WILLIAMSON
UNIVERSITY

CATALOG
2026-2027



Catalog
2026-2027

Williamson University
Franklin, TN
Online

This revised Catalog was published November 1, 2026

Williamson University
Phone: 615-771-7821
Webpage: www.williamsoncc.edu
E-mail: info@williamsoncc.edu

Mission of Williamson University

Williamson University is an institution of higher education that offers both graduate and undergraduate programs. The university equips, or prepares, students to be on mission in the world for Christ by teaching a curriculum that integrates faith with education.

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CATALOG

The provisions of this Catalog should not be regarded as a contract between any student and Williamson University. Any student who interrupts enrollment by an absence of one year incurs the obligation of meeting changed requirements in the new catalog that is in effect when readmitted. Course content and regulations are constantly being reviewed and revised. The University reserves the right to withdraw or amend the content of any courses listed in the catalog.

Students will normally graduate under the requirements of the Catalog that is in effect when they enter Williamson University. Students who have not had a break in enrollment of one year may elect to graduate under the requirements of the Catalog in effect at the time of graduation.

NONDISCRIMINATION POLICY

Williamson University admits students of any race, color, gender, religion, handicap, age and national or ethnic origin to all the rights and privileges, programs and activities generally accorded or made available to students at the University. Regarding current students, the University does not discriminate based on race, color, gender, religion, handicap, age or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship programs or any other University administered programs.

ACCREDITATION

Williamson University holds national accreditation by the Association for Biblical Higher Education (ABHE) (formerly the Accrediting Association of Bible Colleges, AABC) for the granting of the Associate, Bachelor's, and Master's degrees in both on-site and online formats. ABHE is a national accrediting body recognized by the U.S. Office of Education. ABHE granted reaffirmation in February 2022, extending accreditation through 2032. Accreditation with ABHE allows the University to offer Federal grants, aid, and Veterans' benefits.
Association for Biblical Higher Education 5850 T. G. Lee Blvd., Suite 130, Orlando, Florida, 32822
Phone: 407-207-0808. Website: www.abhe.org.

STATUS

Williamson University is not-for-profit and is recognized as a 501(c)(3) organization by the Internal Revenue Service, which allows the University to receive grants and gifts, both restricted and unrestricted. University Auditors: Blankenship CPA Group, Brentwood, TN, and David C. Moja, CPA, Reidsville, GA. University Attorney: Chuck Cagle, Lewis, King, Krieg & Waldrop, Nashville, TN

ORGANIZATION

Williamson University is a not-for-profit, inter/non-denominational institution created under the laws of the State of Tennessee, United States of America, where authorization has been granted by the Tennessee Higher Education Commission to offer the Associate of Science, Bachelor of Science, as well as the Master of Arts, Master of Divinity, Master of Business Administration, and Master of Public Administration degrees. The University is owned and operated by an independent and self-perpetuating Board of Trustees under the leadership of the Chair of the Board (selected by the Board from its members). The Board appoints the President and approves all University policies and the budget. The management of the University is the responsibility of the President. The President is assisted by the staff and the faculty.

BOARD OF TRUSTEES

BEUKINGA, Callie, Franklin, TN
Term Expires 2028
CRAIN, LARRY, Nashville, TN
Term Expires 2031
GAMBILL, RON, Franklin, TN
Term Expires 2027
LEUTY, Jim, Treasurer, Franklin, TN
Term Expires 2029
RANKIN, AMY, Secretary, Brentwood, TN
Term Expires 2026
SMITH, MARY, Arrington, TN
Term Expires 2026
STOVALL, HENRY, Vice-Chairman, Franklin, TN
Term Expires 2027
UPTON, BOB, Chairman, Franklin, TN
Term Expires 2026

All terms expire on December 31 of the year stated



STAFF

STAFF

DAVE DILLON, M.Div., BSML Chair

LAURA FLOWERS, A.A., Director of Enrollment Services

VICTORIA GOMEZ, B.A., Director of Business Operations

STEVE GRIFFIN, M.A., BSBA Chair

KAREN HUDSON, M.A., Registrar Emeritus

ROGER HUSTSON, Ph.D., President

AMY KOSS, B.S., Executive Assistant

SHARON LANDERS, Ph.D., Dean Emeritus

LINDSEY LOWERY, M.A., Director of Library Services

SUSAN MAYS, B.S., Vice President Emeritus

DAVID MCCALL, M.A., Pastoral Counselor

JERRY OWENS, M.Div., Chaplain

KRISTEN VARNER, B.S., Registrar

PAUL WILKINSON, Ph.D., MABS/MATBL Chair

NICOLAI WILSON, B.S., Director of Financial Aid

ROBYN WOLLAS, M.S., Director of Student Services

LOCATION AND FACILITIES: Williamson University offers learning experiences through the Internet and locally in Williamson County. Onsite undergraduate and graduate students attend classes at the Franklin Rd. campus in Franklin, TN.

OFFICE CLOSURES:

Friday, July 3, 2026, Independence Day
Friday, September 4, 2026, and Monday, September 7, 2026, Labor Day
Wednesday, November 11, 2026, Veterans Day
Wednesday, November 25, 2026 – Friday, November 27, 2026, Thanksgiving Break
Friday, December 18, 2026 – Friday, January 1, 2027, Christmas Holiday Break
Monday, January 18, 2027, Martin Luther King Jr. Day observed
Friday, March 26, 2027, Good Friday
Friday, May 7, 2027, COMMENCEMENT CEREMONY
Friday, May 28, 2027, and Monday, May 31, 2027, Memorial Day
Friday, June 18, 2027, Juneteenth observed.

WELCOME FROM THE PRESIDENT



Dr. Roger Huston
President

Dear Williamson University Community,

It is with deep gratitude, great expectation, and a profound sense of calling that I step into the role of President of Williamson University. From the moment I first encountered this community, I sensed a people committed to Christ, to one another, and to the transformative work of Christian higher education. Today, I write to affirm that commitment and to invite us—students, faculty, staff, alumni, trustees, and friends—to join together in a new season of bold faithfulness.

As we look ahead, I believe God is calling Williamson University to embody four defining commitments. These commitments are not merely aspirations; they are invitations to live out the Gospel with courage, excellence, and joy.

1. Driven to Excellence and Purposeful Work
Scripture reminds us that our work is never merely our own. *"Whatever your task, put yourselves into it, as done for the Lord…you serve the Lord Christ"* (Colossians 3:23–24). At Williamson University, excellence is not perfectionism—it is worship. It is the daily choice to bring our best because God is worthy of our best. Paul urges us to dwell on *"whatever is true…honorable…just…pure…commendable…if there is any excellence…think about these things"* (Philippians 4:8–9). This is the mindset of a Christ-centered scholar and servant leader. And Ecclesiastes reminds us plainly: *"Whatever your hand finds to do, do with your might"* (Ecclesiastes 9:10). Let us commit to excellence in our studies, our teaching, our leadership, and our service—not for our own praise, but for the glory of God.

2. Seeking Truth and Building the Kingdom
We are called to be people of truth in a world hungry for clarity and hope. Jesus tells us, *"You are the salt of the earth…You are the light of the world…let your light shine before others"* (Matthew 5:13–16). This is not optional; it is our identity. As a university rooted in Scripture, we pursue truth not as an abstract idea but as a Person. Jesus promises, *"If you continue in my word…you will know the truth, and the truth will make you free"* (John 8:31–32). And He commissions us to join Him in His mission: *"Go therefore and make disciples of all nations…And remember, I am with you always"* (Matthew 28:19–20). Let us be a community that studies deeply, thinks critically, and lives courageously—shining the light of Christ in every discipline and every workplace.

3. Serving Others and Engaging Our Communities
Williamson University exists not to retreat from the world but to serve it faithfully—in the world but not of the world. Jesus paints a vivid picture of kingdom service: feeding the hungry, welcoming the stranger, caring for the sick, visiting the imprisoned (Matthew 25:34–36). This is not theoretical; it is the heart of Christian witness. Paul echoes this call: *"Whenever we have an opportunity, let us work for the good of all"* (Galatians 6:10). And Peter reminds us that each of us has been entrusted with gifts meant to bless others: *"Serve one another with whatever gift each of you has received"* (1 Peter 4:10). Let us be known as a university that serves—locally, regionally, and nationally—meeting needs and embodying the compassion of Christ.

4. Being Bold and Solving Big Challenges
The challenges facing our world are real, but so is the power of the Spirit within us. *"For God did not give us a spirit of cowardice, but of power and of love and of self-discipline"* (2 Timothy 1:7). This is the posture of Christian leadership. Scripture calls us to courage: *"Be strong and bold"* (Deuteronomy 31:23). It reminds us of our identity: *"The righteous are as bold as a lion"* (Proverbs 28:1). And it invites us to respond to God's call with Isaiah's words: *"Here am I; send me!"* (Isaiah 6:8). Let us raise up a community that confronts complex problems with wisdom, creativity, and Christlike confidence—leaders who say "send me" when others shrink back.

A Shared Journey Ahead
Williamson University stands at a pivotal moment. Together, we will strengthen our academic programs, deepen our spiritual formation, expand our community partnerships, and build pathways that prepare students to lead with integrity and purpose. But more than anything, we will remain anchored in the Gospel—the unchanging truth that shapes our mission and fuels our hope.

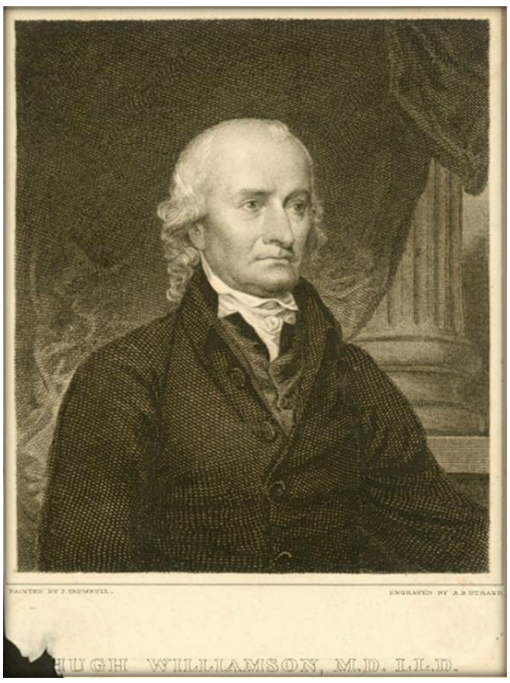
I am honored to serve alongside you. I am praying for you. And I am eager to see what God will do through this extraordinary community. May the Lord bless our work, unite our hearts, and guide our steps in the days ahead!

With gratitude,

Roger J. Huston, PhD
President, Williamson University

WILLIAMSON UNIVERSITY HISTORY

Williamson University's story reaches back to the founding of the United States through its namesake, Dr. Hugh Williamson—a preacher, physician, astronomer, scholar, Continental Congress member, and signer of the U.S. Constitution. His close friendship with Benjamin Franklin helped shape the early nation, and their legacy lives on in our home: Franklin, Tennessee, named for Benjamin Franklin, and Williamson County, named for Dr. Hugh Williamson.



Durand, A. B., artist. (ca. 1790). Hugh Williamson (1735-1819), A.B. 1757, LL.D. 1787, portrait [Print: engraving]. UPX 4, Graphics and portraits Collection, Box 2. https://jstor.org/stable/community.22101075

Carrying that pioneering spirit forward, Williamson Christian College was founded by Dr. Kenneth Oosting and a dedicated team who desired a Christ-centered and biblically-based institution of higher learning in then-predominantly rural Williamson County. The university was incorporated in 1996, and the Tennessee Higher Education Learning Commission approved the institution in 1997. Classes began in 1998, and students gravitated toward evening courses, which allowed them to work while accessing academic offerings that helped them earn a degree and advance their careers. With faculty members who had decades of experience and held full-time positions outside the academy, students learned from practitioner scholars who understood firsthand the importance of real-world application.

After 10 years of faithful service, Dr. Kenneth Oosting retired, and Stephen Higgins succeeded him as President. In 2012, Dr. Ed Smith became the institution's third president, and the institution moved to Aspen Grove Christian Church. The following year, the institution renamed itself Williamson University.

With dedicated staff and faculty carrying the mission forward, Williamson University expanded its academic offerings—from baccalaureate degrees in Business Administration and Ministry Leadership to graduate programs such as the MA in Organizational Leadership (2014), MA in Biblical Studies (2021), and MA in Theology and Biblical Languages (2025). Accreditation achievements—including TRACS (Transnational Association of Christian Colleges and Schools) and long-standing ABHE (Association of Biblical Higher Education) accreditation reaffirmed through 2032—solidified its place as a trusted Christian higher education institution committed to academic excellence.

On July 1, 2026, under the visionary leadership of its fourth president, Dr. Roger J. Huston, Williamson has entered a new era of growth and clarity. The historic transition to Williamson University marked a bold rearticulation of mission, accompanied by double-digit percentage enrollment growth, triple-digit percentage increases in social media engagement, strengthened financial stability, and a new strategic plan. Dr. Huston expanded corporate and church partnerships, launched the university's first fully online programs (MAOL and MBA), introduced new degrees such as the Master of Divinity (2026) and Master of Public Administration (2026), and enhanced the undergraduate curriculum. His reaffirmation of faith integration in all aspects of university life—including a new logo featuring the Bible within the shield—has renewed the institution's identity and purpose.

WILLIAMSON UNIVERSITY

With its 2026 move to Harbor & Union at The Factory in Franklin, Williamson University continues to embody the innovative and entrepreneurial spirit of its namesake, shaping Christ-centered leaders for a new generation. As the pioneering pracademic home of the faith and work movement, Williamson University is uniquely positioned in the higher education marketplace to deliver practical and purpose-filled learning to those seeking to live a life on mission with Kingdom impact. Williamson University remains a dynamic, collaborative, and creative center of learning that equips students to make an impact in the communities where they live and work.

Williamson University is a nonprofit, Christian higher education institution that welcomes students of all ages and cultures, including non-traditional learners who are already in the workforce, and offers associate, bachelor's, and master's degrees. Classes meet on-site at Harbor + Union and online. Williamson University is accredited by the Association for Biblical Higher Education (ABHE) and is non-denominational.

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JOHN W. NETH JR., LIBRARY

The library at Williamson University is named in honor of John W. Neth, Jr., who served for many years as the Librarian at Emmanuel School of Religion at Milligan College. Before his passing in 2006, Mr. Neth generously donated the majority of his personal collection to the college. Today, the library houses extensive volumes and offers access to tens of thousands of electronic resources. Its collection focuses on biblical studies, business and organizational leadership, ministry, Christian theology, history, religion and philosophy, social sciences, literature, and worship.

The library's webpage can be accessed at: https://williamsoncc.edu/academics/library/.

The site includes contact information for the Director of Library Services and staff, hours of operation, as well as links to a wide range of digital resources, including full-text and peer-reviewed scholarly articles, eBooks, and the Tennessee Electronic Library. This platform features over 400,000 articles, essays, videos, podcasts, and more.

Search for Williamson Christian College. Login credentials for these resources are provided to students and faculty during Orientation.

In addition to research materials, the library also offers services including general reference support, information literacy instruction, academic accommodations, tutoring, and research assistance.

Please note: Students are responsible for purchasing textbooks as outlined in course syllabi. The library maintains limited reserve copies for in-library use on a first-come, first-served basis.

CALENDAR OF EVENTS 2026-27

Application to Williamson University can be made continuously throughout the year. Registration for an online or onsite course can be made continuously throughout the year.

UNDERGRADUATE ACADEMIC SCHEDULE- Onsite courses offering 3 semester credit hours will meet one night a week per course for five weeks from 6:00 to 10:00 p.m. Students choose one course per module.

BACCALAUREATE AND COMMENCEMENT EXERCISES: Friday, May 7, 2027

Fall 2026 Course Schedule

UG Module 1	July 14-Aug 16				M1 Week1	M1 Week2	M1 Week3	M1 Week4	M1 Week5	FINAL DUE	
UG		PD 101	GOALS PRIORITIES AND ATTITUDES	T	7/14/26	7/21/26	7/28/26	8/4/26	8/11/26	8/16/26	
UG		CT 251	INTRO TO BIBLICAL WORLDVIEW	R	7/16/26	7/23/26	7/30/26	8/6/26	8/13/26	8/16/26	
UG		CT 403	BIBLICAL ETHICS	T	7/14/26	7/21/26	7/28/26	8/4/26	8/11/26	8/16/26	
UG		LD 201	BIBLICAL CONCEPTS OF LEADERSHIP	R	7/16/26	7/23/26	7/30/26	8/6/26	8/13/26	8/16/26	
UG		ECON 301	MACROECONOMICS	R	7/16/26	7/23/26	7/30/26	8/6/26	8/13/26	8/16/26	
UG		LD 289	ASSOCIATE CAPSTONE	R	7/16/26	7/23/26	7/30/26	8/6/26	8/13/26	8/16/26	
G Module 1	July 28-Sept 3				M1 Week1	M1 Week2	M1 Week3	M1 Week4	M1 Week5	M1 Week6	FINAL DUE
G	MATS	CT 599	CAPSTONE	W	7/30/36					12/20/26	
G	MAOL	OL 599	CAPSTONE	W	7/30/26					12/20/26	
G	MABS/MATBL	BL 599	CAPSTONE	W	7/30/26					12/20/26	
G	MABS	BL 501	OLD TESTAMENT SEMINAR	R	7/30/26	8/6/26	8/13/26	8/20/26	8/27/26	9/3/26	
G	MATS/MATBL	CT 530	SYSTEMATIC THEOLOGY III	R	7/30/26	8/6/26	8/13/26	8/20/26	8/27/26	9/3/26	9/13/26
G	MABS/MATBL	BL 551	BIBLICAL GREEK FOR MINISTRY	T	7/28/26	8/4/26	8/11/26	8/18/26	8/25/26	9/1/26	9/13/26
G	MAOL	OL 501	BIB. PRINCIPLES FOR GLOBAL LEAD	R	7/30/26	8/6/26	8/13/26	8/20/26	8/27/26	9/3/26	9/13/26

UG Module 2	Aug 18-Sept 15				M2 Week1	M2 Week2	M2 Week3	M2 Week4	M2 Week5	FINAL DUE	
UG		ORI 101	ORIENTATION	R				9/10/26	9/17/26	9/20/26	
UG		PD 100	SKILLS FOR COLLEGE SUCCESS	R	8/20/26	8/27/26	9/3/26	9/10/26	9/17/26	9/20/26	
UG		BL 202	OLD TESTAMENT II	T	8/18/26	8/25/26	9/1/26	9/8/26	9/15/26	9/20/26	
UG		BL 341	ACTS	T	8/18/26	8/25/26	9/1/26	9/8/26	9/15/26	9/20/26	
UG		SPT 243	PUBLIC SPEAKING	T	8/18/26	8/25/26	9/1/26	9/8/26	9/15/26	9/20/26	
UG		MGT 361	INTRO TO SALES	T	8/18/26	8/25/26	9/1/26	9/8/26	9/15/26	9/20/26	
UG		ENG 103	ENGLISH COMP AND READING II	R	8/20/26	8/27/26	9/3/26	9/10/26	9/17/26	9/20/26	

UNDERGRADUATE FALL BREAK September 20-26, 2026

UG Module 3	Sept 29-Oct 29				M3 Week1	M3 Week2	M3 Week3	M3 Week4	M3 Week5	FINAL DUE	
UG		LD 211	FOUNDATIONS OF LIFE AND MONEY	T	9/29/26	10/6/26	10/13/26	10/20/26	10/27/26	11/1/26	
UG		MIS 300\BUS 301	INTRO TO WORLD MISSIONS	T	9/29/26	10/6/26	10/13/26	10/20/26	10/27/26	11/1/26	
UG		HIS 201	FOUNDING DOCUMENTS	T	9/29/26	10/6/26	10/13/26	10/20/26	10/27/26	11/1/26	
UG		BUS 450	BUSINESS LAW	T	9/29/26	10/6/26	10/13/26	10/20/26	10/27/26	11/1/26	
UG		PSI 115/116	EARTH SCIENCE WITH LAB	T	9/29/26	10/6/26	10/13/26	10/20/26	10/27/26	11/1/26	
UG		MGT 489	CAPSTONE	R	10/1/26	10/8/26	10/15/26	10/22/26	10/29/26	11/1/26	
G Module 3	Sept 15-Nov 15				M2 Week1	M2 Week2	M2 Week3	M2 Week4	M2 Week5	M2 Week6	FINAL DUE
G	MAOL	OL 575	STRATEGIC PLANNING	M	9/28/26	10/5/26	10/12/26	10/19/26	10/26/26	11/2/26	11/15/26
G	MABS/MATBL	BL 552	GREEK SYNTAX AND EXEGESIS	T	9/15/26	9/22/26	9/29/26	10/6/26	10/13/26	10/20/26	11/1/26
G	MATS/MATBL	CT 520	SYSTEMATIC THEOLOGY II	R	9/17/26	9/24/26	10/1/26	10/8/26	10/15/26	10/22/26	11/1/26

UG Module 4	Nov 3-Dec 10				M4 Week1	M4 Week2	M4 Week3	M4 Week4	M4 Week5	FINAL DUE	
UG		BL 200	HERMENEUTICS	T	11/3/26	11/10/26	11/17/26	12/1/26	12/8/26		12/13/26
UG		ACCT 310	INTRO TO FINANCE	R	11/5/26	11/12/26	11/19/26	12/3/26	12/10/26		12/13/26
UG		MAT 210	BUSINESS MATH -DS	R	11/5/26	11/12/26	11/19/26	12/3/26	12/10/26		12/13/26
UG		MGT 381	ORG BEHAVIOR	T	11/3/26	11/10/26	11/17/26	12/1/26	12/8/26		12/13/26
UG		CT 330	CHRISTIAN DOCTRINE II	R	11/5/26	11/12/26	11/19/26	12/3/26	12/10/26		12/13/26
UG		ENG 102	ENGLISH COMP AND READING I	R	11/5/26	11/12/26	11/19/26	12/3/26	12/10/26		12/13/26
UG		MGT 489	CAPSTONE	M	11/3/26	11/10/26	11/17/26	12/1/26	12/8/26		12/13/26
UG		CM 489	CAPSTONE	M	11/3/26	11/10/26	11/17/26	12/1/26	12/8/26		12/13/26
G Module 3	Nov 3-Dec 15				M2 Week1	M2 Week2	M2 Week3	M2 Week4	M2 Week5	M2 Week6	FINAL DUE
G		ORI	GRADUATE ORIENTATION	R					12/10/26		12/13/26
G	MABS	CT 570	PRACTICAL THEOLOGY	T	11/3/26	11/10/26	11/17/26	12/1/26	12/8/26	12/15/26	12/20/26

UNDERGRADUATE THANKSGIVING BREAK NOVEMBER 23-27, 2026

THE COURSE SCHEDULE IS FOR PLANNING PURPOSES ONLY AND IS SUBJECT TO CHANGE ACCORDING TO INSTRUCTOR AVAILABILITY.

