expectations for significant study outside of class meetings. Most JWC courses follow a two-day per week format with 75 minute class periods.

## 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 and 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.

## ACADEMIC POLICIES

### 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 any of the academic degrees offered 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 should plan to meet with their degree program advisor who will assist them in completing their course registration. The advisor will also be able to keep the student on track with their degree program requirements as much as possible.

Final registration is not complete until the students have met with their advisors for help with academic planning and their tuition is paid or a payment plan has been established. A student will not be permitted to attend class(es) without full payment of their tuition or approval of their payment plan 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.



## ACADEMIC POLICIES

### 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 only be readmitted if approved by the Admissions Committee. The student may be denied admission, readmitted with conditions, or readmitted under their prior academic standing at John Witherspoon College based on the Admissions Committee's decision.

### 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 permission from their academic advisor or the Chief Academic Officer. The academic advisor's signature on the student's course registration form will serve as permission for the additional credit hours.

#### 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 or their direct dependents (faculty/staff/spouses/children) 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. 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 POLICIES

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

While the student is on Academic Probation:

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

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. Any of the courses that are required for degree program completion must be re-taken in full if the student received a grade of F, or if the student wants to replace a D grade with a grade of C or higher. *(Note: As with all replacement grades, the original D or F grade will continue to be recorded on the student's permanent academic transcript but not calculated in the student's GPA).*

## ACADEMIC POLICIES

### Academic Integrity

Please refer to the John Witherspoon College “Statement of Integrity” located under “Standards of Conduct” on page 10.

### 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 full application process that prospective new students complete. For more information on 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 definitively 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 performance.
- **F (69 and below)** - For failure.
- **A, B, C, and D** are passing grades; **F** is failure.

### Other Grade Reports:

- **N** - For audited courses.
- **I** - For incomplete work (when pre-approved by professor and/or registrar)<sup>4</sup>.
- **IP (In Progress)** - Interim grade for courses currently in progress extending into the following semester.
- **P** - For a passing grade in a Pass/Fail course.
- **FF** - For a failing grade in a Pass/Fail course.
- **W** - For withdrawal from a course either before or after course drop deadline<sup>5</sup>.
- **X** – Temporary grade indicating no grade has yet been reported.

### Quality Points

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

- **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, W** - 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.

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<sup>4</sup> 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.

<sup>5</sup> Withdrawal may be granted by the Registrar if the student meets conditions as stated above under “Dropping Classes.”

## ACADEMIC POLICIES

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

### Academic Good Standing

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

### Service Fulfillment

While not an academic standard, part of student performance at John Witherspoon College is the fulfillment of their Student Service hours for the school. Students refusing to fulfill their expected service without receiving an exception or approval may result in a probationary enrollment status or other disciplinary measures.

## GRADUATION

### Graduation Requirements

Students may be graduated under the course requirements specified in the *General Catalog* of the year of admission or those at the time of their application for graduation. If five (5) years have elapsed since a student’s latest enrollment in John Witherspoon College, he/she may elect to be graduated either under the course requirements of the *Catalog* 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	<i>Cum Laude</i>
● 3.67-3.83	<i>Magna Cum Laude</i>
● 3.84 and above	<i>Summa Cum Laude</i>

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 have 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.”

## ACADEMIC POLICIES

### LIBRARY AND LEARNING RESOURCES

The mission of the John Witherspoon College Library (JWCL) is to support course objectives and student academic needs by providing physical resources (educational items/books, study space and lounge) and technology. This is accomplished by curating a collection that is up-to-date and relevant to curricula. For further student support, in-class presentations, lunch-and-learn workshops, and individual instruction in research are offered. JWCL also provides a variety of databases through a partnership with the South Dakota State Library (SDSL).

#### Facilities

The JWC Library has a computer with internet access and a printer/copier/scanner for student use. The cost for copied or printed pages is \$0.10/page. Faculty members may use JWC copiers and printers at no charge for work relating to the JWC courses. For all other uses faculty are expected to pay the \$0.10/page fee to the business office.