Spring 2027 Course Schedule

UG Module 5	Jan 5-Feb 7				M5 Week1	M5 Week2	M5 Week3	M5 Week4	M5 Week5	FINAL DUE	
UG		ORI	ORIENTATION	R			1/21/27	1/28/27		2/7/27	
UG		BL 212	NEW TESTAMENT SURVEY	T	1/5/27	1/12/27	1/19/27	1/26/27	2/2/27	2/7/27	
UG		PHI 213	MAKING OF THE MODERN MIND	T	1/5/27	1/12/27	1/19/27	1/26/27	2/2/27	2/7/27	
UG		BL 343	GENERAL EPISTLES	R	1/7/27	1/14/27	1/21/27	1/28/27	2/4/27	2/7/27	
UG		LD 201	BIBLICAL CONCEPTS OF LEADERSHIP	T	1/5/27	1/12/27	1/19/27	1/26/27	2/4/27	2/7/27	
UG		ECON 101	MICROECONOMICS	T	1/5/27	1/12/27	1/19/27	1/26/27	2/2/27	2/7/27	
G Module 5	Jan 5-Feb 21				M5 Week1	M5 Week2	M5 Week3	M5 Week4	M5 Week5	M5 Week6	FINAL DUE
G	MABS/MATBL	CT 501	BIBLICAL THEOLOGY	T	1/5/27	1/12/27	1/19/27	1/26/27	2/2/27	2/9/27	2/21/27

UG Module 6	Feb 9-Mar 14				M6 Week1	M6 Week2	M6 Week3	M6 Week4	M6 Week5	FINAL DUE	
UG		LD 471	LEADERSHIP THEORY & PRACTICE	T	2/9/27	2/16/27	2/23/27	3/2/27	3/9/27	3/14/27	
UG		CT 321	APOLOGETICS	T	2/9/27	2/16/27	2/23/27	3/2/27	3/9/27	3/14/27	
UG		PSY 103	PSYCHOLOGY	R	2/11/27	2/18/27	2/25/27	3/4/27	3/11/27	3/14/27	
UG		MGT 301	ESSENTIALS OF MANAGEMENT	R	2/11/27	2/18/27	2/25/27	3/4/27	3/11/27	3/14/27	
UG		MKT 361	MARKETING	T	2/9/27	2/16/27	2/23/27	3/2/27	3/9/27	3/14/27	
UG		CT 325	CHRISTIAN DOCTRINE I	T	2/9/27	2/16/27	2/23/27	3/2/27	3/9/27	3/14/27	
G Module 6	Feb 23-Apr 11				M6 Week1	M6 Week2	M6 Week3	M6 Week4	M6 Week5	M6 Week6	FINAL DUE
G	MABS/MATBL	BL 561	BIBLICAL HEBREW FOR MINISTRY	T	2/23/27	3/2/27	3/9/27	3/16/27	3/23/27	3/30/27	4/11/27

UNDERGRADUATE SPRING BREAK March 14-20, 2027

UG Module 7	Mar 23-Apr 25				M7 Week1	M7 Week2	M7 Week3	M7 Week4	M7 Week5	FINAL DUE	
UG		ACCT 301	ACCOUNTING I	R	3/25/27	4/1/27	4/8/27	4/15/27	4/22/27	4/25/27	
UG		HIS 201	FOUNDING DOCUMENTS	T	3/23/27	3/30/27	4/6/27	4/13/27	4/20/27	4/25/27	
UG		ENG 311	LITERATURE OF CS LEWIS	T	3/23/27	3/30/27	4/6/27	4/13/27	4/20/27	4/25/27	
UG		CM 303	DISCIPLESHIP AND SMALL GROUPS	R	3/25/27	4/1/27	4/8/27	4/15/27	4/22/27	4/25/27	
UG		LD 211	FOUNDATIONS OF LIFE AND MONEY	T	3/23/27	3/20/27	4/6/27	4/13/27	4/20/27	4/25/27	
UG		BL 342	PAUL AND HIS NT LETTERS	R	3/25/27	4/1/27	4/8/27	4/15/27	4/22/27	4/25/27	
G Module 7	April 13-May 30										FINAL DUE
G		BL 562	HEBREW SYNTAX AND EXEGESIS	T	4/13/27	4/20/27	4/27/27	5/4/27	5/11/27	5/18/27	5/30/27

UG Module 8	Apr 27-May 30				M8 Week1	M8 Week2	M8 Week3	M8 Week4	M8 Week5	FINAL DUE	
UG		MGT 381	ORG BEHAVIOR	R	4/29/27	5/6/27	5/13/27	5/20/27	5/27/27	5/30/27	
UG		MAT 220	STATISTICS	T	4/27/27	5/4/27	5/11/27	5/18/27	5/25/27	5/30/27	
UG		LD 289	CAPSTONE	T	4/27/27	5/4/27	5/11/27	5/18/27	5/25/27	5/30/27	
UG		CT 325	CHRISTIAN DOCTRINE I	R	4/29/27	5/6/27	5/13/27	5/20/27	5/27/27	5/30/27	
UG		BL 201	OLD TESTAMENT I	T	4/27/27	5/4/27	5/11/27	5/18/27	5/25/27	5/30/27	
UG		HIS 101	WORLD CIVILIZATION	T	4/27/27	5/4/27	5/11/27	5/18/27	5/25/27	5/30/27	
UG		BL 343	GENERAL EPISTLES	R	4/29/27	5/6/27	5/13/27	5/20/27	5/27/27	5/30/27	

UG Module 9	Jun 1-July 4				M9 Week1	M9 Week2	M9 Week3	M9 Week4	M9 Week5	FINAL DUE	
UG		ORI 101	ORIENTATION	R		6/10/27	6/17/27			7/4/27	
UG		ECON 301	PRINCIPLES OF MACROECONOMICS	T	6/1/27	6/8/27	6/15/27	6/22/27	6/29/27	7/4/27	
UG		CT 201	CHURCH HISTORY	T	6/1/27	6/8/27	6/15/27	6/22/27	6/29/27	7/4/27	
UG		SOC 201	INTRODUCTION TO SOCIOLOGY	R	6/3/27	6/10/27	6/17/27	6/24/27	7/1/27	7/4/27	
UG		ENG 103	ENGLISH COMP AND READING II	R	6/3/27	6/10/27	6/17/27	6/24/27	7/1/27	7/4/27	
UG		BL 200	HERMENUTICS	R	6/3/27	6/10/27	6/17/27	6/24/27	7/1/27	7/4/27	
G Module 9	Jun 1-July 18				M9 Week1	M9 Week2	M9 Week3	M9 Week4	M9 Week5	M9 Week6	FINAL DUE
G		ORI 501	GRADUATE ORIENTATION					6/24/27			7/4/27
G	MABS/MATBL	CT 540	MORAL THEOLOGY	T	6/1/27	6/8/27	6/15/27	6/22/27	6/29/27	7/6/27	7/18/27

THE COURSE SCHEDULE IS FOR PLANNING PURPOSES ONLY AND IS SUBJECT TO CHANGE ACCORDING TO INSTRUCTOR AVAILABILITY.

Graduate Schedule of Events

MASTER OF ARTS in BIBLICAL STUDIES (MABS) and MASTER OF ARTS IN THEOLOGY AND BIBLICAL LANGUAGES (MATBL). Class Schedules available upon request.

MABS – Fall 2026 Start				MABS – Spring 2027 Start			
Course#	**Module**	**Length of Course (Weeks)**	**Full-time Credit Load**	**Course #**	**Module**	**Length of Course (Weeks)**	**Full-time Credit Load**
1	1-Fall 2026	7	3	1	5-Spring 2027	7	3
2	3-Fall 2026	7	3	2	6-Spring 2027	7	3
3	4-Fall 2027	7	3	3	7-Spring 2027	7	3
4	5-Spring 2027	7	3	4	9-Spring 2027	7	3
5	6-Spring 2027	7	3	5	1-Fall 2027	7	3
6	7-Spring 2027	7	3	6	3-Fall 2027	7	3
7	9-Spring 2027	7	3	7	4-Fall 2027	7	3
8	1-Fall 2027	7	3	8	5-Spring 2028	7	3
9	3-Fall 2027	7	3	9	6-Spring 2028	7	3
10	4-Fall 2027	7	3	10	7-Spring 2028	7	3
11	5-Spring 2028	7	3	11	9-Spring 2028	7	3
12	6-Spring 2028	7	3	12	1-Fall 2028	7	3
13	7-Spring 2028	7	3	13	3-Fall 2028	7	3
14	Module 5-9 Spring 2028	21	3	14	Module 1-4 Fall 2028	21	3

MATBL – Fall 2026 Start				MATBL – Spring 2027 Start			
Course#	**Module**	**Length of Course (Weeks)**	**Full-time Credit Load**	**Course #**	**Module**	**Length of Course (Weeks)**	**Full-time Credit Load**
1	1-Fall 2026	7	3	1	5-Spring 2027	7	3
2	3-Fall 2026	7	3	2	6-Spring 2027	7	3
3	4-Fall 2027	7	3	3	7-Spring 2027	7	3
4	5-Spring 2027	7	3	4	9-Spring 2027	7	3
5	6-Spring 2027	7	3	5	1-Fall 2027	7	3
6	7-Spring 2027	7	3	6	3-Fall 2027	7	3
7	9-Spring 2027	7	3	7	4-Fall 2027	7	3
8	1-Fall 2027	7	3	8	5-Spring 2028	7	3
9	3-Fall 2027	7	3	9	6-Spring 2028	7	3
10	4-Fall 2027	7	3	10	7-Spring 2028	7	3
11	5-Spring 2028	7	3	11	9-Spring 2028	7	3
12	6-Spring 2028	7	3	12	1-Fall 2028	7	3
13	7-Spring 2028	7	3	13	3-Fall 2028	7	3
14	Module 5-9 Spring 2028	21	3	14	Module 1-4 Fall 2028	21	3

ACADEMIC CALENDAR: MAOL | MBA | MDIV | MPA

2026

Session A (August)	**August 17 – October 11, 2026**
Application Due	August 3, 2026
Orientation	August 10, 2026
Registration Due	August 17, 2026
Classes Start	August 17, 2026
Payment Due	August 24, 2026
Add/Drop Due	August 24, 2026
Withdrawal Due	September 7, 2026
Classes End	October 11, 2026
Grades Due	October 16, 2026

Session B (October)	**October 19 – December 13, 2026**
Application Due	October 5, 2026
Orientation	October 12, 2026
Registration Due	October 19, 2026
Classes Start	October 19, 2026
Payment Due	October 26, 2026
Add/Drop Due	October 26, 2026
Withdrawal Due	November 9, 2026
Classes End	December 13, 2026
Grades Due	December 18, 2026

2027

Session C (January)	**January 18 – March 14, 2027**
Application Due	January 4, 2027
Orientation	January 11, 2027
Registration Due	January 18, 2027
Classes Start	January 18, 2027
Payment Due	January 25, 2027
Add/Drop Due	January 25, 2027
Withdrawal Due	February 8, 2027
Classes End	March 14, 2027
Grades Due	March 19, 2027

Session D (March)	**March 22 – May 16, 2027**
Application Due	March 8, 2027
Orientation	March 15, 2027
Registration Due	March 22, 2027
Classes Start	March 22, 2027
Payment Due	March 29, 2027
Add/Drop Due	March 29, 2027
Withdrawal Due	April 12, 2027
Classes End	May 16, 2027
Grades Due	May 21, 2027

Session E (June)	**June 7 – August 1, 2027**
Application Due	May 24, 2027
Orientation	May 31, 2027
Registration Due	June 7, 2027
Classes Start	June 7, 2027
Payment Due	June 14, 2027
Add/Drop Due	June 14, 2027
Withdrawal Due	July 28, 2027
Classes End	August 1, 2027
Grades Due	August 6, 2027

MISSION STATEMENT

Williamson University is an institution of higher education that offers both graduate and undergraduate programs. The university equips, or prepares, students to be on mission in the world for Christ by teaching a curriculum that integrates faith with education.

OUR GUIDING PRINCIPLES AND CULTURE

Our mission statement is simple and easily memorized yet requires steadfast and unrelenting resolve on the part of all members of the WC family, especially our students. What are the implications of our mission statement for the learning environment and, more specifically, for our classroom climate and culture? Following are some values of which we all should adhere:

1. **A humble attitude**. While humility may appear soft, it's anything but. It forms the bedrock of a genuine walk with Christ. Without it, we lack the submissive spirit that is necessary to take Christ's easy yoke upon us (Matthew 11:28-30). St. Paul reminds us of Christ's humility when He *"emptied Himself…and being found in human form He humbled Himself by becoming obedient to the point of death"* (Philippians 2:7-8). C. S. Lewis, in *Mere Christianity*, lectured that the great sin is pride, a form of spiritual cancer (1952). In the classroom, we display humility as our lives mimic that of Christ's. We should be increasingly "*conformed to His image"* (Roman 8:29) and always mindful that "*it's not about you*."

2. **Seek first to understand; then be understood.** While necessary, humility alone is insufficient; listening well is an act of love. Jesus's brother, James, strongly urged the early church to *"be quick to hear, slow to speak, slow to anger"* (James 1:19). We develop this spiritual discipline through intentional practice. The WC classroom is an arena where we can fully develop and eventually display the continual practice of listening, as salt and light in a contempt-filled world where God has planted us.

3. **Biblical and analytical thinking**. Both are symbiotic. Analytical thinking alone would leave us vulnerable to drift and excess – in essence, rudderless. With a foundational commitment to God's Word, undergirded by our WC Statement of Faith, we have the freedom to explore our world philosophically, scientifically, socially, economically, culturally, and more, having the assurance that nothing will *"separate us from the love of God in Christ Jesus our Lord"* (Romans 8:39).

   The words (and title) of Nobel laureate, Daniel Kahneman, *Thinking, Fast and Slow*, have become vital for individuals in making sense of complex situations. Most intractable problems in our world defy simple answers. In the classroom, we strive to embrace complexity. Therein lies the Rosetta Stone for solutions to complex problems.

4. **No coddling allowed**. The classroom is a place in which we engage in the relentless pursuit of truth. Great theologian, philosopher, and cultural scholar, Francis Schaeffer, remarked "All truth is God's truth, wherever it is found." Emblematic of the cliché, *the whole becomes greater than the sum of its parts*, it is in the exchange of ideas that we often experience breakthrough discovery. President Ronald Reagan famously quipped, "Show me someone who disagrees with me 80% of the time, and I'll show you someone who agrees with me 20% of the time."

In a free society as ours, argument is a vital and necessary virtue. But we must conduct our arguments and debates, even while vociferous at times, in the spirit of Christ. The Apostle Peter taught the early church to *"be prepared to give an answer for the hope that is in you; yet do it with gentleness and respect"* (1 Peter 3:15). Our WC classrooms act as small societies where we practice the art of exchange fundamental to human flourishing.

5. **Judgment belongs to God only**. We encourage students toward vibrant point/counterpoint exchange in the classroom; however, we will always maintain the WC culture as a "safe zone" free from derision or demonization of others. Genuine argument allows for the likely possibility that minds will not change. In the end, we must remember the words of Jesus: *"Judge not that you be not judged, for how you judge you will also be judged"* (Matthew 7:1-2). Jesus did not intend to prevent us from analytically and biblically critiquing one another's presuppositions. However, we do not enjoy the privilege of judging another's heart or soul because, after all, God has not given us the ability or the authority to do so. Final judgement is God's and God's alone.

6. **Analysis of competing viewpoints is conventional in college.** While Williamson University is traditionally conservative, as well as theologically and biblically orthodox, we will make intentional efforts to confront students with ideas both right and left of center. We must allow our students the freedom to research, quote, interview, and befriend people and ideas without fear of being labeled as guilty by association. Was Jesus himself not constantly accused of fellowshipping with sinners? We must give one another the freedom of visiting in the home of Zacchaeus without fear of accusation (Luke 19:1-10). Recall, Jesus reserves His harshest words in scripture for the religious elites.

   Recognizing our strong tendency toward self-delusion, Arthur Brooks, in his highly-acclaimed and culturally relevant treatise, *Love Your Enemies*, states, "Psychologists have consistently shown that virtually everyone falls prey to 'confirmation bias,' a propensity to believe evidence in support of prior beliefs and to reject evidence that contradicts these beliefs" (Brooks, 2019, p. 131 Kindle Edition). In an unpopular defense of British soldiers in the courtroom, future President John Adams, an astute legal mind in the founding of our experiment in democracy remarked, "Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictums of our passions, they cannot alter the state of facts and evidence" (McCullough, 2001, p. 68)

7. **Truth matters.** The introduction of scholarly and theoretical research is basic to the learning experience. Theory also finds balance in practical experience. Or, as the renowned social scientist, Kurt Lewin, remarked, "there is nothing more practical than a good theory!" However, **contrived or manipulated data is not acceptable.** To do so is anathema to our God who is the essence of truth and opposed to falsehood.

   The Apostle Paul hints at examining all prophetic claims when he says, *"test everything"* (1 Thessalonians 5:21). Nancy Pearcey in *Finding Truth* contends, "The humane position, and the biblical position, is that individuals are under no obligation to affirm as true something they have not adequately examined. Moreover, if after careful examination, a claim is falsified by the evidence, it should be rejected" (Pearcey, 2015, p. 14).

A relativistic and post- postmodern society still asks a question posed to Jesus by Pilate, *"What is truth?"* (John 18:38). While Jesus came into the world to bear witness to the truth (v. 37), He represents ultimate and absolute truth that extends to the most microcosmic elements of universal truth. As His followers, Christ calls us to be ambassadors of truth and reject falsehood wherever we find it.

8. **Faith conquers fear.** Its founders intentionally structure Williamson University as a safe place to face our deepest fears. Among those fears are cherished and habitual presuppositions not grounded in truth. We all have blind spots. These are the reason King David prayed, *"Search me, O God, and know my heart! Try me and know my thoughts! And see if there be any grievous way in me and lead me in the way everlasting"* (Psalm 139:23-24 ESV).

   In response to conspiracy theories, Isaiah proclaimed, *"… do not fear what they fear, nor be in dread. But the Lord of hosts, him shall you honor as holy"* (Isaiah 8:12-13 ESV). We must be steadfast in rooting out any hint of competing gods that prevent us from glorifying God in our pursuit of Truth.

   Biblical scholar, N.T. Wright notes "The most frequent command in the Bible is: 'Don't be afraid; fear not.' Let's make no mistake about it: until you learn to live without fear you won't find it easy to follow Jesus" (Wright, 1994, p. 68-69).

These values will find greatest impact when we embrace them from within. Students in WC's Master of Arts in Organizational Leadership are aware of the theory that forced observance of principles such as these, will, at best, produce compliant foot soldiers, lacking energy for breakthrough achievement. However, when these powerful practices penetrate the depths of our hearts, conditions for remarkable transformation occur. We should take seriously the words of Jesus, *"Everyone who hears these words of mine and does them will be like a wise man who built his house on the rock"* (Matthew 7:24). Can we prayerfully join as a university family in seeking the best in one another? Our university, our community and, yes, our world depend upon it.

References

Brooks, A. C. (2019). *Love Your Enemies: How Decent People Can Save America From the Culture of Contempt*. New York: HarperCollins Publishers.

Lewis, C. S. (1952). *Mere Christianity*. New York: HarperCollins.

McCullough, D. (2001). *John Adams*. New York: Simon & Schuster.

Pearcey, N. (2015). *Finding Truth: 5 Principles for Unmasking Atheism, Secularism, and Other God Substitutes*. Colorado Springs, CO: David C. Cook Publishers.

Wright, N. T. (1994). *Following Jesus: Biblical Reflections on Discipleship*. Grand Rapids, MI: William B. Eerdmans Publishing.

INSTITUTIONAL GOALS

The Institutional Goals represent intended accomplishments of the University. They closely relate to program goals and course learning outcomes. Learning outcomes represent what students should learn in that course. The institutional effectiveness process measures whether the institution is achieving that which it has set out to do. As a result of the efforts of the University, graduating students should have:

1. Completed coursework in which they were exposed to biblical truth and cultural literacy.
2. Identified their God-calling and the factors involved in planning their vocation around that calling.
3. Developed a Christian worldview in which values, goals, strategies, initiative, and relationships are confidently developed.
4. Developed the ability to use a library and to find, evaluate, and synthesize information from a variety of sources.
5. Developed a professional relationship with faculty members who have provided advice, motivation, and direction to their academic experience.
6. Learned how to effectively interact with other adults in a rigorous learning environment and acquired the knowledge, new perspectives, and skills to become lifelong learners.

The following **Institutional Goals** are what the University will do in support of the above goals. The University should:

1. Demonstrate its desire for quality in meeting its mission by conducting an effective institutional research and planning program for the purpose of constant improvement and to support research-based claims of effectiveness to internal and external communities and agencies.
2. Maintain honest and quality relationships with all segments of the university's community, including but not limited to students, employees, alumni stakeholders, and vendors.
3. Create an adequate, healthy, and safe environment for students and employees.
4. Maintain programs that promote the enrollment and retention of persons who demonstrate their ability to receive instruction and have the heart for God.

OUR GUIDING VALUES

1. The way of Jesus: Our work is motivated and delivered based upon the teaching and model of Jesus Christ. His way was one of service, humility, faith, love, and sacrifice.
2. Concern for the least of these: We believe all people, regardless of economic or cultural status, should have an opportunity to learn. We give special regard to people of the world categorized as poor, oppressed, marginalized, or disenfranchised – the least, lost and left behind! From these come our elite students (Micah 6:8).
3. Cross-cultural intelligence: While we are committed to ultimate Truth and those occasions that demand a non-negotiable commitment regarding issues deemed right or wrong, we also concede there are many legitimate ways in which to accomplish strategic initiatives. To do so requires an ability and willingness to think critically across cultural barriers.
4. Collaborative Partnerships: We are devoted, when and where possible, to vision and strategy development that is co-creative, one in which a rich cross-cultural partnership is forged. Solutions should create sustainable structures that become self-supportive.
5. Integrated Learning: We believe that all truth is God's truth regardless of where it is found. Therefore, it is our conviction that all academic pursuits should be accomplished under the banner of transcendent truth within the context of a biblical worldview. Our priority is to offer an education

that's rooted in the realities of life worldwide. With a rich integration of faith and learning, we endeavor to educate with an emphasis on effective practices that are informed by sound and proven theory.

6. All-Inclusive Solutions: We believe resolution of complex world problems is seldom simple and one-dimensional. A holistic or inter-disciplinary and rigorous academic approach is needed to address societal problems and demands diverse attention. These problems require input from a Christ-centered position through various disciplines: economic, health/medical, historical, political, student/adult ministry, non-profit organizations, business, and socio-cultural.
7. The essence of *Live Sent* is assumed in the Williamson University mission statement in which graduates are taught to follow the model of Jesus when He invites us to become fishers of men (Matthew 4:19). We are all called to be laborers in the harvest (Luke 10:2).

OUR STATEMENT OF FAITH

- We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and His personal, and visible return in power and glory.
- We believe that man was created in the image of God; that man was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is necessary for salvation.
- We believe in the present ministry of the Holy Spirit by who's indwelling the Christian is enabled to live a godly life, and by Whom the Church is empowered to carry out Christ's Great Commission.
- We believe in the bodily resurrection of both the saved and the lost; those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

CHRISTIAN PHILOSOPHY OF EDUCATION

The University believes that the Bible encourages Christians to acquire an education that will make it possible for them to functionally perform in a world that God has created and to serve in one or more Christian ministries. As our world grows more complex and our knowledge of it continues to expand, it becomes more important that we maintain our understanding of God's role within His world and that we transfer knowledge, perspective, and skills about this complex creation from one generation to the next. The University serves as a channel through which students can master this transfer while having a ministry that contributes to the strengthening and expanding of the church.

CODE OF CONDUCT

Introduction

The Code of Conduct relates to students, trustees, faculty, and staff of the University to guide the individual toward what is acceptable and unacceptable behavior in relationship to the University. In all University relationships, the University expects each person to act in accordance with the teachings of the Holy Bible and moral principles set forth in the Ten Commandments, to abide by federal, state and local laws, to honor the security and sanctity of the individual, to avoid excessive alcoholic drink, to avoid the use of illegal drugs, to be honest (avoid plagiarism, cheating), to be supportive of the academic process and to honor the following four specific areas of the Code of Conduct (Exod. 20:1-17; Eph. 5:18)

Academic Integrity
Truthfulness, diligence, and honesty are part of the values learned from God. God's plan for believers is for their nature to become more like His. Because of this, our lives should demonstrate these qualities. Scripture commends personal integrity and condemns that which undermines it. It is our expectation that every person affiliated with the University in any way will conduct himself or herself in a manner that demonstrates personal and academic integrity. This is shown by being the person God has created us to be and by being open and honest in all relationships with others. Additionally, we expect the students to uphold the highest level of academic integrity in their submission of work (Prov. 10:9, 11:3; Rom. 12:1-2; Titus 2:7).

Christian Lifestyle
Each trustee, faculty, or staff person is expected to lead a lifestyle that is marked with humility, brokenness, honesty, openness, integrity, helpfulness, concern, hard work, goal setting, goal accomplishment and prioritization. Academically, each must demonstrate a pursuit of greater knowledge, higher level skills and a more profound understanding of the universe God has created and God's relationship to it (Matt. 5; James 2:12, 13; Prov. 14:23; Acts 20:35; Eph. 5:1, 21).

Statement on Marriage, Gender, and Sexuality
Because God has ordained marriage and defined it as the covenant relationship between a man, a woman, and Himself, Williamson University shall only recognize and teach marriage between one biological man and one biological woman. Further, staff, faculty, and trustees of Williamson University shall only be married to a member of the opposite biological sex. Employees and trustees of Williamson University shall only officiate, host, and/or solemnize marriages between one biological man and one biological woman and shall not foster any activity contrary to God's ordained definition of marriage.

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 6:18; 7:2-5; Hebrews 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We are persuaded that the matter of human sexuality and gender is fundamental to biblical cosmology, not merely biblical morality. Beginning with the Genesis account of Divine Creation and continuing consistently throughout all of Scripture's canon, God's original and ongoing intent and action entails the creation of humanity manifest as two distinct sexes, male and female, which together reflect the image and nature of God. (Genesis 1:27-28; 2:20-25; Mark 10:6)

While due to human sin and brokenness, our experience of our sex and gender is not always that which God the Creator originally designed, we yet affirm God's capacity to heal and transform our brokenness. In light of this foundational understanding of creation, fall, and redemption, we do not affirm the resolution of tension between one's biological sex and one's experience of gender by the adoption of a psychological identity discordant with one's birth sex (Genesis 2:20-25; I Thessalonians 4:3-8; Hebrews 13:4)

We affirm the dignity of all human beings, and we deplore all forms of sexual harassment and violence. The Bible calls upon us to respect people even though we may disagree with them. We will demonstrate civility and compassion as we engage in dialogue with those whose beliefs, self-identification, and behaviors deviate from biblical standards.

We will also separate the value and identity of each person from the behavioral choices one makes. We must never reject people, but only those actions that Scripture defines as immoral. We rejoice in the fact that God welcomes, embraces, forgives, and heals all people who are responding to His grace. (Psalm 32, 51; 2 Timothy 2:24-26; I Peter 3:15; I John 1:9).

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, and bisexual conduct) is sinful and offensive to God (Matthew 15:18-20; 1 Corinthians 6:9-10).

We believe that, to preserve the function and integrity of Williamson University, and to provide a Biblical role model to Williamson University students and the community, it is imperative that all persons employed by Williamson University in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22).

We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual or organization are to be repudiated and are not in accord with Scripture nor the policies of Williamson University.

Respect for People and Property

We believe that as the Scripture teaches, all people, regardless of their socioeconomic, physical, mental or spiritual condition, are individuals of worth in the eyes of God. The rightful ownership of property is to be honored. People of all races and all national origins are to be valued and respected. According to Scripture, Christians should express concern whenever the rights of others are violated and are called to assist whenever possible in improving the welfare of those less fortunate (Rom. 12:9-13, 20-21; Luke 16:10-13).

GENERAL POLICY STATEMENTS

Drug and Alcohol Policy

In keeping in compliance with the Drug-Free Schools and Communities Amendments of 1989 (Public Law 101-226), a "Drug Free Schools and Campuses" publication, the Williamson University drug prevention policy is provided to the campus community annually. Williamson University prohibits the manufacturing, possession, selling, purchasing of illegal drugs or alcohol on the university campus. The use of alcoholic beverages is prohibited on the university campus. Williamson University will allow the use and/or sale of alcoholic beverages in non-campus events, if and only if, beverages are provided by a sponsor of the event and in no way paid for by Williamson University.

Students and employees in violation of the policy related to drugs or alcohol are required to participate in a prevention program or see a licensed counselor designated by the University with the intention of correcting the problem of the person at his or her own expense. The student or employee must meet weekly for a minimum of three months in the program and receive a signature from the person who can verify participation in the activity. Following completion of the program, the student or employee will remain on a probationary period for three additional months. Refusal to effectively participate in the program or meet with a counselor will result in immediate dismissal as a student or employee of the University.

Federal and state statutes make it unlawful to manufacture, distribute, dispense, deliver, sell, or possess controlled substances. Penalties imposed depend upon many factors, including possible prosecution, fines, or confinement. Pursuant to state law, it is unlawful to sell, furnish, or provide alcohol to anyone under the age of 21. A minor who is convicted for underage possession, consumption, or transportation of drugs or alcohol, may face criminal penalties and license suspension. Adherence to such laws is not limited to Williamson University premises. Violation of the policy will result in disciplinary procedures and sanctions.

Substance Abuse Education (Drug & Alcohol)

The campus community must abide by the University's policy related to drug and alcohol abuse. Students are informed of the policy in Orientation and can ask questions about school standards regarding substance abuse and sanctions related to its violation. The policy is stated in the University catalog and Student Handbook. Employees are advised when newly hired. A licensed counselor in the area is invited to present an educational seminar to the campus community on an annual basis. In addition to informing participants of laws surrounding drugs and alcohol, definitions and signs of substance abuse are also provided. The presenter will offer referrals to local counseling services and supplementary programs in the area. Interested individuals are advised to contact the Director of Student Services or Vice President of Operations for resources related to substance abuse. Individuals may also be referred to the University's Pastoral Counselor.

Emergency Procedures Policy

Catastrophic Events Policy

In the event of a catastrophe, Williamson University will adhere to all principles of Tennessee Higher Education Commission Rule 1540-01-02-.23, "Institution Closure". The university will ensure that impacted students will receive the services for which they have paid or reasonable financial compensation for those not received. This may include tuition assurance funds, surety bonds, irrevocable letter of credit, assistance with transfer, teach-out provisions or other practices deemed sufficient to protect consumers. The institution agrees that it and/or its home state has adequate measures to protect student records in the event of closure.

Student records (physical documents), including official transcripts are protected in a fire safe for three years in the Registrar's Office. Regarding protection of digital student records, ImageQuest (the university's IT support group) backs up the institutional shared drive and servers and runs routine system updates. ImageQuest also loads the digital student records to a cloud for additional protection and security measures. In the event of an institutional closure, the university will utilize a digital credential service to provide student access to official transcripts

Civil Disorder/Criminal Activity

In the case of civil disorder or criminal activity, 911 should be called as soon as the responsible authority on the scene for the University deems the situation is either out of control or has a good possibility of becoming out of control. The responsible authority is defined as the faculty member for a class or the highest-ranking administrator in an office situation. Sheltering in place may be required if evacuation is not possible. Should gunfire or explosives be discharged, such as an active shooter scenario, take cover using all available concealment. Stay low and quiet, trying not to bring attention to yourself or those around you if possible. If able to exit the building, do so judiciously. If not possible to exit, try to secure yourself in a safe place by putting something heavy against a door or any other entry point, and remain discreet if able. Call 911 to report the incident once in a safe location. Following the incident, seek emergency medical attention if necessary.

Fire Emergency

Fire extinguishers are located in the building. However, in the case of a fire or explosives emergency, the fire alarm should be engaged, and each person must evacuate the building as quickly as possible, seeking a safe location. If a fire or explosion occurs during class time, a responsible authority present should call 911, help evacuate the building and make sure all have exited. If the fire or explosion occurs during office hours, an employee should call 911 and engage the fire alarm to alert all other persons to move out of the building. Meeting in an area outside the building ensures all are counted for and safe. Orientation will serve to acquaint students with the location of fire alarms, fire extinguishers, alternate exits, and first aid kits.

Medical Emergency

The University recognizes the need to respond to medical emergencies as quickly as possible. If a sick or injured person requests medical treatment, then such treatment should be sought if those present conclude the affected person is mentally and physically able. If the affected person is unable to request medical treatment themselves, 911 should be called and given a description of the medical emergency and the location of the building. One person should go to the front of the building to direct the emergency crew to the affected person. If the incident occurs in the classroom, the faculty member present should assume the responsibility for first attempting to communicate with the person and then make the decision to call to 911, if necessary. Within the administrative offices, the person closest to the situation will attempt to communicate with the person and then call 911 if necessary.

Extreme Weather or Natural Disaster Protocol

In the event of a natural disaster, the responsible authority present shall direct the response of those on campus. In the case of a tornado or severe weather conditions, all persons are to proceed to the interior hallway near the restrooms to a safe shelter where there are no windows or glass doors. In case of flooding, all persons should evacuate the building if deemed safe or proceed to the highest place in the building while waiting for the arrival of rescue personnel. In cases of an earthquake while any of the campus community are in the building, all persons must evacuate the building quickly. A senior staff member must be notified of any situation on campus. With these scenarios, a warning will be issued if certain segments of the University community need to be alerted to stay away from the campus.

Fair and Just Practices Policy

Williamson University will treat all faculty, staff, administrators, and students in a fair and just manner with the Bible as our guide. The goal in this policy is to demonstrate the respect that is due to all human beings as creatures made in the image of God. While we wish to have fair and just practices apply to all persons, we expect such persons to also treat the University as an institution involved in the work of the Kingdom of our Lord in a like manner. Where there is disagreement as to what constitutes a fair and just practice, the matter should then be referred to the Complaint Policy of the University and the procedures in that policy followed.

Family Rights and Privacy Policy

Williamson University is committed to the protection of students' educational records in accordance with the Family and Educational Rights and Privacy Act (FERPA). A copy of the procedure regarding student educational records is available from the Registrar.

Handicapped Students and Personnel Policy

Williamson University supports state and federal legislation to enable the handicapped to be either an employee or a student at the University without physical restraints restricting access to the University. The University will provide access to all offices, laboratories, classrooms, and library without the use of steps or steep ramps and will make all restrooms handicapped accessible. The University will take other action as might be required by local ordinance or state and federal law.

HIV/AIDS Policy

Students who have been diagnosed with HIV/AIDS are required to inform their Academic Advisor or a member of the Executive Team. Any restrictions that might be imposed will be determined considering the most recent medical knowledge and are in accordance with applicable state and federal laws. A strict code of confidentiality is maintained in all cases

Sexual Offenses Policy

Any type of sexual offense, such as assault or violence (including domestic), is forbidden by the University. Sexual offenses are defined as any sexual act or physical contact of a sexual nature with or without consent. Consent requires a voluntary positive agreement between participants to engage in specific sexual activity. Sexual offenses which are unlawful but consensual do consider attempts [includes incest, statutory rape]. These offenses can also be defined as "non-forcible", or unlawful, non-forcible forms of sexual crimes. Rape is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim (FBI, 2013). Further information can be found in the Annual Security Report available online.

Use of Tobacco Products

Students are encouraged to refrain from the use of all tobacco products including e-cigarettes in the interest of the health of others. **No smoking is permitted inside** the building on either university site. Smoking in the parking lot is permitted at class breaks. Please use **ash receptacles** and do not litter by extinguishing butts on the ground.

Weapons policy

The possession or use of firearms or a dangerous weapon of any kind is prohibited in the University buildings and at any University-sponsored activities. Violation of this policy may result in expulsion of the offender.

ADMISSIONS OFFICE

The purpose of the Office of Admissions is to support the mission of the University in addition to providing an opportunity to persons who have the desire to pursue higher education, by guiding them step-by-step through the inquiry, application, and admittance processes.

General Procedures

Williamson University offers several admission paths which are designed to meet the needs of individual students. Admission is open to any qualified student without regard to race, color, age, gender, ethnic origin, creed, or physical ability. Williamson University complies with all statutory and regulatory nondiscrimination requirements in the administration of educational policies and procedures, educational programs, financial aid policies and procedures, student services and equal employment practices. Williamson University is an interdenominational University and holds a decidedly Christian worldview. Applicants may be admitted to the University upon evidence of their understanding of the Christian nature of the University; applicants must therefore read and sign the *Tenets of Faith Statement* in addition to meeting all other admission standards respective to their admission path. The University reserves the right to refuse admission or readmission to any applicant based upon a determination that the admission of the applicant would not be consistent with the mission, goals, and standards of the University. Class sizes are limited. A wait may incur until future space is open, or the class section is offered again.



Laura Flowers
Director of
Enrollment Services

UNDERGRADUATE ADMISSION REQUIREMENTS

Undergraduate Admission

Williamson University invites applications from students who will contribute to, as well as benefit from, the educational process offered by the University. Each applicant is evaluated on an individual basis regarding academic preparation and potential. Prospective students are encouraged to visit the University to learn more about specific degree programs and our unique educational environment. Undergraduate admission is intended to serve those desiring to complete an associate or bachelor's degree program or attend classes for personal enrichment. Prospective students may apply online: https://williamsoncc.edu/apply/apply-online. Undergraduate admission applications are accepted on a rolling, continual basis for all programs and for individual classes for personal enrichment. Applicants who meet the criteria necessary for admission will be notified in writing. Applicants who do not meet the criteria and are not approved for admittance will also be notified in writing. Please note that acceptance to the university may be established with stipulations that should be met for continued enrollment. These stipulations may outweigh advancement conditions further outlined in the catalog or other documents provided by the university.

All students MUST provide their own laptop computer.

Dual Enrollment Student Path (for students currently enrolled as juniors or seniors in high school)

- ✓ Complete the Dual Enrollment Application and forms online: https://williamsoncc.edu/apply/apply-online/.

- ✓ Submit a $50 nonrefundable application fee online: https://williamsoncc.edu/resources/payments/ or make checks or money orders payable to Williamson University.
- ✓ Submit Consent for Dual Enrollment form: https://williamsoncc.edu/wp-content/uploads/2026/04/Dual-Enrollment-Concent-Form.pdf
- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2026/04/Dual-Enrollment-Student-Essay.pdf.
- ✓ Request official high school transcripts be forwarded directly from the high school to the Office of Admissions; applicants must have a minimum cumulative GPA of 3.0 on a 4.0 scale. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network).
- ✓ Courses must be approved by the high school where applicant is currently enrolled.
- ✓ Courses will not be expected to count toward the student's high school diploma unless the student has made prior arrangement with his or her high school and/or local board of education.
- ✓ Dual Enrollment students are permitted to earn a maximum of 32 credit hours, with consideration of additional hours for exceptionally thriving Dual Enrollment students.
- ✓ To continue Dual Enrollment, students must maintain a minimum GPA of 2.0 at Williamson University.