The Library has over 6,000 volumes with especially strong collections in theology and biblical studies. Catalogued holdings are visible from the “library” tab in *Populi* (<https://jwc.populiweb.com/library/catalog/index.php>).

Library staff can also provide assistance finding resources not yet cataloged. Email the Director of Learning Resources ([library@jwc.edu](mailto:library@jwc.edu)) to schedule a visit with Library staff.

#### Access

Library hours are consistent with John Witherspoon College’s regular office hours (currently 8:00 a.m. to 4:00 p.m. Monday–Thursday). The Director of Learning Resources (DLR) ([library@jwc.edu](mailto:library@jwc.edu)) or course instructors can make arrangements for Library use at other times as well.

#### Policies

Students may have no more than seven (7) resources checked-out at one time.

Students can self-check-out Library materials through a guest Admin account on Populi. Populi automatically limits student check-outs. If more than seven (7) items are needed, students should email the DLR. Resources may be checked out for fourteen (14) days, then renewed for seven (7) days. Patrons can self-renew items via the guest Admin account, or e-mail the DLR. If items are needed beyond the seven (7) day renewal, students can use the guest Admin account to check the items in, then immediately check them back out again. As always, they can email the DLR for assistance.

The fine for late returns is \$0.25 per resource per day. Fines can be avoided by renewing the loan (as described above). Fines may only be reduced or canceled by the DLR on a case-by-case basis. Unpaid fines may result in a hold on the student’s final grades, transcript, or graduation diploma. There is a two-day grace period after the due date. After the grace period, late fees are \$0.25 per day, per item, with a maximum fine of \$8.00 per item. Items are considered lost 30 days after the grace period ends. The late fees and fines will be waived on lost items, but the borrowing patron is liable to provide the item’s replacement price (as recorded in Populi) so the Library can purchase a replacement copy. The college expects students to use the library’s physical and virtual resources according to principles of Christian stewardship.

Faculty may check out an unlimited number of books for periods of 90 days (no renewals). All Library materials must be returned at the end of the Academic year for inventory purposes. They can be signed out again for the summer when inventory is completed. Faculty wishing to place books or materials on reserve for students should contact the DLR to make arrangements. Faculty may request that the DLR place certain Library resources on reserve by designating them for “In Building Use” only.

## 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/LIB/ERD/complete.aspx>. See the “links” tab on the library page for more information or contact [library@jwc.edu](mailto:library@jwc.edu).

### Bookstore

John Witherspoon College does not operate a bookstore. Faculty and 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. <https://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: \$7,200 Annually**

Tuition can be paid in full in advance of classes, or students may enroll in JWC's payment plan (\$600 per Month). In the payment plan, 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 15<sup>th</sup> 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 15<sup>th</sup> 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 or direct dependents may take courses for credit at one-half the tuition price.
- **Special Programs Tuition:** \$75 per credit hour (Dual Enrollment; Early Admission)
- **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:**

#### **Regular Semesters**

- 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.

## FINANCIAL POLICIES

- **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:** \$0.25 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 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 or withdrawing from 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 or 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 (i.e. Dual Enrollment, Early Admission).



## 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, limestone 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 Monument Arena, 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](http://www.fs.usda.gov/wps) or [www.rcgov.org](http://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

### Campus

The campus of John Witherspoon College is located at 640 East Saint Patrick Street in Rapid City, South Dakota. The campus is contained in one building, which houses all of the offices, classrooms, and other operational and communal areas.

### Parking

The campus has ample on-site parking available. JWC students are not required to register their vehicles on campus.

### Student Housing

John Witherspoon College encourages students to become members of the wider local community by living with local Christian families or with other Christian students. JWC does not maintain student residence facilities and does not assume responsibility for providing student housing. Parents and students are responsible for their own housing arrangements. 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 (e-mail: [admissions@jwc.edu](mailto: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.

## STUDENT LIFE

### Campus Organizations

Students are allowed and encouraged to propose and assemble campus organizations or clubs. The Chief Academic Officer must approve all campus organizations.