Freshman Student Path (first time university student)

- ✓ Complete the Undergraduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $50 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Undergraduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Request official high school transcripts be forwarded directly from the high school to the Office of Admissions. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). For applicants currently enrolled as seniors in high school, transcripts may be submitted containing information through the end of the junior year to establish provisional admittance. Upon graduation, a final transcript documenting the date of graduation must be forwarded to the WC Office of Admissions directly from the high school. Applicants are encouraged to secure the release of final transcripts before high school graduation.
- ✓ Applicants who have served in the United States Armed Forces should request official military transcripts for the Office of Admissions. Information about requesting joint service transcripts electronically is available here: https://jst.doded.mil/official.html (the university is listed as "Williamson Christian College" in the JST network).
- ✓ Submit an official ACT report with a minimum composite score of 18 or an official SAT report with a minimum composite score of 890; this requirement is optional for students over 21 years of age or with previous postsecondary university experience. The ACT code for Williamson University is 4034. Copies of ACT scores may be ordered by calling (319) 337-1313 or online: https://www.act.org/content/act/en/products-and-services/the-act/scores/sending-your-scores.html. The SAT code for WC is 7388. SAT scores may be ordered online: https://sat.collegeboard.org/scores. ACT/SAT scores on an official high school transcript are acceptable.

- ✓ Applicants will need to demonstrate a minimum grade point average (GPA) of 2.0 on a 4.0 scale. For applicants who cannot demonstrate a minimum grade point average (GPA) of 2.0 an ASSET exam will be administered by Williamson University. Applicants must pass exam with a satisfactory score.
- ✓ Applicants who did not graduate from high school must present proof of high school equivalency; General Educational Development (GED) documentation indicating a minimum composite score of 45 may be submitted.
- ✓ Applicants who have completed dual enrollment or concurrent credit at a university or university while enrolled in high school must request an official academic transcript be forwarded directly to Williamson University from each university or university attended. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: Any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.

International Student Path

- ✓ Complete the Undergraduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $100 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Undergraduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Submit copy of high school diploma, certificate of completion or transcripts. Please note: Admission to Williamson University requires completion of secondary school.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from each non-US university or university attended. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Transcripts must be in the form of official copies of academic records. These must be accompanied by an English translation of the documents. Williamson University does not formally recognize degrees from non-US colleges or universities. However, if an international applicant wishes to have individual courses reviewed by the Registrar in order to transfer credits from a non-US university or university; the following procedure applies: Applicants must provide an English translation of the transcript, or in the event this is not possible, the applicant must contact World Education Services (WES): https://www.wes.org for an official evaluation of non-US university or university transcripts and request the evaluation be sent to Williamson University. Upon receipt of the evaluation, the Registrar will review courses to determine the credits that can be accepted toward the applicant's degree program at WC.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from each US university or university previously attended. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.
- ✓ Demonstrate English proficiency through one of the following:
    - o A minimum TOEFL* score of 520 is required on the paper-based test; or
    - o A minimum TOEFL* score of 175 is required on the computer-based test; or

- A minimum TOEFL* score of 60 is required on the Internet-based test.
  **An alternative English Language Test international student may take is the International English Language Testing System (IELTS). A minimum score of 5 is required. For international applicants from countries where English is the official language, please contact the Admissions Office to request a waiver of this requirement.*

- ✓ Submit bank statement demonstrating financial capability of paying tuition, fees and living expenses for the first academic year of program. The bank statement must be current and indicate the account monetary value equivalency in USD (United States dollars). If a student will be sponsored, a current sponsor bank statement demonstrating financial capability and completed financial support form (provided by the Office of Admissions) will be required.
- ✓ Submit documentation substantiating official status with the US Citizenship and Immigration Service (USCIS), to determine eligibility to study in the United States as follows:
  - Copy of current Visa
  - Copy of current Passport
  - Copy of current I-94 information
  - Copy of current I-20 if transfer student from another US university or university
- ✓ Submit copy of passport and visa for any dependents that will be listed on student's I-20.
- ✓ Submit current complete foreign address to Office of Admissions.
- ✓ If student desires to transfer from another US university or university, submit a SEVIS Transfer Request form (available from the Office of Admissions at WC).

Readmission Student Path (former Williamson University student not enrolled in the last 180 days)

- ✓ Complete the Undergraduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $50 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Undergraduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from each university or university attended since leaving Williamson University. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: Any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.
- ✓ Applicants who have served in the United States Armed Forces should request official military transcripts for the Office of Admissions. Information about requesting joint service transcripts electronically is available here: https://jst.doded.mil/official.html (the university is listed as "Williamson Christian College" in the JST network).
- ✓ Applicants will need to demonstrate a minimum grade point average (GPA) of 2.0 on a 4.0 scale for all university work completed following separation from Williamson University. The Registrar of Williamson University will review transcripts and determine the amount of credit previously earned that can be accepted toward the applicant's degree program at Williamson University. Applicants are also advised that transferability of credits earned at Williamson University is governed by the receiving institution and accreditation does not guarantee transferability.
- ✓ Readmission is permitted when restrictions put into place at the time of a student's earlier departure from the University have been resolved.

- ✓ Students on academic suspension may be readmitted at the discretion of the Admission Committee after six months in which they are not enrolled at the University.
- ✓ Applicants for readmission will need to ensure any outstanding balance for previous tuition and fees has been cleared with the Business Office.
- ✓ Students not enrolled for a period of one year or longer will incur the obligation of meeting requirements in effect in the most recently published edition of the Williamson University Catalog.
- ✓ Please contact the Admissions Office for information about additional documentation required for returning International Students.
- ✓ The Readmissions Committee, consisting of representatives from the Office of Admissions, Office of Financial Aid, Business Office, Student Development, and Academic Affairs, will be convened to consider the request of applicants desiring to be readmitted to the University.

Special Provision for the Talented/Gifted High School Students

High school students in grades 9 through 12, who are academically talented/gifted, may qualify for enrollment at Williamson University under *Chapter 395 of the Public Acts of 1983* as follows:

"Academically talented/gifted students enrolled in grades 9, 10, 11, or 12 in public or private schools in Tennessee, may with the recommendation and approval of the high school principal and appropriate higher education institution personnel, enroll and receive regular university degree credit from a Tennessee post-secondary institution if such a student has a grade point average equivalent to 3.2 on a 4.0 maximum basis and if such placement is a part of the student's planned Individual Educational Program (IEP) as established by the multi-disciplinary team process."

Academically Talented/Gifted Student Path

- ✓ Complete the Undergraduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Undergraduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Submit a $50 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Request an official high school transcript to be forwarded directly from the high school to the Office of Admissions. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network).
- ✓ Submit a signed letter of consent from student's parent/legal guardian.
- ✓ Submit a signed letter of recommendation or consent from high school principal which includes verification that coursework at Williamson University is required as part of the student's IEP.

Audit Student Path

- ✓ Complete the Undergraduate Application, Health History and Tenets of Faith forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $50 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Applicants must be 18 years of age or older.

Additional audit information: Students may audit courses for a minimal fee. Audited courses will not be used to determine full or part-time status. Credits are not earned for audited courses. Students are not

obligated to complete assignments and instructors are not obligated to evaluate assignments; however, assignments may be completed and evaluated by mutual consent. A grade of AU will be recorded on the auditing student's permanent record. If an audit student wishes to take classes for credit after completion of audited classes, please contact the Office of Admissions to determine the additional admission requirements for the appropriate student path.

Certificate Program (FOR CREDIT) Student Path

- ✓ Complete the Undergraduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $50 nonrefundable application fee: https://williamsoncc.edu/resources/payments/ or make checks or money orders payable to Williamson University.
- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Undergraduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from each university or university attended. If applicant has not attended university previously, an official high school transcript confirming graduation will be required. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: Any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.
- ✓ Applicants who have served in the United States Armed Forces should request official military transcripts for the Office of Admissions. Information about requesting joint service transcripts electronically is available here: https://jst.doded.mil/official.html (the university is listed as "Williamson Christian College" in the JST network).
- ✓ Submit an official ACT report with a minimum composite score of 18 or an official SAT report with a minimum composite score of 890; this requirement is optional for students over 21 years of age or with previous postsecondary university experience. The ACT code for Williamson University is 4034. Copies of ACT scores may be ordered by calling (319) 337-1313 or online: https://www.act.org/content/act/en/products-and-services/the-act/scores/sending-your-scores.html. The SAT code for WC is 7388. SAT scores may be ordered online: https://sat.collegeboard.org/scores. ACT/SAT scores on an official high school transcript are acceptable.
- ✓ Applicants will need to demonstrate a minimum grade point average (GPA) of 2.0 on a 4.0 scale. For applicants who cannot demonstrate a minimum grade point average (GPA) of 2.0 an ASSET exam will be administered by Williamson University. Applicants must pass exam with a satisfactory score.
- ✓ Applicants who did not graduate from high school must present proof of high school equivalency; General Educational Development (GED) documentation indicating a minimum composite score of 45 may be submitted.
- ✓ Applicants must be 18 years of age or older.

Non-Degree Seeking (For Credit) Student Path

- ✓ Complete the Undergraduate Application and forms: https://www.williamsoncc.edu/apply-online/.

- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Undergraduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Submit a $50 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from each university or university attended. If applicant has not attended university previously, an official high school transcript confirming graduation will be required. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: Any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.
- ✓ Applicants who have served in the United States Armed Forces should request official military transcripts for the Office of Admissions. Information about requesting joint service transcripts electronically is available here: https://jst.doded.mil/official.html (the university is listed as "Williamson Christian College" in the JST network).
- ✓ Applicants will need to demonstrate a minimum grade point average (GPA) of 2.0 on a 4.0 scale.
- ✓ Applicants must be 18 years of age or older.

Transfer Student Path (current or previous university student)

- ✓ Complete the Undergraduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $50 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Undergraduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from each university or university attended. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: Any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.
- ✓ Applicants who have served in the United States Armed Forces should request official military transcripts for the Office of Admissions. Information about requesting joint service transcripts electronically is available here: https://jst.doded.mil/official.html (the university is listed as "Williamson Christian College" in the JST network).
- ✓ Applicants will need to demonstrate a minimum grade point average (GPA) of 2.0 on a 4.0 scale for all previous university work. The Registrar will review transcripts and determine the amount of credit previously earned that can be accepted toward the applicant's degree program at Williamson University. Applicants are also advised that transferability of credits earned at Williamson University is governed by the receiving institution and accreditation does not guarantee transferability.

Transient Student Path (student currently enrolled in another institution)

- ✓ Complete the Undergraduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $50 nonrefundable application fee: https://williamsoncc.edu/resources/payments/ or make checks or money orders payable to Williamson University.
- ✓ Submit an official "letter of good standing" from the academic dean or registrar of the home institution where student is currently enrolled. This letter must be forwarded directly to the Office of

Admissions at Williamson University or submit copies of official transcripts from home institution with a minimum GPA of 2.0 on a 4.0 scale. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network).

- ✓ It is the student's responsibility to submit a Williamson University course description to their home institution Registrar's office for prior approval.

MISCELLANEOUS INFORMATION

CHECKING THE VALIDITY OF A STUDENT'S HIGH SCHOOL COMPLETION:

Policy: If Williamson University has reason to suspect an applicant's high school diploma, transcript or other information is fraudulent or not valid, Administration (Admissions Manager and Registrar) will investigate the matter. The University reserves the right to deny or rescind admission in cases where fraudulence is found.

Procedure: If Administration doubts validity of high school completion, student will be required to submit official high school diploma or transcript with completion date. If student does not produce proof, Administration will contact the state Department of Education in which the student completed high school for confirmation. If state Department of Education cannot produce proof, Administration will deny or rescind admission to the college.

ASSET: The ASSET test is an exam administered by Williamson University. This test measures competency levels in English, math, reading, and writing. It is only used if the applicant fails to meet the minimum GPA requirement, ACT or SAT score for official acceptance. Results from the ASSET may be used to place students into English and math courses accordingly. It is important to note that official acceptance to the university may be established with stipulations that should be met for continued enrollment. Some students may also be eligible for provisional admission up to a period of six months.

IELTS: The International English Language Testing System (IELTS) results are used by Williamson University to determine English proficiency for international students. Applicants are encouraged to take the exam well in advance of beginning the admissions process. Information on testing procedures, locations, and sample questions may be obtained by visiting the IELTS website: https://www.ielts.org .

TOEFL: The Test of English as Foreign Language (TOEFL) results are used by Williamson University to determine English proficiency for international students. Applicants are encouraged to take the exam well in advance of beginning the admissions process. Information on testing procedures, locations, and sample questions may be obtained by visiting the TOEFL website: https://www.ets.org/toefl/.

Homeschooled Students: Homeschooled applicants are required to submit the same documentation as applicants under the Freshmen Path. However, regarding the generation of the high school transcript the following requirements apply:

- ✓ If the student's education is associated with a correspondence school-based organization, the organization should provide the official high school transcript to the Office of Admissions.
- ✓ If the student's education consists of parent and student designed curriculum, the parent, as the primary instructor, should provide the official high school transcript to the Office of Admissions.
- ✓ If the student's education is associated with an umbrella program, the umbrella organization should provide the official high school transcript to the Office of Admissions.

Permanent Residents: Students who are permanent residents of the United States must submit a copy of the front and back of their permanent resident card in addition to meeting all applicable admission requirements for their respective admission path.

Provisional Undergraduate Admittance: Applicants lacking required academic documentation may be considered for provisional admission eligibility for a period of up to six months, normally 12 credit hours. For academic purposes, students must be officially admitted by the end of their first 12 credit hours. Failure to provide the needed documentation prior to the beginning of the next 12 credit hours will jeopardize continued enrollment. Applicants not meeting the minimum GPA or ACT/SAT requirement will be referred for ASSET testing. The test measures competency levels in reading, writing, and math. It is important to note that acceptance to the university may be established with stipulations that should be met for continued enrollment. Some students may be considered for provisional admission eligibility for a period of up to six months, normally 12 credit hours. The student's admission status will be reviewed again following the provisional period to determine eligibility for official acceptance. Transfer credits from prior colleges or universities will be posted to academic transcripts only upon official admission. Please Note: Provisionally admitted students are ineligible to receive federal student aid or apply for institutional scholarships until they are officially admitted.

Transient/Non-Degree/Dual Enrollment/Audit Students: Non-degree seeking students are ineligible for financial assistance, including scholarships, grants, and loans. Students must meet applicable prerequisites published in the Williamson University Catalog for enrollment in individual courses. Credits earned at Williamson University under status will be held in a "credit bank" and will be released to other institutions following presentation of a high school diploma or a passing score on the GED OR HiSET. Students desiring to pursue a degree at Williamson University at a later or future date must comply with the admission requirements in effect at the time of application.

Transfer Credit Procedure: WC accepts transfer credit from institutions accredited by an agency approved by the United States Department of Education. Credits from other institutions are subject to the University's Transfer Credit Escrow Procedure. Transfer decisions are applied consistently. Decisions are not made solely on the source of accreditation of a sending program or institution. If WC offers an equivalent course to one taken at another institution, the transfer credit may be substituted for the WC course requirement. Lower division transfer credits will not satisfy upper division course requirements. Students may be required to submit documentation as to course content and duration of course prior to transfer credit being approved.

Undergraduate Students

- Williamson University requires undergraduate students to complete all courses required by their selected program. WC may allow for substitution up to 9 credit hours in the major at the time of admission. Any student receiving a bachelor's degree from Williamson University must earn a minimum of 30 semester credit hours at this institution.
- Transfer credit is only granted for courses in which a grade of "C" or better was earned. Courses not repeated at the same institution will be calculated in the overall GPA for admission. Transfer credit is not granted for developmental courses or for continuing education units.
- International transcripts must be in English or be accompanied by an acceptable English translation. If you need translation services, contact World Education Services (WES): https://www.wes.org.

- Williamson University offers credit for Advanced Placement (AP) exams. The incoming student must have an AP score qualification of 3 or above.

Graduate Students

- Williamson University requires graduate students to complete all courses required by their selected program. WC may allow for substitution up to 9 semester credit hours in the program at the time of admission. Transfer credit must have been completed within the last five 5 years.

Transfer Credit Escrow Procedure

Credits earned from unaccredited colleges, universities, and institutions are conditionally accepted. Students are required to maintain a minimum GPA of 3.0 during the first 12 credit hours taken at Williamson University. These conditional credits are then formally accepted by the University Registrar. Formal acceptance under the escrow policy is not guaranteed but is determined by an institutional review of the transcript/grade reports and institutional materials such as academic catalogs, syllabi, and other pertinent materials that document the course content and duration.

Transferability of Williamson University Credits

The acceptance of courses taken at Williamson University is subject to the discretion of the receiving institution. It is the sole responsibility of the applicant to ensure transferability of WC credits to other institutions.

GRADUATE ADMISSION REQUIREMENTS

***All students MUST provide their own laptop computer*.**

General Procedures

Graduate Admission is open to any qualified student without regard to race, color, age, gender, ethnic origin, creed, or physical ability. Applicants must demonstrate completion of a bachelor's degree. Williamson University complies with all statutory and regulatory nondiscrimination requirements in the administration of educational policies and procedures, educational programs, financial aid policies and procedures, student services and equal employment practices. Williamson University is a non-denominational University and holds a decidedly Christian worldview. Applicants may be admitted to the University upon evidence of their understanding of the Christian nature of the University; applicants must therefore read and sign the *Tenets of Faith Statement* in addition to meeting all other admission standards respective to their admission path. The University reserves the right to refuse admission or readmission to any applicant based upon a determination that the admission of the applicant would not be consistent with the mission, goals, and standards of the University.

Graduate Admission

Williamson University invites applications from students who will contribute to, as well as benefit from, the educational process offered by the University. Each applicant is evaluated on an individual basis regarding academic preparation and potential. Prospective graduate students are encouraged to visit the University to learn more about specific degree programs and our unique educational environment. Graduate admission is intended to serve those desiring to complete our graduate degree program. Applicants who meet the criteria

necessary for admission will be notified in writing. Applicants who do not meet the criteria and are not approved for admittance will also be notified in writing.

Graduate Student Path

- ✓ **Please Note:** *If the applicant is an international student, please see the separate section "International Graduate Student Path" for admission requirements.*
- ✓ Complete the Graduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $75 nonrefundable application fee: https://williamsoncc.edu/resources/payments or make checks or money orders payable to Williamson University.
- ✓ First-time applications require two recommendations using the Williamson University Graduate Student Reference Form. Re-applicants are required to submit one new recommendation. If you have been working full-time for at least six months, one recommendation should be from your current supervisor and the other a spiritual life reference. If you cannot secure a recommendation from your direct supervisor, please submit a statement of explanation along with your application. The second recommendation should be from either a former immediate supervisor or from another professional associate, senior to you, who can share their insights on your leadership potential.
- ✓ Submit a current resume or detailed statement describing your professional work experience history.
- ✓ Submit a graduate admissions essay using specifications found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Graduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from all institutions where post-secondary coursework was completed or attempted (including the final university that awarded the bachelor's degree). Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.
- ✓ Applicants who have served in the United States Armed Forces should request official military transcripts for the Office of Admissions. Information about requesting joint service transcripts electronically is available here: https://jst.doded.mil/official.html (the university is listed as "Williamson Christian College" in the JST network).
- ✓ Applicants must have achieved a cumulative grade point average (GPA) of 2.5 or higher on all prior undergraduate and graduate-level coursework.
- ✓ Submit any additional evidence of eligibility required by the graduate program.
- ✓ Official documents submitted for admission consideration become the University's property and cannot be returned or copied for distribution.
- ✓ For readmission to the WC graduate program, if you have not been enrolled for the last 180 days, you will need to reapply and meet the criteria above. Please contact the Office of Admissions for additional information.

Provisional Graduate Admittance: Applicants lacking required academic documentation or who do not demonstrate the overall GPA requirement (2.5) may be considered for provisional admission eligibility for a period of one course (usually three credit hours). Students provisionally admitted for failing to meet the minimum GPA requirements will need to earn a B- (GPA of 2.7) or higher in the course to be officially admitted. For academic purposes, students must be officially admitted by the end of their first course. Failure to provide the needed documentation or meet the graduate GPA requirement before the second course

jeopardizes continued enrollment. Please Note: Provisionally admitted students are ineligible to receive federal student aid or apply for institutional scholarships until they are officially admitted.

Williamson University undergraduates with a 3.0 GPA who plan to apply to the graduate program may do so in their junior or senior year. (Intent to enroll in the WC Master of Arts program should be communicated to the academic advisor before completing sixty semester credit hours or Junior year.) WC undergraduate students will be permitted to take up to **nine (9)** specific semester credit hours with consideration of additional hours for exceptionally thriving students. Courses are cross-referenced and count toward overall completion of the Bachelor of Science degree and the graduate degree program.