### 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 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.

## Student Government

The purpose of the Student Government of JWC (SGJWC) is to ensure that the student body has a voice by (a) annually electing two students (one male, one female) who take the College-related concerns of the student body to the College administration and by (b) establishing, moderating, and budgeting College clubs/organizations. The SGJWC is made up and administered entirely by students and represents the students.

The Director of Student Services oversees the SGJWC and all campus clubs/organizations. The Director will meet with elected student representatives at least once per semester, will ensure the functionality and integrity of the annual election process, and also work with the student representatives to (a) work with the Chief Financial Officer to create the student-government budget, (b) coordinate and participate in off-campus travels (both for-credit and non-credit ventures), and to (c) co-facilitate and moderate campus-ministry services (to include procuring invitations for speakers and exploring ideas for additional, on-campus events).

For more information, please refer to the *Student Government Constitution* found in the *Student Handbook*.

## 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 highlights the styles, principles, artists, and cultural forces that produced these works. The course also explores the concept of beauty/aesthetics in understanding and evaluation art, including analysis of Aristotle's and Aquinas' contributions.

#### **BIB 101 The Origin of the Bible**

A general introduction to the Bible giving specific emphasis on its origin and production. Studies include the historical origins, nature, and production of the First and Second Testaments and various theories of bibliography. All of the basic critical fields of study – form, source, redaction, canonical, textual, and literary criticism – are surveyed, along with the major literary groups within the Christian Bible.

#### **BIB 111 Old Testament Survey**

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.

#### **BIB 112 New Testament Survey**

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.

#### **BIB 201 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. *Prerequisites: BIB 101, BIB 111, and BIB 112.*

#### **BIB 331 Biblical Backgrounds and Archaeology**

A survey of the history, literature, archaeology, geography, and culture of biblical times. Special attention will be given to introductory archaeological methods and maximalist/minimalist approaches. Critical concerns for using archaeology will be discussed, as well as the benefits and limitations of modern surveys of ancient sites. *Prerequisites: BIB 111 and BIB 112.*

#### **BIB 411 Pentateuch**

Study of the first five books of the Bible with attention to their primary themes and exposition, historical setting, critical concerns, and theological application. *Prerequisites: BIB 201.*

#### **BIB 412 Prophets**

A survey of the prophetic literature in the Old Testament. The course covers both the major and minor latter prophets and the book of Daniel, and explores the message, historical context, and nature of prophetic literature. *Prerequisites: BIB 201.*

## COURSE DESCRIPTIONS

### **BIB 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), with special concern for understanding the nature of wisdom in an Ancient Near Eastern context. *Prerequisites: BIB 201.*

### **BIB 414 Historical Books**

A study of the historical books of the Old Testament, including the former prophets and the books of Samuel and Kings, as well as the writings of Ruth, Ezra, Nehemiah, Esther, and Chronicles. *Prerequisites: BIB 201.*

### **BIB 421 The Synoptic Gospels and Acts**

A survey of the three synoptic gospels and the book of Acts. This course will give special attention to the life of Christ, as well as issues surrounding the similarities and differences between the synoptic gospels. *Prerequisites: BIB 201.*

### **BIB 422 The Pauline Epistles**

A survey of the Pauline Corpus, including exegetical study of selected Pauline Epistles. *Prerequisites: BIB 201.*

### **BIB 423 The General Letters**

A survey of the Non-Pauline and Non-Johannine letters, namely, James, Jude, 1-2 Peter, and Hebrews. *Prerequisites: BIB 201.*

### **BIB 424 The Johannine Writings**

A survey of the Apostle John's gospel, his three epistles, and the book of Revelation. *Prerequisites: BIB 201.*

### **CHR 395 Special Topics in Christian Studies**

An advanced study on specialized areas of Christian studies research or training in Christian praxis.