International Graduate Student Path

- ✓ Complete the Graduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $150 nonrefundable application fee: https://www.williamsoncc.edu/payments/ or make checks or money orders payable to Williamson University.
- ✓ First-time applications require two recommendations using the Williamson University Graduate Student Reference Form. Re-applicants are required to submit one new recommendation. If you have been working full-time for at least six months, one recommendation should be from your current supervisor and the other a spiritual life reference. If you cannot secure a recommendation from your direct supervisor, please submit a statement of explanation along with your application. The second recommendation should be from either a former immediate supervisor or from another professional associate, senior to you, who can share their insights on your leadership potential.
- ✓ Submit a current resume or detailed statement describing your professional work experience history.
- ✓ Submit a graduate admissions essay using specifications found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Graduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Submit copy of high school diploma, certificate of completion or transcripts. Please note: Admission to Williamson University requires completion of secondary school.
- ✓ Request official transcripts from all non-US colleges or universities attended. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). International Applicants must provide an English translation of the non-US colleges or transcripts, or in the event this is not possible, the applicant must contact World Education Services (WES): https://www.wes.org for an official evaluation of non-US university or university transcripts and request the evaluation be sent to the Office of Admissions. Upon receipt of the evaluation, the Registrar will review courses to determine the credits that can be accepted toward the applicant's degree program at WC.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from each US university or university previously attended. Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.
- ✓ Applicants must have achieved a cumulative grade point average (GPA) of 2.5 or higher on all prior undergraduate and graduate-level coursework.
- ✓ Demonstrate English proficiency through one of the following:
    - A minimum TOEFL* score of 520 is required on the paper-based test; or
    - A minimum TOEFL* score of 175 is required on the computer-based test; or

- A minimum TOEFL* score of 60 is required on the Internet-based test.
  **An alternative English language test international student may take is the International English Language Testing System (IELTS). A minimum score of 5 is required. For international applicants from countries where English is the official language, please contact the Admissions Office to request a waiver of this requirement.*

- ✓ Submit bank statement demonstrating financial capability of paying tuition, fees and living expenses for the first academic year of program. The bank statement must be current and indicate the account monetary value equivalency in USD (United States dollars). If a student will be sponsored, a current sponsor bank statement demonstrating financial capability and completed financial support form (provided by the Office of Admissions) will be required.
- ✓ Submit documentation substantiating official status with the US Citizenship and Immigration Service (USCIS), to determine eligibility to study in the United States as follows:
  - Copy of current Visa
  - Copy of current Passport
  - Copy of current I-94 information
  - Copy of current I-20 if transfer student from another US university or university
- ✓ Submit copy of passport and visa for any dependents that will be listed on student's I-20.
- ✓ Submit current complete foreign address to Office of Admissions.
- ✓ If student desires to transfer from another US university or university, submit a SEVIS Transfer Request form (available from the Office of Admissions at WC).
- ✓ Submit any additional evidence of eligibility required by the graduate program.
- ✓ Official documents submitted for admission consideration become the University's property and cannot be returned or copied for distribution.

Graduate Audit Student Path

- ✓ Complete the Graduate Application, Health, and Tenets of Faith forms: https://www.williamsoncc.edu/apply-online/.
- ✓ Submit a $75 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Applicants must be 18 years of age or older.

Additional audit information: Students may audit courses for a minimal fee. Audited courses will not be used to determine full or part-time status. Credits are not earned for audited courses. Students are not obligated to complete assignments and instructors are not obligated to evaluate assignments; however, assignments may be completed and evaluated by mutual consent. A grade of AU will be recorded on the auditing student's permanent record. If an audit student wishes to take classes for credit after completion of audited classes, please contact the Office of Admissions to determine the additional admission requirements for the appropriate student path.

Graduate Non-Degree Seeking (For Credit) Student Path

- ✓ Complete the Graduate Application and forms: https://www.williamsoncc.edu/apply-online/.
- ✓ First-time applications require two recommendations using the Williamson University Graduate Student Reference Form. Re-applicants are required to submit one new recommendation. If you have been working full-time for at least six months, one recommendation should be from your current

supervisor and the other a spiritual life reference. If you cannot secure a recommendation from your direct supervisor, please submit a statement of explanation along with your application. The second recommendation should be from either a former immediate supervisor or from another professional associate, senior to you, who can share their insights on your leadership potential.

- ✓ Submit a current resume or detailed statement describing your professional work experience.
- ✓ Submit an admissions essay, specifics found at: https://williamsoncc.edu/wp-content/uploads/2016/08/Graduate-Student-Admissions-Essay-2021-22.pdf.
- ✓ Submit a $75 nonrefundable application fee: https://williamsoncc.edu/resources/payments/or make checks or money orders payable to Williamson University.
- ✓ Request official transcripts be forwarded directly to the Office of Admissions from all institutions where post-secondary coursework was completed or attempted (including the final university that awarded the bachelor's degree). Official transcripts may be sent electronically directly from the institution to admissions@williamsoncc.edu or through the National Clearinghouse Network (the university is listed as "Williamson Christian College" in the network). Please note: any applicant who fails to acknowledge prior attendance at any university or university will be subject to dismissal from Williamson University.
- ✓ Applicants who have served in the United States Armed Forces should request official military transcripts for the Office of Admissions. Information about requesting joint service transcripts electronically is available here: https://jst.doded.mil/official.html (the university is listed as "Williamson Christian College" in the JST network).
- ✓ Applicants must have achieved a cumulative grade point average (GPA) of 2.5 or higher on all prior undergraduate and graduate-level coursework.
- ✓ Applicants must be 18 years of age or older.

BUSINESS OFFICE

Students registering for classes at Williamson University should be prepared, prior to enrollment, to meet the financial requirements of the institution. Financial aid through federal programs is available; however, state financial aid is not available. Additionally, an automatic monthly plan must be established for students who are unable to pay in full the portion of the tuition for which they are responsible. See options below under "Payment Plans." Students will receive their balance and payment options in a 'New Term Balance Notice' at the end of the term registration process.



Victoria Gómez
Director of Business Operations

Students who have a past due balance will have a financial hold placed on the Populi account and will not be allowed to continue courses without payment.

Students will not be allowed to register for their next term until the balance for his or her current term is paid in full.

The University will also withhold a degree and the issuance of a transcript until any remaining balance has been settled to the satisfaction of the Business Office unless otherwise dictated by DOE requirements.

Payment Plans

Students may elect to pay their balance in the following ways and must work with the Business Office to establish payment procedures:

1. **By acquiring student loans** – Students must meet with the Financial Aid Office if he or she intends to take student loans to cover all or any portion of the balance. This decision must be made prior to registering for each new term.
2. **By payment in full at registration -** Students who elect to pay in full can do so using cash, check, credit, or debit card.
3. **By automatic monthly payment** – Monthly payments may be online only using a credit card, debit card, or check. **No cash payments will be accepted when electing a monthly payment plan.** Students who establish a monthly payment plan will be automatically charged each month on the date of the initial payment setup. The first payment should be charged before the first class, and payments will continue throughout the course of the term until the balance of the term is satisfied. Additionally, students who elect to pay using automatic monthly payments will be charged a $15.00 monthly fee until balance is paid in full. If an automatic monthly payment is declined, a $50 fee will be charged to the student's account.

Refund Policy / Course Drops & Withdrawals

The following policies apply when changing a class during the term:

- A student may substitute one course for another course during the same term by submitting a drop/add form in person with their academic advisor and paying a $50 change fee. Changes must be made prior to start of first class.

- Students who register for courses which are cancelled by the University will substitute another course in the same module. No fees will apply.

The following policies apply when a class is dropped:

- Students may terminate their enrollment in a course by *dropping* the class prior to the date of the first-class meeting of the module.
- A student's drop from a course may impact the student's grade point average and his or her ability to qualify for or keep financial aid and/or scholarship funds. Decisions to drop or withdraw should be discussed with a student's advisor and the financial aid director to best determine the overall impact of such action.
- Students who want to drop one or more courses **must request their drop with the Registrar or their Academic Advisor**. The date of determination for the course drop is determined by the date on which the Registrar receives the completed drop form including all required approvals.
- Failure to attend class does not constitute a drop/withdrawal. Failure to attend class will result in a failing grade.
- **Undergraduate and Graduate Students will be charged a Drop Fee of $150 per course dropped and payment of these drop fees must be made at the time of the drop.**
- **Dual Enrollment and Audit Students will be charged a Drop Fee of $50 per course dropped and payment of these drop fees must be made at the time of the drop.**
- The date of determination will determine how tuition is refunded. If the student's date of determination for dropping a class is prior to the first class of the module, then 100% of tuition only will be refunded. If the date of determination is after the first-class date but before the second class of the module, 75% tuition refund will be refunded. No tuition refund will be given after the second-class date. This is applicable to drops for ALL students regardless of program.
- If a dropped course results in less than full-time enrollment for the semester, ALL INSTITUTIONAL SCHOLARSHIPS WILL BE FORFEITED. The student will be responsible for immediate payment of any balance this creates on the student account.
- If a drop results in recalculation of Federal Aid and/or return of aid, the student will be responsible for balances due on their account. No federal aid moneys will be refunded to student – overages will be refunded to the Federal Aid in this order: Pell grants, then subsidized loans, then unsubsidized loans.

Withdrawing from school:

- Students who want to withdraw from the school must complete a withdrawal form with the Registrar or their Academic Advisor. The date of determination for the withdrawal is determined by the date on which the Registrar receives the completed withdrawal form including all required approvals.
- ALL INSTITUTIONAL SCHOLARSHIPS WILL BE FORFEITED when a student withdraws. The student will be responsible for immediate payment of any balance this creates on the student account.
- Failure to attend class may result in an academic withdrawal. Academic withdrawals can result in adverse financial aid recalculations resulting in account balances for which the student is responsible. Please review the Withdrawal Policy in the Financial Aid section of the catalog.

- The date of determination will determine how tuition is refunded. If the date of determination of withdrawal is prior to the first day of the module, tuition will be refunded at 100%. If the date of determination is after the first-class date of the module but before the second-class date of the module, 75% tuition refund will be given. No tuition refund will be given after the second class of the module. All remaining modules left in the term will be refunded at 100%.
- A withdrawal fee of $150 will be charged. If withdrawal results in recalculation of Federal Aid and/or return of aid, the student will be immediately responsible for balances due on their account. No federal aid moneys will be refunded to the student – overages will be refunded to the Federal Aid in this order: Pell grants, then subsidized loans, then unsubsidized loans.
- Students who have withdrawn from WC and reapply to continue their education after a year or longer must pay all application and enrollment fees as if a new or transfer student.

All balances must be paid in full each term. Unpaid balances will prevent the student from registering for classes and from receiving future federal aid, scholarships, transcripts, and diplomas.

Veterans Benefits and Transition Act of 2018

Section 103 of Public Law 115-407, the Veterans Benefits and Transition Act of 2018, prohibits denial of access and/or other penalties against student veterans using Post 9/11 (Chapter 33) or Vocational Rehabilitation (Chapter 31) benefits effective August 1, 2019.

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code was amended. The State approving agency, or the Secretary when acting in the role of the State approving agency, shall disapprove a course of education provided by an educational institution that has in effect a policy that is inconsistent with the areas below:

NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

Williamson University permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified following the receipt of the certificate of eligibility.

Williamson University ensures that it will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Tuition Rate and Other Fees

1. To obtain the full-time tuition rate shown below, the undergraduate student must be enrolled in at least 12 semester credit hours; graduate students must be enrolled in a minimum of 9 semester credit hours.
2. If a full-time student changes to part-time status by dropping to less than the required semester credit hours, the part-time tuition rate applies to the remaining courses, and the student will be billed for the additional tuition charges.
3. Tuition rates are determined by the academic level of the course selected not the academic status of the student. Ex: If an undergraduate student enrolls in a graduate level course, they will be charged graduate tuition for that module.

UNDERGRADUATE EDUCATIONAL COSTS

Undergraduate Tuition & Fees – *Effective July 1, 2026, and continuing through June 30, 2027*	
Full-time Undergraduate Tuition Rate	$655 per semester credit hour for onsite courses.
Part-time Undergraduate Tuition Rate	$695 per semester credit hour
Application Fees: one-time fee Undergraduate International	 $50 $100
Enrollment Fee: one-time fee	$150
Drop Fee: due at drop	$150 per course
Change Fee: due at change	$50 per course
Institutional Withdrawal Fee: due immediately	$150
Graduation Fee: one-time fee	$250
Credit by Demonstrated Competency Fee	$75 per semester credit hour
CLEP Administrative Fee	$25 per test
DSST Administrative Fee	$25 per test
Transcript Fee: student's account must be paid in full	$10 per transcript
Recording Fee	$50 per semester credit hour recorded from credit by standardized tests such as CLEP or DSST
International Processing Fee	$150 per packet shipped
Semester Fees: $550 (details below)	Fee applied each semester
Technology Fee: $230	• Populi Learning Management System • Student Services Management System • Docusign Document Management
Administrative Fee: $180	• Library Resources • Student Identification Card
Facilities Fee: $130	• Parking Permit • Room Use & Rental Fees
Student Alumni Association Fee: $10	• Alumni Association
Dual Enrollment Tuition	$75 per semester credit hour
Dual Enrollment Semester Fees	$25 per course
Dual Enrollment Drop Fee	$50 per course

Payment Plan Fee	$15 per month
Late Fee and Declined Payment Fee	A late fee of $50 will be charged to student accounts that are past due or when payments are declined
Audit Fee	$250 per course
Audit Drop Fee	$50 per course (due at time the drop is made)

GRADUATE EDUCATIONAL COSTS

Graduate Tuition & Fees - *Effective July 1, 2026, and continuing through June 30, 2027*	
Application Fee	$75 US citizen $150 international students
Tuition	$615 per credit hour (MBA & MPA) $485 per credit hour (MAOL) $345 per credit hour (MABS, MATBL, & MDIV)
Enrollment Fee: non-refundable, one-time fee included in initial registration	$300
Semester Fees: $550 (details below)	Fee applied each semester
Technology Fee	$230
Administrative Fee	$180
Facilities Fee	$130
Student Alumni Association Fee	$10
Payment Plan Fee	$15 per month
Class Change Fee: due at time of change	$50 per course
Drop Fee: due at time of drop	$150 per course
Audit Fee	$250 per course
Audit Drop Fee	$50 per course
Graduation Fee: one-time fee	$300
Recording Fee	$50 per credit hour/ audit to credit
International Processing Fee	$150 per packet shipped
Late Fee and Declined Payment Fee	$50 fee charged to past due student accounts or when payments are declined

Students registering for graduate level classes at Williamson University should be prepared, prior to enrollment, to meet the financial requirements of the institution. Financial aid through federal programs is not available. All students will be required to sign a Financial Obligation form during Orientation. A payment plan must be established for students who are unable to pay in full the portion of the tuition for which they are responsible. See options below under "Payment Plans".

Students who have a past due balance will have a financial hold placed on the Populi account and will not be allowed to continue courses without payment.

Students will not be allowed to register until the balance for his or her current term is paid in full.

The University will also withhold a degree and the issuance of a transcript until any remaining balance has been settled to the satisfaction of the Business Office.

Graduate students register for classes as part of a specific cohort. If a student cannot attend a scheduled class, they may substitute the course for the same course in the following cohort. The student must have approval through the registrar and must pay a $150 change fee. Changes must be made prior to start of the first class. Students will be charged the current tuition and travel rates for any rescheduled classes. **Students should contact Financial Aid before making changes, as any changes can affect financial aid status!**

Payment Plans

Students may elect to pay their balance in the following ways and must work with the Business Office to establish payment procedures:

1. **The full amount at registration** – Students elect to pay their account balance at the start of each term. Students who elect to pay in full can do so using cash, check, credit, or debit card.
2. **Graduate Loans** are available. Contact Financial Aid to apply.
3. **By automatic monthly payment** – Monthly payments may be made using a credit or debit card. **No cash or check payments will be accepted when electing a monthly payment plan.** Students who establish a monthly payment plan will be automatically charged on either the 1st or 15th of each month, with the first payment charged before the first class and continuing each month throughout the course of the degree until the full balance is satisfied. Additionally, students who elect to pay using automatic monthly payments will be charged a $15.00 monthly fee until balance is paid in full.

MA Optional Emphasis Area Courses

Tuition Rate	$485 per semester credit hour
Semester Fees: $550 (details below)	Fee applied each semester
Technology Fee	$230
Administrative Fee	$180
Facilities Fee	$130
Student Alumni Association Fee	$10
Payment Plan Fee	$15 per month
Late Fee and Declined Payment Fee	$50 fee charged to past due student accounts or when payments are declined

Students not enrolled as a degree-seeking student will be billed per class. Tuition is due by the first class date. Degree-seeking students adding certificate classes to their program will be billed at the current certificate tuition rate. No discounts are given for certificate classes.

FINANCIAL AID OFFICE



Nicolai Wilson
Director of
Financial Aid

The Office of Financial Aid coordinates the awarding of all financial assistance. The financial aid office is committed to providing financial assistance to all eligible students desiring to pursue higher education. Bridging the gap between student resources and the actual cost of education, Williamson University ensures that students are offered the maximum amount of financial aid for which they qualify under Title IV programs. Williamson University also offers a variety of need-based and merit-based scholarships to its students. Federal financial aid is awarded without regard to race, color, age, gender, ethnic origin, creed, or physical ability.

Free Application for Federal Student Aid (FAFSA)

Federal financial aid is administered in accordance with federal methodology and federal regulations established by the U.S. Department of Education. Students are required to complete the Free Application for Federal Student Aid (FAFSA) to establish eligibility for federal financial assistance. **The Title IV school code for Williamson University is 035135.**

Please note: The FAFSA application process is a free service provided by the US Department of Education. Students will not be asked to pay a fee to use it; therefore, students are directed to visit https://studentaid.gov/h/apply-for-aid/fafsa *to complete the application.*

Students are encouraged to file the FAFSA as soon as possible after January 1, as some aid programs are awarded on a first come, first serve basis. May 1 is the Williamson University priority deadline for awarding campus-based aid.

Students must meet the following criteria to be eligible for federal financial aid:

- Submit the FAFSA to the processor using https://studentaid.gov/h/apply-for-aid/fafsa
- Be a US citizen or eligible non-citizen.
- Hold a high school diploma, hold a recognized equivalent of a high school diploma such as a GED, or have completed homeschooling at the secondary level as defined by state law.
- Be issued a valid Social Security Number.
- Be current with prior student loan obligations and clear of default.
- Comply with current Selective Service laws.
- Be fully admitted and enrolled in a degree-seeking program.
- Maintain satisfactory academic progress toward a degree.
- Be enrolled at least half time (6 credit hours) for Federal Direct Loans.
- Certify that federal student aid will be used only for educational purposes.

Verification Process

As a result of filing the FAFSA, the filer is sent a FAFSA Submission Summary. The University is sent an electronic version from the federal processor. Once the results are received by the financial aid office, it will be reviewed to determine eligibility. Students may be selected to provide additional documentation, as necessary, through a process called verification. If selected, you will receive an email notification from the financial aid office requesting additional documentation. Deadline to submit verification documentation is 45

days from the date of your email request. The verification process must be completed before federal aid can be applied to your account. **Failure to return documents by the deadline could result in delays or cancellation of federal aid.** Students may be required to make out of pocket payments toward their term or may be dropped from classes for non-payment. When the verification process is finished, students will receive an email confirming the verification review is complete.
If the documentation is not received by the deadline and the student is no longer enrolled, the student becomes ineligible for federal assistance for that period. If the student is still enrolled, and turns in documents past the deadline, the financial aid office can accept documentation on a case-by case basis, decide to verify, and award aid.

Awards and Disbursements
Once requirements are met for awarding aid, students will be emailed to accept or decline their financial aid awards in Populi. Financial aid will only be disbursed once the awards are confirmed. **First-time, first-year students will not receive loan proceeds until completing the first 30 days of the term**.
Award amounts may not exceed the students' cost of attendance (COA). A school may substitute certain types of loans for the student's Student Aid Index (SAI). Federal loans that may replace the SAI include unsubsidized Direct Loans and Direct Parent Loans for Undergraduate Students, (PLUS).

Aid awarded to students is determined by the below formula:

	Cost of Attendance (Budget)
minus	SAI
equals	Student Need
minus	Pell Grant
minus	SEOG, Scholarships, grants, work-study, fee waivers, discounts...etc.
equals	Loan Eligibility

The cost of attendance is an estimate of the cost of attending Williamson University for an academic year and based on whether the student is living with parents or away from parents. The components include tuition, fees, housing, books, and transportation. The COA or budget is listed on the award letter.