### **CHR 498 Senior Thesis (Christian Studies)**

The development of an academic thesis, including thesis research, presentation and defense. *Prerequisites: Senior student status.*

### **CHR 499 Student Internship (Christian Studies)**

An approved internship in an approved church or parachurch ministry, or other approved Christian service designed to develop servant leadership through selected coursework and supervised praxis. *Note:* Students who have not completed LDR 200: Cross-Cultural Ministry may complete LDR 200 concurrently with CHR 499 if at least 40 hours of their internship service is cross-cultural. *Prerequisites: Junior or Senior student status.*

### **COM 111 Classical Rhetoric I: Principles of Communication**

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, 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.

### **COM 112 Classical Rhetoric II: Oratory and Speech Communications**

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 and entire speeches orally. Rhetorical skills are reinforced through the analysis and imitation of great speeches from history. *Prerequisites: COM 111.*

### **ECO 201 Introduction to Economics**

## COURSE DESCRIPTIONS

An introductory course that teaches the fundamentals of economics. The principles of economics are addressed with topics including markets, supply and demand, international trade, microeconomics, macroeconomics, firm behavior, monetary system, unemployment, and finance.

### **ECO 301 Principles of Finance and Budgeting**

This course introduces students to principles of financial planning and budgeting for organizations, with a special emphasis on churches, non-profits, and small-businesses. *Prerequisite: ECO 201.*

### **ECO/HIS 302 History of Economics**

A study of economic theory and practice since the earliest records of trade. This course will investigate competing ideas that have been adopted and their consequent effects, both contemporarily and subsequently, as well as their ongoing effects on politics and social dynamics. *Prerequisites: ECO 201.*

### **ENG 101 College Composition I**

A college composition and writing intensive course. This course is a study of the fundamental skills involved in effective writing based on selected readings (fiction, nonfiction, web writing, synthesis, analysis, argumentation, and critique). Review of structure, purpose, and audience awareness is incorporated in developing essays. Effective use of the English language and exploration of rhetorical modes in written composition is emphasized, as are analytical thinking, critical thinking, critical reading, and ethical incorporation of sources.

### **ENG 121 Ancient Literature**

This course focuses on select works of ancient literature that laid deep and lasting cultural foundations of Western thought, mythology, and philosophy that have endured for two thousand years. Exploration of primary sources will focus on the literary themes and cultural perspectives of Near Eastern, Greco-Roman, and Far Eastern societies and the interrelationship with biblical thought.

### **ENG 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 through the classical epic tradition in its Medieval form.

### **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 written essays (synthesis, analysis, argumentation, and critique). Review of structure, purpose, and audience awareness is incorporated in developing essays. *Prerequisites: ENG 101.*

### **ENG 221 Renaissance and Baroque Literature**

This course explores the rich and innovative literature of the Renaissance. It will examine the troubling questions arising with the new science, the nation state, and other first stirrings of Modernity as they were expressed in the period's writings.

### **ENG 222 The Novel**

This course studies the rise of the novel in the 18<sup>th</sup> century and its apex in the 19<sup>th</sup> century, considering how the novel became the new form of epic expression in an age of world conquest, industrialization, urbanization, and social upheaval. Special consideration will be given to how novelists grappled with how to maintain relationships, virtue, and human dignity in an age of speed, technological progress, and increasing individualism.

### **GRK 211 Greek I**

This course introduces New Testament Greek letters and words. 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 will be examined.

### **GRK 212 Greek II**

## COURSE DESCRIPTIONS

A continuation of Greek I, this course introduces the New Testament (Koiné) Greek verbal system. Coursework will particularly emphasize understanding of the indicative mood and participles. *Prerequisites: GRK 211.*

### **GRK 311 Greek III**

This course provides an in-depth study of New Testament Greek syntax. *Prerequisite: GRK 212.*

### **GRK 312 Greek IV**

This course introduces New Testament exegesis from the Greek text, 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. *Prerequisites: GRK 311.*

### **HBR 311 Hebrew I**

This course introduces the elements of biblical Hebrew, with an emphasis on phonology, grammar, and vocabulary. The course will address nominal functions and an introduction to Hebrew's verbal system.

### **HBR 312 Hebrew II**

A continuation of the elements of biblical Hebrew, with an emphasis on the various stems of the Hebrew verbal system, weak roots, and basic syntax, with selected readings from the Hebrew Bible. *Prerequisite: HBR 311.*

### **HBR 411 Hebrew III**

This course provides a more in-depth study of biblical Hebrew syntax and translation techniques. *Prerequisites: HBR 312.*

### **HBR 412 Hebrew IV**

This course introduces Old Testament exegesis from the Hebrew text, building off the understanding of Hebrew from previous semesters. *Prerequisites: HBR 411.*

### **HIS 111 Ancient World**

This course provides an overview of the history and culture of ancient Greece from the Late Bronze Age through the Classical period and Roman Republic. It 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. Particular emphasis will be given to (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. *Prerequisites: HIS 111 and HIS 112.*

### **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, emphasizing (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. *Prerequisites: HIS 211.*

### **HIS 307 History of Christianity I**

## COURSE DESCRIPTIONS

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. *Prerequisites: HIS 111 and HIS 112.*

### **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. *Prerequisites: HIS 307.*

**HUM 395 Special Topics in Humanities:** An advanced study of specialized areas of Humanities research and praxis.

### **HUM 498 Senior Thesis (Humanities)**

The development of an academic thesis, including thesis research, presentation and defense. *Prerequisites: Senior student status.*

### **HUM 499 Student Internship (Humanities)**

An approved internship in an approved church or parachurch ministry, or other approved Christian service designed to develop servant leadership through selected coursework and supervised praxis. *Note:* Students who have not completed LDR 200: Cross-Cultural Ministry may complete LDR 200 concurrently with HUM 499 if at least 40 hours of their internship service is cross-cultural. *Prerequisites: Junior or Senior student status.*

### **LAT 211 Latin I**

An introduction to the grammar, vocabulary, and pronunciation of classical Latin, including the perfect active system of all verbs and the third declension of nouns. Emphasis will be given to the importance of Latin in the formation of the Western tradition and help to situate Latin in its native context and . Vocabulary learning is aided by the study of derivatives, the reading of short stories (so that words are encountered in context), and a pictorial mnemonics. In addition to short passages of Classical Latin poetry and prose, students will translate brief passages from the Vulgate - the major Latin bible in the West for a thousand years - in order to appreciate the role of Latin in the Christian tradition.

### **LAT 212 Latin II**

Continues the study of Latin grammar and vocabulary begun in LAT 211 by the reading of excerpts from Roman literature and the Vulgate. Special attention is given to word building in English from Latin roots and the reinforcement of the importance of Latin in the formation of the Western tradition. *Prerequisite: LAT 211.*

### **LAT 311 Latin III**

This course is an advanced study focusing on reading *The Gallic Wars* of Julius Caesar, ending with selections from the writings of Cicero. *Prerequisite: LAT 212.*

### **LAT 312 Latin IV**

An advanced study beginning 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: Personal Development**

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 200 Cross-Cultural Ministry (1 Credit Hour)**

This course will practice application of Christian ministry within a cross-cultural context. The student will select a Christian ministry area that offers the student at least 75% cross-cultural contact hours. The cultural context must vary

## COURSE DESCRIPTIONS

from the student's own ethnic, language, social class, economic, or generational experience. Examples of the ministry area are varied and can be carried out in the local area or in an intensive overseas environment.

*Note:* LDR 200 may be combined with CHR 499 or HUM 499 as long as the student's service includes the minimum number of cross-cultural hours required by the student's degree program.