Williamson University reserves the right to adjust awards at any time because of changes in financial situations, enrollment status and/or if the student receives additional outside aid. **Students are required to notify the financial aid office of any outside aid awarded to them by other sources.**

Federal Aid Cancelation Policy
If you have signed an award letter for this term, your federal student aid (FSA) will be disbursed within 14 days of the date of this invoice*. If your federal aid generates a credit balance on your account, you will be mailed an overage check. You have a right to cancel all or part of the grant(s) and/or loan disbursement(s) you were awarded. To cancel any or all your federal student aid, you must confirm in writing the FSA award(s) and amounts(s) and send your request to the Business Office within 14 days of the date of this invoice.

If the request for canceling any portion of your aid is received within the time frame (above), any disbursed grant/loan funds will be returned, and any undisbursed grant/loan portions will be automatically canceled. You will be responsible for any unpaid balance on your Williamson University account. *First-time, first-year students will not receive loan proceeds until completing the first 30 days of the term.

Sources of Federal Aid

The **Federal Pell Grant** is a federal grant program for undergraduate students who have demonstrated a significant degree of financial need. These are grants that do not need to be repaid. Students who hold a prior bachelor's degree are not eligible to receive Federal Pell Grant funding. Effective July 1, 2012, eligibility for the Pell Grant is limited to 12 semesters of full-time payments or equivalent. Students can track their remaining eligibility on https://nslds.ed.gov, or through their Student Aid Report. Federal Pell Grants are prorated depending upon a student's enrollment status (i.e., less than half-time, half-time, three -quarter-time, full-time). Changes in enrollment status may affect the award amount. Full-time Pell grant awarding requires a student to enroll in at least 12 hours for the term.

The **Federal Supplemental Educational Opportunity Grant (FSEOG) Program** is a campus-based program providing grants to students, with the lowest SAI's, who are eligible for a Pell Grant and enrolled at least half-time. FSEOG does not need to be repaid. Funds are limited.

The **Federal Work Study (FWS) Program** is also a campus-based program providing part-time work opportunities for students eligible for federal aid. Work-Study assignments pay at least the federal minimum wage and are determined by a student's financial need. Funds are limited.

The **Federal Direct Loan Program** offers low-interest educational loans to students who are enrolled at least half-time. Direct Loans may fall into one of two categories, subsidized or unsubsidized, depending on a student's financial need. Interest, for subsidized or need-based Direct Loans, is paid by the federal government while the student is enrolled at least half time in an eligible institution and extended for a six-month period upon graduation. Direct Loan statutory requirements now limit first-time borrower's eligibility for subsidized loans to a period not to exceed 150% of the length of the borrower's educational program ("the 150% limit"). Interest for unsubsidized or non-need-based Direct Loans will begin accruing when the loan is disbursed and is assessed to the student. All Direct Loans are guaranteed by the federal government and are provided through the U.S. Department of Education. To accept a Direct Loan, the student must accept the loan offer on the award letter. All first-time borrowers must complete student loan entrance counseling and complete a Master Promissory Note at https://studentaid.gov. The loans must be repaid.

Recipients of Direct Loans are required to complete an exit counseling session upon graduation, dropping below half-time status, or upon official or unofficial withdrawal from the University; and will be emailed exit counseling information. Online exit counseling can be performed at https://studentaid.gov**. Repayment traditionally begins six months after the student ceases to be enrolled at least half-time (loans have a one-time grace period).**

The **Federal Direct PLUS Loan Program** offers loans to parents of dependent students enrolled at least-half time, to help subsidize their student's education. Credit approval is required by the Department of Education. Borrowers with adverse credit, who qualify for the PLUS Loan, will be required to complete PLUS Counseling. Borrowers will need to complete this counseling requirement at http://studentaid.gov. Interest on the PLUS loan begins to accrue upon disbursement and billing for the loan begins within 60 days of disbursement. PLUS, loan requests should be made in writing to the financial aid office. For additional information and to complete the PLUS Master Promissory Note, please visit the http://studentaid.gov website.

Military Benefits
The Tennessee Higher Education Commission (THEC) is responsible for approving courses at Williamson University for payment by the US Department of Veterans Affairs. Students desiring to receive Veteran's education benefits must complete an application and submit it to the regional processing office. Students may complete this application at www.benefits.va.gov. In addition, students must submit a copy of any DD-214 to the Department of Veterans Affairs. To be eligible to receive Veteran's education benefits, students must be admitted into a degree-seeking program. Students may not receive benefits until all official transcripts have been received and evaluated by the University. The Director of Financial Aid at Williamson University is the VA school certifying official and will certify a student only after his or her attendance has been confirmed.

Questions concerning eligibility benefits or payment amounts should be addressed directly to the Department of Veterans Affairs. Please consult the above URL or call the VA at 1.888.442.4551 for additional information.

National Resource Directory
The National Resource Directory has been created by the US Departments of Defense, Labor, and Veteran Affairs specifically for Wounded Warriors, Veterans and their families and caregivers. The National Resource Directory provides access to over 10,000 services and resources at the national, state, and local levels to support recovery, rehabilitation and community reintegration. The website for the National Resource Directory is located at www.NationalResourceDirectory.gov.

Alternative/Private Education Loans
Sometimes federal loans are not enough to cover all educational expenses, or the student may not be eligible for federal assistance. For this reason, there are private, credit-based loans available that may be used as a supplemental resource for paying university costs. These loans are offered by commercial lenders, direct loan servicers or state loan authorities. Qualifications and eligibility criteria vary by lender. Students may borrow up to the cost of attendance minus all other financial aid received. When borrowing a private loan, make informed decisions and consider:

1. Comparing lenders and their private loan product,
2. Borrowing only what you need,
3. Understanding your loan term, fees, payment, interest rate, and when you enter repayment.

You may check out http://www.finaid.org/loans/privatestudentloans.phtml to begin your search of private loan lenders. Williamson does not recommend any specific loan product. You may choose to borrow through any lender.

Sources of Institutional Aid
Williamson University (WC) offers a variety of need-based and merit-based scholarships. Funding is contingent upon federal, state, and other outside resources the student receives. Scholarship applications are available at the time of admission to the university as well as available on the WC website. The Scholarship Committee awards scholarships and recipients are notified in writing. If funds are not secured, students will be notified.

Students can receive only one institutional scholarship per enrollment period. If the student meets the requirements for more than one institutional scholarship during the same enrollment period, Williamson University will award the scholarship that provides the greatest financial assistance.

Scholarship amounts will be adjusted to prevent over-awards above direct costs of the term. **Scholarships cover tuition expenses only**. Scholarships are part of the total Financial Aid package, offered and monitored by the Director of Financial Aid. A student may not receive any scholarship in combination with other student aid more than tuition and fees. If a student is awarded a scholarship and elects to receive Federal Student Aid, including grants and loans more than tuition and fees, the scholarship award may be reduced or eliminated. Federal grants will be considered when awarding scholarships.

Institutional scholarships are based on full-time enrollment. If a course is dropped, the scholarship will be revoked within the payment period that the course was dropped, which could create a balance on the student's account. *Exceptions to this policy are as follows 1. It is for the student's final term of enrollment when they are graduating or 2. The student had a significant circumstance occur to request an appeal to keep the scholarship. Institutional scholarships will be prorated based on the number of credits for the student's final term.*

Ministry Graduate Programs (MAOL, MABS and MATBL) will not be eligible for institutional scholarships since their tuition is charged at a discounted rate.

Unless indicated in the specific scholarship criteria, students can qualify if:

- holding a high school/college GPA of 3.0 or better
- a full-time, first degree seeking continuous undergraduate (enrolled for 12 or more credit hours)
- have filed the Free Application for Federal Student Aid (FAFSA), unless an I-20 student classification

For scholarship renewal:

- enrollment must be full-time and continuous
- GPA must be a minimum WC resident 3.0 or better (unless otherwise specified in the scholarship criteria)
- A student must have no more than 122 attempted credit hours (which includes transfer work)
- A current FAFSA must be on file, unless an I-20 student classification
- Student's account must be current
- Maintain Satisfactory Academic Progress

<u>Undergraduate Scholarships:</u>

Active-Duty Military Scholarship
Open to students who are active duty in the U.S. military. Scholarship amount is up to $270 per credit hour per payment period. Students must be approved for Department of Defense Tuition Assistance. Requires official admission to the university and full-time degree-seeking enrollment. Minimum resident WC 2.0 GPA, full-time enrollment, and Department of Defense Tuition Assistance approval for renewal each term.

Addiction Recovery Center Scholarship
Open to newly enrolled approved addition recovery center employees, and the spouses and children of employees, alumni, or transitional living students enrolled full-time at any WC campus for undergraduate programs. The scholarship amount is up to 50% tuition only after any federal grants are applied to account. Renewal requires a minimum resident WC GPA of 2.0, full-time, degree-seeking enrollment. Approved: Renew centers and S2L

Board of Trustees Member Scholarship
Open to current Board of Trustee Members, and immediate family. Scholarship amount is up to 100% tuition. Recipient must be degree-seeking and enrolled full-time. Student must maintain a 3.0 GPA and continuous, full-time enrollment.

Aspen Grove Christian Church Scholarship
Open to students who are current members of Aspen Grove Christian Church. The award is up to $1250 per payment period. Student must be a current member of Aspen Grove Christian Church. Church verification form must be approved and signed by executive/senior pastor. Minimum resident WC 3.0 GPA, full-time, degree-seeking enrollment.

Church Matching Scholarship
Open to undergraduate students. WC will match up to 50% of any scholarship awarded to the student by his/her church, up to $2000 per payment period. Requires a minimum 2.0 GPA, full-time, degree-seeking enrollment, and official admission. A minimum resident WC 3.0 GPA is required for renewal.

Church of the City Scholarship
Open to students who are current members of Church of the City. The award is up to $1250 per payment period. The student must be a current member of Church of the City. Church verification form must be approved and signed by executive/senior pastor. Requires a minimum 3.0 GPA, full-time, degree-seeking enrollment, and official admission. A minimum resident WC 3.0 GPA and full-time enrollment is required for renewal.

Discover Scholarship
Open to newly enrolled undergraduate students. The scholarship offers up to 40% off tuition only, after federal grants are applied to the student account. The recipient must be enrolled in a full-time, degree-seeking program for Fall (July) start and Spring (January) start. Renewal requires a minimum resident WC GPA of 3.0, continuous, full-time, degree-seeking enrollment.

Employee Scholarship
Open to current full-time and part-time WC employees, previous employees who retired at full time status, and immediate family. Scholarship amount is up to 100% tuition and is based on the number of hours an employee works per week. Recipients must have a minimum 3.0 GPA, be degree-seeking or dual enrollment, enrolled full-time, but limited to 13 credit hours per term. A minimum resident WC 3.0 GPA and full-time enrollment is required for renewal.

Faculty Scholarship
Open to immediate family members of current WC faculty and part-time employees. Scholarship amount is between 25%-100% off tuition depending on the number of classes the faculty member teaches per year. The recipient must be degree-seeking, enrolled full-time. A minimum resident WC 3.0 GPA and full-time enrollment is required for renewal.

Focus Ministries Scholarship
Open to newly enrolled employees or students enrolled full-time at any WC campus for the Associate in Leadership Program. The scholarship is 50% tuition only. Renewal requires full-time status.

Franktown Open Hearts Scholarship
Open to newly enrolled employees or students enrolled full-time at any WC campus for the Associate in Leadership program. The scholarship amount is 50% tuition only. Renewal requires full-time status.

Homeschool Scholarship
Open to first-time, incoming freshman students. The award is up to $1500 per payment period. Minimum 21 ACT, 3.0 GPA, full-time, degree-seeking enrollment. A minimum resident WC 3.0 GPA and full-time enrollment is required for renewal.

Horizon Scholarship
Open to new and current students who are associated with Men of Valor or Oak Cottage. Scholarship amount is up to 50% tuition. Recipient just be degree-seeking and enrolled full-time. Student must maintain a 3.0 GPA and continuous, full-time enrollment.

LifePoint Church Scholarship
Open to undergraduate students. The award is up to $1250 per payment period. Church verification form must be approved and signed by executive/senior pastor. Open to I-20 students. Minimum 3.0 GPA, full-time, degree-seeking enrollment.

Man of Valor Scholarship
Open to newly enrolled employees or transitional living students enrolled full-time at any WC campus for the Associate in leadership program. The scholarship amount is 50% tuition only after federal grants are applied to the account. Renewal requires full-time status.

Motlow State Community University Transfer Scholarship
Open to newly enrolled Motlow State Community University transfer students. Must have an associate degree from MSCC and be enrolled at the WC Smyrna campus. The scholarship amount is up to 40% off tuition only, after undergraduate federal grants are applied to the student account. The recipient must be enrolled in a full-time, continuous degree-seeking program. Must maintain a minimum resident WC 2.0 GPA, full-time, degree-seeking enrollment for renewal.

Paige Pitts Scholarship
Open to newly enrolled undergraduate students. A scholarship is a last-dollar scholarship worth up to 100% tuition for one recipient per academic year. The scholarship does not cover any fees. Eligibility requirements include a current FAFSA EFC of 0-1200, full-time enrollment, and a 2.0 GPA for renewal. Students must write a 1-page essay requesting a scholarship to Paige Pitts.

Oak Cottage Scholarship
Open to newly enrolled employees or transitional living students enrolled full-time at any WC campus for the Associate in leadership program. The scholarship amount is 50% tuition only after federal grants are applied to the account. Renewal requires full-time status.

Trustee Scholarship
Open to undergraduate students. The award is up to $2500 per payment period. The recipient must have a 3.0 high school or university GPA, be degree-seeking and enrolled continuous, full-time. The scholarship is granted to students selected by the University administration and Board of Trustees. Renewal requires a minimum resident WC GPA of 3.0, full-time, degree-seeking enrollment.

WC Merit Scholarship
Open to first-time, incoming freshman students. Scholarship amount is up to $3000 per payment period. Requires a minimum 29 ACT, 3.75 GPA, full-time, degree-seeking enrollment. Requires a minimum resident WC 3.75 GPA, full-time, degree-seeking enrollment for renewal.

WC Promise Scholarship
Open to first-time, incoming freshman. Limited to ten recipients per campus only. The award is a last dollar scholarship towards tuition only, after federal aid is awarded, up to $4800 per term. The scholarship requires a Tennessee high school or homeschools diploma by age 19 or earn a GED/HISET prior to 19th birthday. The recipient must be enrolled in a full-time, two-year degree-seeking program. For renewal, the recipient must maintain a minimum resident WC 2.0 GPA. The scholarship only applies towards two-year degree programs and onsite courses.

Full Pell Eligible Grant
Open to undergraduate students. The recipient must be full Pell eligible under the Federal Pell Grant Program based on the calculated Expected Family Contribution number. The total scholarship is up to $500 per payment period.

Partial Pell Eligible Grant
Open to undergraduate students. The recipient must be Pell eligible under the Federal Pell Grant Program based on the calculated Expected Family Contribution number. The total scholarship is up to $1000 per payment period.

Pell Ineligible Grant
Open to undergraduate students. The recipient must be Pell ineligible under the Federal Pell Grant Program based on the calculated Expected Family Contribution number. The total scholarship is up to $1250 per payment period.

Graduate Scholarships:

Active-Duty Military Scholarship
Open to students who are active duty in the U.S. military. Scholarship amount is up to $300 per credit hour per payment period. Students must be approved for Department of Defense Tuition Assistance. Requires official admission to the university and full-time degree-seeking enrollment. Minimum cumulative WC 3.0 GPA, full-time enrollment, and Department of Defense Tuition Assistance approval for renewal each term.

Addiction Recovery Scholarship
Open to newly enrolled approved addition recovery employees, and their spouses and children, alumni, or transitional living students enrolled full-time at any WC campus for graduate programs. The scholarship amount is up to 50% tuition only after any federal grants are applied to account. Minimum resident WC GPA of 3.0 and continuous, full-time enrollment required for renewal. Approved centers: Renew Clinic and S2L.

Board of Trustees Member Scholarship
Open to current Board of Trustees members, and immediate family. Scholarship amount is up to 100% tuition. Recipient must be degree-seeking, enrolled full-time. Student must maintain a 3.0 GPA and continuous, full-time enrollment.

Discover Scholarship
Open to newly enrolled graduate students. Scholarship amount is up to 40% tuition only. Recipients must be degree-seeking and enrolled full-time for the Fall start (July) and Spring start (January). Must maintain continuous, full-time enrollment and a 3.0 GPA for renewal.

Employee Scholarship
Open to current full-time and part-time WC employees, previous employees who retired at full-time status, and immediate family. Scholarship amount is up to 100% tuition and is based on the number of hours an employee works per week. Recipient must be degree-seeking, enrolled full-time. Must maintain a 3.0 GPA and continuous, full-time enrollment.

Faculty Scholarship
Open to immediate family members of current WC faculty and part-time employees. Scholarship amount is between 25%-100% off tuition depending on the number of classes the faculty member teaches per year. The recipient must be degree-seeking, enrolled full-time. Must maintain a 3.0 GPA and continuous, full-time enrollment.

Trustee Scholarship
Open to all graduate students. Scholarship amount is up to $2500 per payment period. The recipient must have a minimum resident WC GPA of 3.0, be degree-seeking and enrolled continuous, full-time. The scholarship is granted to students selected by the university administration. Minimum resident WC GPA of 3.0 and continuous, full-time enrollment required for renewal.

WC Alumni Graduate Scholarship
Open to newly enrolled WC alumni. The recipient must be degree-seeking, enrolled full-time in master's program which requires a 2.5 undergraduate GPA. Minimum resident WC GPA of 3.0 and continuous, full-time enrollment required for renewal. A current FAFSA is not required to be on file. Scholarship amount is worth up to $5000 ($1250 per payment period) over four terms.

Graduate Program FAFSA Based Grant
Open to all graduate students. See the Director of Financial Aid for details. Complete a FAFSA for the current award year. The scholarship is based on the calculated Expected Family Contribution number.

<u>Certificate Scholarships:</u>

Discover Scholarship
Open to newly enrolled student for Theology Foundations: A certificate program in Biblical Studies. The scholarship amount is up to 40% tuition only. Recipients must be enrolled full-time. Must maintain continuous, full-time enrollment and a 3.0 GPA for renewal.

Man up God's Way Scholarship
Open to newly enrolled Man Up God's way members and followers enrolled full time as a Williamson University Distance education student for Theology Foundations: a Certificate Program in Biblical Studies. The scholarship is up to 50% tuition. Minimum resident Williamson University GPA of 3.0 and continuous, full-time enrollment required for renewal.

Endowed Scholarships

Every academic year, Williamson University offers endowed scholarships to the student body population. There is a separate application from the institutional scholarship application that is available. Both Undergraduate students and Graduate students are eligible to apply for this. Our Endowed committee will then review the applications and if we have a student that matches up with one of our available endowments, they will be awarded the aid. This scholarship is not renewable, since it is awarded based on the endowments we have for the academic year.

Academic Progress for Institutional Scholarships

Students awarded WC academic and institutional scholarships will have their academic progress evaluated after each term for eligibility and renewal. Students who do not maintain eligibility at the end of their term, will receive notice from the financial aid office of the loss of the scholarship. Students who do not maintain eligibility and have an unforeseen life event may request an exception or ask that their scholarship be placed on hold for a term or more (up to 2 years of date of request, providing student is not enrolling at Williamson or any other post-secondary institution). An unforeseen life event must be a documented event that may include a medical condition, a call to active military duty, or participating in an official religious service. Student may request an exception by completing the Scholarship Exception Request/Hold Request Form provided by the financial aid office. The decision will be granted from the Appeals Committee prior to the next term and all decisions are final. The only exception is there will be no reinstatement of the Williamson University Academic Scholarship.

Satisfactory Academic Progress Policy for Federal Aid

Undergraduate Students

Federal regulations require all federal financial aid recipients be enrolled in a degree-seeking program and maintain satisfactory academic progress (SAP) toward a degree to remain eligible. Satisfactory academic progress standards for federal financial aid apply to all students whether they are receiving federal aid and must be taken into consideration when a student begins to receive federal aid.

Student academic transcripts will be reviewed by term. Entering students are considered to be making satisfactory academic progress. The university is required to apply qualitative and quantitative measures, which include grade points, pace of completion and maximum allowable time frame standards, to determine academic progress. Students not meeting the requirements after one academic year, or two consecutive terms, will lose future federal aid eligibility. If a student fails to meet SAP, they will receive a letter from the financial aid office stating they have lost Title IV (federal) aid eligibility.