## COURSE DESCRIPTIONS

### **LDR 201 Leadership Foundations II: Effective Leadership**

This course explores the characteristics, skills, and practices of effective leadership through the use of biographical case studies of a diverse array of individuals, and further develops a biblical philosophy of leadership for both personal and organizational application. *Prerequisite: LDR 101.*

### **LDR 301 Leadership Foundations III: Principles of Crisis Leadership**

This course explores the characteristics and practices of individuals, teams, and organizations that have resulted in or risen from crises and catastrophe. It will focus on leadership during planning, preparation, training, exercises, crises, post crisis recovery and transition by analyzing disaster case studies. The course will also begin to develop the leadership skills needed to prevent crises and to lead effectively when unavoidable crises occur. *Prerequisite: LDR 201.*

### **MAT 102 College Algebra**

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

*Prerequisite: High School Algebra II or equivalent; completion of math proficiency exam.*

### **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: Advanced 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: Advanced placement or MAT 115.*

### **MAT 123 Calculus I (4 Credit Hours)**

The study of limits, continuity, derivatives, applications of the derivative, antiderivatives, the definite and indefinite integral, and the fundamental theorem of calculus. *Prerequisite: Advanced placement or MAT 120.*

### **MAT 125 Calculus II (4 Credit Hours)**

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 Introduction to Statistics and Probability**

A study of descriptive statistics including graphs, measures of central tendency and variability, and an introduction to probability theory, sample, and techniques of statistical inference with an emphasis on statistical applications.

*Prerequisite: MAT 102 or equivalent and/or instructor's consent.*

## COURSE DESCRIPTIONS

### **MIN 204 Foundations of Christian Ministry**

An introductory study of the nature and practice of church and para-church ministries, with particular interest in lay ministry.

### **MIN 301 Theology of Practical Ministry**

An intensive study of the various types of leadership positions commonly found within the church. Particular attention will be given to both the theological grounds and the practical work of the pastor and effective strategies for leadership in an ecclesial setting. *Prerequisites: LDR 101 or MIN 204.*

### **MIN 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. *Prerequisites: THE 232 (Completed or Concurrent).*

### **MIN 304 Biblical Counseling**

An introductory survey of Christian approaches to counseling. This survey engages with biblical texts, secular counseling theories, and pastoral care literature in order to develop the 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. Particular focus will be given to formulating a biblical basis for the sufficiency of Scripture with applications made to interpersonal discipleship/counseling relationships. *Prerequisites: THE 231 (Completed or Concurrent) and MIN 301.*

### **MIN 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: MIN 304.*

### **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 and Moral Decision Making**

An introduction to Christian ethics, focusing on ethical methodology. The course begins with a survey and comparison of philosophical positions on the moral life from both secular, and theistic perspectives, then develops a comprehensive evangelical approach to moral decision making. *Prerequisites: PHL 101.*

### **PHL 306 Christian Apologetics**

A survey of both apologetic methodologies and various arguments used to support the credibility of the Christian world and life view. *Prerequisite: PHL 243.*

### **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, indigenous religions, Hinduism, Buddhism, Daoism, Confucianism, and some less-well-known religions and Christian cults. The course culminates in the development of the student's own theology of religions. *Prerequisite: PHL 101.*

### **PHL 438 Science and Faith**

## COURSE DESCRIPTIONS

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. *Prerequisites: PHL 306.*

### **POL 313 Government and Politics**

A survey of western political philosophies that culminated in the crafting of the U.S. Constitution followed by a study of how evolving American political/cultural thought has influenced the changing relationship between Federal and State governments and America's sense of its place in the international arena. *Prerequisites: HIS 212.*

### **PSY 101 Introduction to Psychology**

A introductory study of psychology as a social 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 Credit Hours)**

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 Credit Hours)**

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.

### **THE 231 Systematic Theology I: Theological 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. *Prerequisites: BIB 201 (Completed or Concurrent).*

### **THE 232 Systematic Theology II: Christ, Church, and Eschatology**

An introductory study of the person and work of Christ, soteriology, the Holy Spirit, church, and last things. *Prerequisites: BIB 201 (Completed or Concurrent).*

### **THE 335 Historical Theology**

An expansive study of two thousand years of theology. This course covers 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 in context of larger events of church history. *Prerequisites: THE 231 and THE 232.*

## Appendix: CLEP and Advanced Placement Testing

### 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.

#### **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.

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