Qualitative Requirement

Cumulative GPA for Associate degree programs

Number of hours Attempted	Cumulative GPA
0-29	2.00
30-59	2.00

Cumulative GPA for Bachelor's degree programs

Number of hours Attempted	Cumulative GPA
0-29	2.00
30-59	2.00
60-89	2.00
90+	2.00

Quantitative Requirement
Students must successfully earn annually a cumulative minimum of 2/3 or 66.67% of all hours attempted. Successfully completed hours are earning a letter grade of a D or higher. Some courses may have a specific passing grade requirement. In such cases, the student must earn the specified grade to be considered to have successfully completed the hours. Students cannot receive federal aid after attempting 150% of the hours required for the completion of their academic program. This is referred to as the maximum allowable time frame. Example: A degree takes 120 hours to complete, so a student may attempt up to 180 credits (120 x 150% = 180) before being ineligible for federal aid.

A student who loses federal aid eligibility because of not meeting SAP will regain eligibility when it is determined that the standards have been met or when an appeal has been approved. It is the student's responsibility to notify the Financial Aid Office of any adjustments in their transcript, and if the student meets the standards, then financial aid will be reinstated.

Academic Progress for Institutional Scholarships: Students awarded WC academic and institutional scholarships will have their academic progress evaluated after each term for eligibility and renewal. Students who do not maintain eligibility at the end of their term will receive notice from the financial aid office of the loss of the scholarship. Students who do not maintain eligibility and have an unforeseen life event may request an exception or ask that their scholarship be placed on hold for a term or more (up to 2 years of date of request, providing student is not enrolling at Williamson or any other post-secondary institution). An unforeseen life event must be a documented event that may include a medical condition, a call to active military duty, or participating in an official religious service. Student may request an exception by completing the Scholarship Exception Request/Hold Request Form provided by the financial aid office. The decision will be granted from the Appeals Committee prior to the next term and all decisions are final. The only exception is there will be no reinstatement of the Williamson University Academic Scholarship.

Satisfactory Academic Progress Policy for Federal Aid:

Undergraduate Students
Federal regulations require all federal financial aid recipients to be enrolled in a degree-seeking program and maintain satisfactory academic progress (SAP) toward a degree to remain eligible. Satisfactory academic progress standards for federal financial aid apply to all students whether they are receiving federal aid and must be taken into consideration when a student begins to receive federal aid.

Students must successfully earn annually a cumulative minimum of 2/3 or 66.67% of all hours attempted. Successfully completed hours are earning a letter grade of a D or higher. Some courses may have a specific passing grade requirement. In such cases, the student must earn the specified grade to be considered to have successfully completed the hours. Students cannot receive federal aid after attempting 150% of the hours

required for the completion of their academic program. This is referred to as the maximum allowable time frame. Example: A degree takes 120 hours to complete, so a student may attempt up to 180 credits (120 x 150% = 180) before being ineligible for federal aid.

A student who loses federal aid eligibility because of not meeting SAP will regain eligibility when it is determined that the standards have been met or when an appeal has been approved. It is the student's responsibility to notify the Financial Aid Office of any adjustments in their transcript, and if the student meets the standards, then financial aid will be reinstated.

Graduate Students

The requirement for the number of hours to be earned for each time increment for Graduate students is based on a minimum of six (6) hours per semester which should provide maximum flexibility to accommodate all variations of degree requirements. Most students will earn the required number of credit hours at a faster rate than the minimum rate stipulated. Maximum time frames for completion of degree requirements and minimum requirements for each annual increment for students in Graduate School are based on criteria published in the catalog.

Suspension Status for Graduate Students

Students who fall behind schedule in the cumulative number of required credit hours or fall below the stipulated GPA or who are placed on academic probation will be suspended from Title IV funding until the student is back in good academic standing and on schedule as required for satisfactory progress.

Satisfactory Academic Progress Appeal and Reinstatement Procedures for Graduate Students

Any student whose federal student aid is suspended due to unsatisfactory academic progress may submit an appeal to the Office of Financial Aid for reinstatement of such assistance. The appeal will be considered by the Director of Financial Aid or his/her designate and the Academic Executive Faculty Committee. If it is determined that the student's failure to meet academic progress was the result of illness, death in the family, or other exceptional or mitigating circumstances, those factors will be considered in determining whether eligibility for federal student aid funds can be reinstated for one or more semester(s). The student will be placed in a **probation status** for Title IV eligibility and reviewed at the end of the semester.

Transfer credit

Transfer credit will be counted as attempted and earned hours. Incoming GPA will be used to assess the qualitative requirement. Courses that are repeated will count towards attempted hours each time the course is repeated but will be included as completed only once.

Withdrawals and Incompletes

Eligibility for federal programs will be evaluated as part of the initial application process and again annually. Students must complete and pass 2/3 or 66.67% of the classes attempted. In the evaluation process, all grades of "W" (withdrawn) or "I" (incomplete) will be counted as hours attempted but not passed and will also count towards the 150% maximum allowable time frame. When evaluating SAP, incompletes will be considered the same as an "F". A student MUST complete the class for the "I" to be changed to an actual letter grade (A, B, C, D, or F) before SAP is evaluated.

Repeating Courses
The Registrar's office will calculate the GPA for students who repeat a course at the end of each term. Repeated courses will count towards attempted hours but will be included as completed only once. Students must notify the Financial Aid Office if a course is to be repeated to determine if it would impact academic progress. Students may only receive financial aid funding for one repetition of a previously passed course.

Additional bachelor's degree
Students who have already earned a bachelor's degree but are working on another undergraduate degree may be eligible to receive Federal Direct Loans at the undergraduate limit. New borrowing may be affected by the aggregate limits of prior undergraduate borrowing. Students must submit a completed **Additional Bachelor's Degree Form** to the financial aid office (forms may be acquired from the financial aid office). Students will be monitored under the Satisfactory Academic Progress Policy. The maximum timeframe allowed is 150% of the additional hours needed to complete an additional bachelor's degree with the existing "overall" credit hours previously attempted for the first bachelor's degree. This new value will establish the new maximum timeframe that the student can receive financial aid.

Financial Aid Warning, Suspension and Probation

Financial Aid Warning: The student is not in compliance with the standard policy and is at risk of losing eligibility for federal aid. The student will be placed on financial aid warning for the subsequent term. While on warning, a student is eligible for financial aid. If they do not come into compliance with the standard policy, the student will be placed on financial aid suspension and will lose eligibility for federal aid.

Financial Aid Suspension: The student is not in compliance with the standard policy and will lose eligibility for federal aid and be placed on financial aid suspension, until they come into compliance with the standard policy or until they have appealed with a favorable decision.

Financial Aid Probation: Students who have successfully appealed will be placed on financial aid probation. While on probation, a student is eligible for financial aid. During the period of probation (a period of one term), the student is expected to come into compliance with the standard SAP Policy as described above or maintain compliance with the academic plan outlined for them. Failure to meet the terms of the academic plan will result in the student being placed on financial aid suspension and the student will not be eligible to appeal.

Satisfactory Academic Progress Appeals Process
Eligibility for financial aid may be reestablished by citing extenuating circumstances which have caused a hardship. The appeal would be in the form of a written request with supporting documents submitted to the financial aid director. Extenuating circumstances are generally beyond one's control, such as an accident, illness, or death in the immediate family. It is the student's responsibility to secure and provide a full written appeal to the financial aid office. Appeals made without supporting documents will not be considered. Appeals will not be accepted through verbal requests. The appeal will be reviewed by an appeals committee and a decision issued in writing within 7 business days. All decisions are final. If an appeal is denied, the student may attend Williamson University but will be responsible for their own educational costs. If your appeal is denied, you must earn reinstatement on your own. Students granted a reinstatement of financial aid through the appeal process will have their progress checked in their next term, and then annually, to stay in compliance with the SAP policy. A student must show academic progress to remain eligible for federal aid. The deadline to submit an appeal is 2 weeks prior to the first day of the term for which the student is requesting federal aid.

Academic Plan
The Appeals Committee may approve a request for reinstatement of financial aid but request an academic plan for the student. The academic plan can require that a student meet a specified number of hours per term or a specific GPA other than the requirement of the SAP. Students placed on an academic plan must meet the requirements of that plan each term to retain federal student aid eligibility for future terms.

Withdrawal Policy
Students who elect to withdraw from courses before completing their term, must make known their intent with the registrar's office and complete the *Official Notice of Withdrawal form*. The Registrar will inform the Financial Aid Director of the student's last date of attendance. Although federal and institutional aid is posted to your account at the beginning of the term, you earn funds as you complete the term. Students who receive financial assistance for that enrollment period will have their financial aid award recalculated according to your withdrawal date and within federal regulations. **Always check with the financial aid office before dropping or withdrawing**.

For all programs (on-site and online) offered in non-standard term modules, a student is a withdrawal for Title IV purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment, unless the student is scheduled to begin another module in the same payment period or period of enrollment. This is provided the later module the student will attend begins no later than 45 calendar days after the end of the module the student ceased attending.

If the student indicates an intention to continue in a subsequent module in the term but does not return for the module, the student is considered to have withdrawn, and the withdrawal date will be the last date of a completed module. If a student ceases attendance (drops or withdraws) from all his or her Title IV eligible courses in a payment period or period of enrollment, the student must be considered a withdrawal for Title IV purposes even if the student is still enrolled in non-Title IV courses.

The University may unofficially withdraw a student after fourteen (14) consecutive calendar days of absence from all classes. The date of determination becomes the 15th day from the last date of attendance, and the University will complete a Return to Title IV calculation for the United States Department of Education. The withdrawal date will remain the student's last date of attendance for the calculations, and the date of determination is the 15th day absent. Legal holidays and term breaks on the academic calendar do not count in the fourteen (14) consecutive calendar days; however, Saturdays, and Sundays count during an academic term.

Return of Title IV Aid
Students who officially or unofficially withdraw, fail to return from an approved leave of absence, or are dismissed from enrollment at Williamson University, may owe a repayment of financial aid (Title IV) funds. (Title IV funds include Pell Grants, SEOG, Subsidized and Unsubsidized Direct Loans, and Parent PLUS Loans). Students should be aware that eligibility for financial aid may be jeopardized by dropping classes or withdrawing from Williamson University after financial aid has been disbursed. Student awards are developed and disbursed based on the student's enrollment status at the time of registration**.** The amount of assistance a student earns is determined on a pro rata basis (if you complete 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive). Students who withdraw prior to completing 60% of the term will have their financial aid prorated and unearned funds returned. After the 60% point, the student is deemed to have earned 100% of the Title IV funds. Federal Title IV funds will

be returned based on the percentage of the period completed. Williamson University has 45 days from the date that it determines a student withdrew to return all unearned funds for which it is responsible.

Federal regulations stipulate how the return of Title IV Funds is calculated and for students who have received federal assistance, the aid must be returned to the appropriate program in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG
- Other Title IV grants
- Scholarships, that donors specify to be returned in full or part*

***Institutional policy: Because institutional scholarships are based on full-time enrollment, if a course is dropped the scholarship will be revoked, which could create a balance on the student's account. Exceptions to this policy are as follows: 1. It is the student's final term of enrollment, and they are graduating or 2. The student had a significant circumstance occur to request an appeal to keep the scholarship. Institutional scholarships will be prorated based on the number of credits for the student's term for the exception.**

Students will be billed for any unpaid institutional charges that result from the return of funds to the Title IV programs.

In some cases, a student may be eligible to receive a "post-withdrawal" disbursement after the student completely withdraws from school when the amount of aid earned is less than the amount of aid disbursed. This must be paid to the student within 120 days of student's withdrawal. In such cases, the financial aid office will notify the student of the "post-withdrawal" disbursement via an award letter. The school will advise the student or parent that they have 14 calendar days from the date the school sent notification to accept a post withdrawal disbursement.

Enrollment Status

Students are required to be enrolled in 6 credits per term to be eligible for Title IV funding. Undergraduate students are typically scheduled for full-time status per registration term, 4 consecutive modules per registration. If a student is not scheduled for 4 consecutive modules, a student will have a scheduled gap in their registration. A Scheduled gap is a temporary interruption in a student's program of study and refers to the specific period during the registration when a student is not in attendance. The financial aid office will work closely with the academic offices to ensure the student has completed Change in status paperwork when their enrollment status may change from full-time status to ¾ time status or half time status due to schedule gaps. A student is permitted to have up to 2 scheduled gaps per registration term. If a student has to take any time off that equal more than 2 consecutive terms, the student will need to be placed on a Leave of Absence.

Leave of Absence (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study and refers to the specific time during a program when a student is not in attendance. The financial aid office will work closely with the academic offices to ensure the student has followed the college's policy for requesting an (Academic) LOA. All requests for LOAs for Return of Title IV purposes must be submitted to the financial aid office on the

Financial Aid Leave of Absence Form. Students must apply for a LOA in advance unless unforeseen circumstances prevent the student from doing so, i.e., a medical emergency, death in the family, etc.

For the financial aid office to grant an approved LOA:

- The student must follow the university's policy in requesting a LOA and be approved.
- The student must complete the *Financial Aid LOA form* indicating the date of return to Williamson University.
- There must be a reasonable expectation that the student will return from the LOA.
- WU may not assess the student any additional institutional charges, the student's need may not increase, and the student may not gain eligibility for additional Title IV funds.
- The LOA may be granted up to 180 days in a 12-month period.
- If the student is a Title IV loan recipient, WU must explain to the student, prior to granting the LOA, the effects that the student's failure to return from a LOA may have on the repayment terms and expiration of the student's grace period*****.
- The student must be in good academic standing.
- The student must have completed at least one full term of enrollment at WU.
- The student must be enrolled at least half-time.

***If you receive Title IV loans (Direct Subsidized, Unsubsidized, or PLUS loans) and do not return from an approved leave of absence, you may exhaust some or all your 6-month loan grace period. The date of withdrawal (for purposes of Title IV programs) will be backdated to the first day of your approved leave of absence.**

The financial aid office is responsible for ensuring students have a valid reason for requesting a LOA. The student may be required to submit a letter from a physician, therapist, supervisor, etc., attesting to the need for the requested leave. Generally, the following reasons are deemed valid:

- Personal illness.
- Immediate family illness.
- Death in the family.

A student who is granted a LOA, who meets the conditions for an approved LOA for Title IV purposes, is not considered to have withdrawn, and no Return of Title IV calculation is required. Upon the student's return from the leave, he or she will resume attendance at the school at the point he/she leaves and will continue to earn the Title IV aid previously awarded for the period.

Effect of a LOA on financial aid: Students should be aware that even an approved LOA might affect financial aid eligibility. No Title IV or Veteran's Benefits can be disbursed during an approved LOA. Should a student fail to return following an approved LOA, the student is considered withdrawn from all courses which may result in decreased eligibility for Pell Grant and Loan Disbursements.

If the student does not meet the conditions for an approved LOA for Title IV purposes, or does not return after an approved LOA, he/she is considered to have withdrawn, and any tuition refund calculated will be returned to the federal aid programs first. Federal regulations mandate that the percentage of the semester the student did not complete will be the percentage of available federal aid the student did not earn. If the student

received more federal student aid than they earned, the school must return the unearned funds to the student's lender in a specified order. Once the student has completed 60% of the semester, the student has earned 100% of their aid, and no federal refund is required. When a refund is required, the amount of the student's aid that the school is required to return to the student's lender is determined by multiplying the amount of the student's tuition and fees by the percentage of the semester the student did not complete. Once institutional and federal refunds are calculated, the student will be required to pay any remaining balance due the school.

Consumer Information

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), includes requirements for disclosing information to the public. It is our hope that this concerted effort between Williamson University and the Department of Education to provide pertinent consumer data will allow all students access to information they need to make the best decision possible for them and their future. These disclosures may be obtained from the Williamson University administrative offices or by visiting the Williamson University website at https://williamsoncc.edu/resources/consumer-information/.

Financial Aid Rights and Responsibilities

As a recipient of financial aid, you have the right to:

1. Know the correct procedures of applying for student financial aid, your cost of attendance, and the types of aid available.

2. Know how financial need is determined, what the criteria are for awarding aid, how academic progress is determined, and what you must do to continue receiving aid.

3. Know the type and amount of assistance you will receive, the deadlines for submitting applications, how much of your need has been met, and how and when you will receive your aid funds.

4. View the contents of your student financial aid file, in accordance with the Family Educational Rights and Privacy Act.

5. Know the terms and conditions of any loan you accept. Know what portion grant-aid is and what portion is to be repaid.

6. Know the terms, conditions, and pay rate for any student job you accept under the Federal Work Study Program.

7. File an appeal against a SAP (Satisfactory Academic Progress) decision with the financial aid office regarding your application. The deadline to submit an appeal is 2 weeks prior to the first day of the term for which the student is requesting federal aid.

As a recipient of financial aid, you are responsible for:

1. Researching and considering all information about a school's program before you enroll.

2. Completing and submitting application materials to the appropriate agencies within required or recommended time frames. All undergraduate students who are fully admitted and degree seeking can complete the Free Application for Federal Student Aid (FAFSA) for the following school year any time after midnight on January 1st of the preceding year. Families can use "estimated" tax information to complete the FAFSA form. However, you should update the FAFSA once you submit your return to the Internal Revenue Service (IRS). No aid will be disbursed on estimated tax information.

3. Reading all materials sent to you from the financial aid office and other agencies awarding you aid. Read, understand, and keep copies of all forms you sign. The email address you submit on the FAFSA is the email

address the financial aid office will use to communicate with you until you are officially enrolled. You will need to update this address with the financial aid office and other school officials if this changes. Once a Williamsoncc.edu email address has been assigned to you, the university will use this address for all subsequent communication.

4. Knowing and complying with the rules governing the aid you receive. These rules include but are not limited to:

- You must not be in default on any prior educational loan.
- You must not owe a refund on a Federal Pell Grant, or Federal Supplemental Educational Opportunity Grant due to repayment.

5. Providing additional documentation which may include federal tax transcripts, if required for receiving financial assistance.

6. Complying with the provisions of any promissory note and of all other agreements you sign.

7. Completing the registration process each term by the slated time given by the registrar's office, to ensure availability of all student aid funds you have been awarded. ***Note: Some aid programs are limited and may be subject to cancellation if your registration process is not completed by the designated period.***

8. Using student financial aid proceeds solely for direct educational costs and related living expenses.

9. Knowing the financial implications of dropping a course or withdrawing from Williamson College will have on your student financial aid. **Always check with the financial aid office before dropping or withdrawing**.

10. Making satisfactory academic progress (SAP) towards completing a degree program in a timely manner. Minimum requirements must be met to participate in the federal aid programs. Appeals of the SAP decision can be made, and it is the student's responsibility to secure and provide a full written appeal to the financial aid office. Appeals made without supporting documents will not be considered.

11. Understanding that federal financial aid recipients who complete a term receiving all F-grades because of non-attendance will be subject to the Title IV withdrawal policy and have their aid adjusted according to federal regulations. Students will be required to repay part, or all the federal/state student aid funds received. Any student withdrawing, graduating or leaving for longer than a 45-day break, who has borrowed under the Federal Direct loan program will be required to complete a Federal Direct Loan Exit Interview.

12. Reporting and submitting a copy of your outside scholarship information to the financial aid office.

13. Keeping your local and permanent home and email addresses and phone numbers current with the registrar's office and the financial aid office.

14. Regularly accessing and reading notifications in your williamsoncc.edu email account.

STUDENT DEVELOPMENT AND STUDENT SERVICES

Christian Character Policy

As part of the University's effort to develop Christian character within its students, the University will specifically work to develop Christlikeness and a commitment to ministry regardless of vocational calling in its students. Faculty will manifest a Christian character model and an active concern for student development by frequent contact with students and in-classroom interaction. The University will encourage participation in regular worship, devotional periods, and activities designed for student development.



Robyn Wollas
Director of
Student Services

Philosophy of Student Development

Through student development programs and services, the University is committed to supporting students' educational development in the following ways:

Counseling and Advisement

The University provides personal and spiritual counseling to students. This is provided by the Registrar, the Faculty, the Campus Pastoral Counselor, and the President of the University. Professional counseling services are available to students through Hope Ministries or biblicalcounseling.org. Students are responsible for all costs associated with these services. Contact information is available from the Director of Student Services. Career counseling questions are answered by students by inquiring with the Director of Student Services. Outside services may be suggested. Students are responsible for costs associated with external services.

Disability Services

Students who believe they have a disability that might affect learning or access to classes at Williamson University should visit the Director of Student Services. Disabilities may include but are not limited to the following: ADHD, learning disabilities, visual or hearing problems, physical disabilities, and psychiatric disabilities. Accommodations are available to students with an eligible disability, but it is the obligation of students to seek services if desired. The university aims to make activities and facilities accessible to all. Examples of accommodations include alternate assignment formats, audiobooks, extended time for testing, etc. Please note that accommodations are made on an individual basis.

Housing

The university does not provide housing. A student with a housing inquiry should consult the Director of Student Services.

Leadership Development

Students will have the opportunity to utilize and develop their leadership abilities by serving other students and the University through the Student Government Association, which is advised by a staff member. Participation in the Christian Service program also gives students leadership opportunities. Students can also develop leadership skills through the University's curriculum by enrolling in leadership courses offered throughout the year.

Medical Services
Emergency medical services are available to students through Williamson Medical Center in Franklin. Students are responsible for costs associated with these services. Contact information is available from the Director of Student Services.

Mentor Program
The University allows interested students to be involved in a mentor program. Students are paired with mentors, who are volunteers from the community, staff, or faculty. Students speak to their mentors as often as they would like, but it is suggested that students meet their mentors at least two times per year and stay in contact by phone calls and/or emails. Meetings often take place outside the school environment, depending on the convenience of both the student and mentor. Students may discuss various elements of the school experience with mentors, such as class highlights, ministry formation, or their progress in the program.

Orientation and Retention
The orientation course will introduce new students to the University and prepare them for academic life at the institution. The administration and academic advisors will maintain consistent contact with all students to identify obstacles to their educational goals and help them find solutions. Academic advising will be part of the orientation and retention process so that students will understand requirements for progression. Every degree-seeking student will register for Orientation when admitted to the University. The class helps orient students with time management, study skills, library usage, writing style, and online research. Students learn about policies and procedures, academic expectations, and financial guidelines. Students should complete Orientation during the first six months of enrollment and before they register for courses that begin after that period of time.

Placement Services
Job opportunities are periodically sent to students through an email distribution list. Professors and administrators will be pleased to talk with students about employment and career opportunities.

Spiritual Life
A program that facilitates spiritual growth and development will be available to all students. Undergraduate students will participate in a Christian Service program through which they fulfill community or Christian Service while enrolled. This is a requirement for graduation.

Sports and Recreation
The University does not offer sports or recreation activities. Students who reside in Williamson or Rutherford counties, or surrounding counties, will find ample opportunities for involvement in sports and recreation activities.

Student Government Association
The Student Government Association (SGA) acts as a liaison between students and the administration as well as the sponsoring organization for student activities. The Student Government Association helps plan and implement student events for the University.

Student Life

Advisory staff and appropriate support help facilitate the planning and implementation of a student-led activity program by the Student Government Association (SGA). Email messages provide a means of communication between the administration and students. Counseling may be provided by staff, faculty, and outside agencies by referral when needed.

Tutoring Program

Students interested in or needing additional academic support are encouraged to meet with a tutor. If assistance is required in a current or upcoming class, please inform an academic advisor or the Director of Student Services to get connected with someone who can help.

Voter Registration

Williamson University strives to assist all students who have not yet registered to vote with information on how to register. One must be a U.S. citizen and at least 18 years old on or before Election Day to be eligible to vote in addition to other requirements. Voter registration is handled at the county level. Students may print and complete a voter registration form at: https://sos.tn.gov/products/elections/online-voter-registration



Kristen Varner
Registrar

Access to Educational Records

Williamson University complies with the Family Educational Rights and Privacy Act (FERPA), which is designed to protect the confidentiality of personally identifiable educational records of students. The student has the following rights: the right to inspect and review his or her educational records within 45 days of the date the University receives a request for access; the right to request an amendment of his or her education records that the student believes are inaccurate or misleading; the right to consent to disclosures of personally identifiable information contained in his or her education records except to the extent that FERPA authorizes disclosure without consent; and the right to file a complaint with the U.S. Department of Education concerning alleged failures by Williamson University to comply with the requirements of FERPA.

Under the provisions of FERPA, the University may not disclose directory information to any person requesting it without the consent of the student. Directory information may include the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and events, dates of attendance, degrees and awards received, and most recent previous educational institution attended.

Students may request that "Directory Information" be withheld from anyone except Williamson University school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or her professional responsibility.

Students wishing to refuse disclosure must submit a request for Non-Release of Directory Information to the Registrar's Office within forty-five (45) days after registering for classes. This request will remain in effect until the student signs a form to cancel the request.

Permanent Student Records Include:

- Original Application
- Health Records
- Enrollment Checklist
- Counseling Reports
- Credit by Demonstrated Comp. Documentation
- Disciplinary Records
- Original Transcripts (from each institution attended)
- FERPA consent for ASSET scores when applicable
- Christian Service Forms

All Permanent Student (physical) records are held for a total of three years; all records are permanently stored to the cloud and protected by a third-party IT servicer.

Academic Advising

The purpose academic advising to each of its students is to ensure that:

- Each student understands the academic requirements of the University.
- Student comprehends the programs and course offerings of the University.
- Student realizes what credits have already been earned and what University requirements remain.
- Students know what courses they should expect to take and the time frame, cost, and location for those courses.
- Students complete the registration process including meeting monetary requirements, according to the Financial Aid and Business Offices.
- Student recognizes what he or she must do to prepare for the first-class session in the academic cycle.

Academic Advising Procedure:

Initial Enrollment

Once admitted to the college, students need to complete the following:

- If applying for financial assistance, confirm the FAFSA (fafsa.gov) has been completed, received by WU Financial Aid, and has cleared; this determines eligibility for federal financial aid as well as institutional scholarships.
- Contact the Registrar and schedule an advising appointment.
- The Registrar will explain the evaluation of any transfer work accepted by the University. Student's requirements for General Education, electives, and selected major will be explained in depth.
- Schedule and course offerings available will be presented; a registration form will be completed. Once your financial arrangements have been confirmed by the Business Office, registration will be finalized.
- Discuss financial aid and confirm payment options with the Financial Aid Office and Business Office.
- Obtain a Student Body Identification Card (Addressed during Orientation).
- Show proof of laptop ownership or availability. ***All students MUST provide their own laptop computer*.**
- Purchase: Dockery, David S. and Trevin K. Wax, CSB Worldview Study Bible, **Hardcover:** 2208 pages, Holman Bible Publishers (May 15, 2018) ISBN-10: 1433604337ISBN-13: 978-1433604331 OR ISBN-10: 1433604345 ISBN-13: 978-1433604348
- Purchase: American Psychological Association Publication Manual, seventh edition, 2020, ISBN-10: 143383216X, ISBN-13: 9781433832161

Approved Writing Style Manual: Undergraduate and Graduate students will prepare all written work according to the guidelines set forth in APA 7 style.

Enrollment in major courses: (300-400 level) requires a minimum of 44 semester credit hours of prior credit earned. Students with fewer than 44 semester credit hours must petition the Academics Dept. for any exceptions to this procedure. Students admitted with less than 44 semester credit hours will be enrolled in general education courses or elective courses, depending on transfer work.

Continuing Registration

- Students will be assigned to an academic advisor after the initial Enrollment appointment.
- A registration period typically involves twenty (20) weeks of academic activity, with the full-time student earning a minimum of twelve (12) semester credit hours during that time.
- Prior to the meeting, the advisor will access the student's transcript to review course grades. The student will not be allowed to have more than one incomplete grade on his or her transcript.
- Students with a Business Office balance will not be allowed to register. All students must have clearance with the Business Office and the Financial Aid. Students who fail or delay in making financial arrangements, FAFSA submission/ update will not be allowed to register.
- The academic advisor will evaluate degree evaluations, course schedules and class offerings to properly advise each student. During advising, the advisor and student will complete a registration form and affix signatures indicating approval.
- The Registrar will review class rosters for each course to ensure sufficient enrollment. If there is insufficient enrollment, the Registrar may cancel the section, and students will be presented with other course options.
- The advisor will continue to meet with students at the end of each cycle for advising and to track the trajectory toward graduation.

Academic Integrity

Students at Williamson University are expected to maintain academic integrity that is consistent with both biblical truth and accepted protocol in higher education. Students will not participate in cheating, plagiarism, or any other form of academic dishonesty, neither will they encourage or condone such behavior in their peers by permitting it and/or allowing it to go unreported.

All academic work that a student submits is to be his or her original work. When a student places his/her name on a document to submit for grading, he/she is saying that all the work not otherwise identified as the work of another is his/her own. A student must separate verbatim statements gleaned from the Internet or any published or unpublished work that he/she includes by appropriate formatting (quotation marks) and documentation (complete references to the work cited). Submitting as one's own work anything prepared in whole or part by another person (for example: another student's paper or a paper secured on the Internet) is plagiarism. It is necessary to give credit and to use proper documentation to identify the originator of the words, data, or ideas, (including facts, statistics, or other illustrative materials) even if the material is completely paraphrased. The references cited must give clear credit to the original source following APA standards.

Williamson introduces incoming students to the institutional policy on academic integrity during Orientation. Each syllabus will contain an explanation of the policy on academic integrity and the procedure for applying it. Each instructor will elaborate on the policy and explain the procedure that guides people who engage in violations.

Instructors who discover work they suspect violates this policy will ask for a face-to-face meeting with the student to clarify the issue. If a student has violated the policy on academic integrity, the instructor will speak with the Chief Academic and Enrollment Officer to verify if the student has committed a previous offense. If this is the first offense, he or she will receive an "F" for that assignment. The student must do remediation with the Williamson librarian who will guide him/her in redoing the assignment. The grade for the course will be dropped one letter grade. The instructor will submit a written report of the incident to the Chief Academic and Enrollment Officer who will place the instructor's report in the student's Permanent Student File.

A second violation in the same or any other course will be handled in the same manner but will result in an automatic "F" for the course. The student may seek the instructor's approval to resubmit appropriate work for a change of grade. The instructor will submit a written report of the incident that will be added to the student's Permanent Student File. **If a student is discovered in a third violation, he or she will be expelled immediately.**

A student wishing to appeal expulsion from the University must do so in writing to the Registrar, who will convene a panel including the President, the Registrar and one faculty member appointed by the President. Any person filing an appeal must be notified at least two days prior to hearing that complaint as to the date, time, and place of the hearing. The student will have the right to present his or her case before the panel in person. The Registrar will give the student a written summary of the findings from this hearing. (See Complaint Policy/Procedure)

Artificial Intelligence (AI) Use

At Williamson University, artificial intelligence (AI) is embraced as a formative tool that, when properly guided and applied responsibly, enhances deeper learning, creativity, and communication. Rooted in a biblically grounded and academically rigorous environment, this policy encourages the ethical use of AI to support lifelong learning, vocational clarity, ethical reasoning, and Christian worldview formation. AI should foster critical thinking, cultural engagement, and meaningful relationships; encourage ethical research practices and mentorship; and promote collaborative learning communities.

Once trained, students may use AI to develop outlines, refine grammar, clarify ideas, engage in faculty-guided content development, and translate learning into personal understanding through revision and reflection. AI may also assist in preparing for interviews and synthesizing research. Students must maintain academic integrity by disclosing AI use, being able to explain and defend their work, using only approved tools, and seeking mentorship.

Each AI-assisted submission must include a disclosure: *This assignment was completed using accepted AI-assisted writing practices, which emphasize collaboration between human authors and AI tools. I used (insert AI tool) for brainstorming, organization, and grammar support. All final content reflects my voice, values, and understanding, and I can explain and defend the ideas presented.*

Faculty will train students in responsible AI use, assess understanding through interviews, apply rubrics that reward ethical reasoning and vocational clarity, and foster scholarly dialogue. Misuse—such as undisclosed AI use or failure to demonstrate understanding—may result in academic penalties. Faculty may prohibit AI in specific courses where foundational skills are prioritized. (See full AI Use Policy in the Policy and Procedure Manual.)

Academic Capstone Projects

Each degree-seeking student at WU will complete a Capstone Project. The project is designed to provide the student with an opportunity to demonstrate that he or she has attained the desired level of critical thinking, communication, and integration in thoughts and attitudes that are stated in the Program Goals for the degree being sought. The undergraduate project brings together artifacts demonstrating general education and degree competencies that students have learned and developed during their work toward the B. S. degree. The artifacts selected for inclusion are both significant and representative of the student's work.

The Capstone Project demonstrates a broad mastery of learning across the curriculum for a confidence in initial employability and further career advancement. It shows convergence of curricular purposes by linking knowledge and experience from the three areas of the curriculum: general education, the Bible, and the major.

The graduate level Capstone project will consist of a leadership project or thesis, selected by the student in consultation with a faculty member.

Articulation Partners

Williamson University cannot guarantee admission into any other institution. Each institution is the sole judge of who may be admitted into its programs. The acceptance of courses taken at Williamson University is subject to the discretion of the receiving institution. It is the sole responsibility of the applicant to ensure transferability of WU credits to other institutions. Williamson students can transfer all appropriate credits to any institution accredited by The Association for Biblical Higher Education. Many of these institutions are also accredited by one of the six regionally accredited organizations. The following institutions have accepted or indicated that they will accept Williamson graduates for undergraduate transfer or acceptance into graduate study on a case by case basis: Belmont University (TN), Johnson Bible University (TN), Milligan University (TN), Motlow State Community College, The Southern Baptist Theological Seminary (KY), Tennessee State University (TN), Welch University (TN), all of which are accredited by The Southern Association of Colleges and Schools (SACS); Crown University (MN), Cincinnati Christian University (OH), and Lincoln Christian University and Seminary (IL) which are accredited by North Central Association (NCA); and Hope International University (CA) which is accredited by The Western Association of Schools and Colleges (WASC).

Graduates of Williamson have successfully completed Master's degree programs at American Intercontinental University (GA), Asbury Theological Seminary (KY), Baptist Theological Seminary at Richmond (VA), Bethel Seminary (MN), Emmanuel School of Religion (TN), Erskine Theological Seminary (SC), Liberty University (VA), Trevecca Nazarene University (TN), Union University (TN), University of Phoenix (TN), Vanderbilt University School of Divinity (TN), and Nashville School of Law (TN).

Attendance Policy

Students are expected to attend every session of each course in which they are enrolled. Unexcused absences in two (2) class periods will result in a course grade of "F" with no tuition refund; students will be required to repeat the course.

Expectations

Students are expected to attend all classes in person unless formally enrolled as a virtual student. Video recordings or the use of video conferencing for resident students are not intended to replace actual attendance in onsite courses and should not be regarded as such. Students who enroll in onsite courses should make every effort to attend and participate fully in all class meetings during each module. If a student must miss a class, he or she may maintain good standing in the course with one absence upon successfully completing the make-up procedures. A second absence will result in course failure.

Absence and Make-up Procedures

If there are extenuating circumstances preventing a student from attending a class session, he/she should contact the professor before the class to plan. The student is also expected to contact the Registrar for official notification of an anticipated absence. With permission, it is preferable for the student to attend the live class virtually, with a secondary option of requesting a recording of the class for the student to view later. If the

student fails to contact either the professor and/or administration, the absence will count against the student's standing in the course.

Each absence of one hour or more must be made up at the discretion of the faculty member. Students must complete the assignments given in the course syllabus. Faculty members may require any of the options listed below for makeup work along with any other assignment the faculty member may deem appropriate:

a) Students review the video recording of the class session and post learning points discovered from the recorded class session.
b) Students interact with additional materials.
c) Meet with instructor in a one-on-one session.
d) Student prepares an outline of the material read for class or for any other assignment given.

Christian Service Requirement
Williamson University strives to facilitate spiritual growth for all students, endeavoring to deliver an educational environment focused on developing inspired leaders who understand the importance of giving back to others. The faculty, staff and trustees invest time, prayer, and action to foster an atmosphere of excellence in education. While enrolled, students participate in a Christian/Community Service program in which they contribute time and talent to various philanthropic endeavors throughout the surrounding area. Williamson University encourages students to participate in service to stimulate their spiritual growth and to provide service to others. WU students are often involved in some form of Christian ministry prior to enrollment. Additionally, once active, students must fulfill Christian service hours. Undergraduate students fulfill a minimum of sixty hours of service while enrolled. A Christian/Community Service Activity form is submitted to the Director of Student Services or a student's academic advisor upon completion of the required hours. Academic advising also serves to monitor progress toward completion of the requirement. The service obligation is explained in Orientation and detailed in the University Catalog and Student Handbook. A student may receive a copy of the form at any time from his or her academic advisor or the Director of Student Services. These representatives, as well as the Director of Ministry Formation, will also address any questions or concerns a student has about the requirement.

Computer Use and File Sharing Policy
Williamson University recognizes the value of computers and other electronic resources to improve student learning and enhance the administration and operation of its school. The resources are provided for educational and administrative purposes. The purpose of this policy is to inform the Williamson University community of responsible use of computers, computer networks (including the Internet), Artificial Intelligence and other electronic resources. Williamson University is the official owner of its technology resources, and the University reserves the right to deny use to those who do not use them responsibly. Users must adhere to all applicable laws and university policies and acceptable uses of information technology.

Williamson University allows employees and students to access workstations and school computers in the library for research purposes, word processing capabilities, email, and access to the University's student management system (SMS) or learning management system (LMS). Additionally, these computers are used to administer testing services when needed. It is the user's responsibility to appropriately use the University's network and any hardware or software owned by the University. The University takes computer misconduct seriously and those found guilty of wrongdoing may be subject to disciplinary action and sanctions.

Additionally, all students are required to have their own laptops per the school policy noted in the catalog. Students are informed of this policy during the Admissions process.

The following information related to Computer Use and File Sharing appears in the Annual Security Report released annually by Williamson University. Sanctions and disciplinary action may result in relation to violation of local, state, and/or federal law or University regulations, including but not limited to:

- Unauthorized use of computers owned and operated by Williamson University, defined as transmitting, viewing, publishing, displaying, retrieving, or storing any information that is considered in violation of local, state, or federal law (including violation of federal copyright laws);
- transmitting, viewing, publishing, displaying, retrieving, or storing any information or material that is profane, obscene, physically or sexually explicit, or that describes or displays conduct that would be considered inappropriate for general public viewing;
- transmitting, publishing, displaying, retrieving, or storing information that could reasonably be construed to create an offensive or hostile educational and/or work environment for members of a particular sex, creed, or nationality.

Additional information related to the Consumer Information and File Sharing Policy, including the rights and responsibilities of the university and user responsibilities (such as acceptable and unacceptable computer use), is to be accessible online through the consumer information page on the University's website.

The University uses a third-party for IT services. Representatives from the company are invited to periodically present informational sessions on computer safety and identity protection to employees and students.

Copyright Infringement and Peer to Peer File Sharing Guidelines
The Fair Use Guidelines of the Copyright Revision Act of 1976 place several restrictions on the duplication of copyrighted material. Copyright is legal protection of intellectual property, in whatever medium, that is provided for by the laws of the United States to the owners of copyright. Types of works that are covered by copyright laws include, but are not limited to, literary, dramatic, musical, artistic, pictorial, graphic, film and multi-media works. Many people understand that printed works such as books and magazine articles are covered by copyright laws, but they are not aware that the protection extends to software, digital works, and unpublished works and it covers all forms of a work, including its digital transmission and subsequent use. Copyright is an issue of particular seriousness because technology makes it easy to copy and transmit protected works over our networks.

The Higher Education Opportunity Act (HEOA) of 2008 charges U.S. colleges and universities to combat unauthorized file sharing on campus networks, imposing the below requirements:

- An annual disclosure to students describing copyright law and campus policies related to violating copyright law;
- A plan to "effectively combat the unauthorized distribution of copyrighted materials" by users of its network, including "the use of one or more technology-based deterrents"; and
- A plan to "offer alternatives to illegal downloading".

Copyright Guidelines:
It is permissible for faculty to make a single copy of a chapter from a book, an article from a periodical or newspaper, a short story, essay, poem, chart, graph, diagram, drawing, picture from a book, song, periodical, or newspaper for his or her own scholarly research or teaching. Multiple copies for classroom use can be made, provided the copying meets the following tests:

Brevity – A complete poem can be copied if it is less than 250 words or not more than two pages. Excerpts of not more than 250 words can be copied from longer poems. A complete article, story, or essay can be copied if it is less than 2,500 words. Excerpts of not more than 1,000 words or 10 percent of the work, whichever is less, can be copied from longer works. One chart, graph, diagram, cartoon, picture, or other illustration per book or per periodical issue can be copied.

Spontaneity – A copy can be made without obtaining permission if the copying is at the insistence and inspiration of the faculty member and if the decision to use the work and the moment of its use are so close in time that it would be unreasonable to expect a timely reply to a request for permission. Permission must be sought if the professor desires to use the excerpt in subsequent course offerings.

Cumulative effect – A copy can be made without obtaining permission if it is for only one course in the school. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class semester. Any copies distributed in class must include notice of copyright. Copying cannot be used to create, replace, or substitute for anthologies, compilations, or collective works. Copying of works intended to be "consumable" during study or teaching (e.g., workbooks, exercises, standardized tests, etc.) is prohibited under current copyright laws. Also, these laws stipulate that any copying shall not substitute for the purchase of books, publisher's reprints, or periodicals. Permission must be obtained if the faculty member plans to copy the same item from semester to semester. No charge can be made to the student beyond the actual cost of photocopying. Digital/electronic works are often protected by license/contract in addition to copyright, and use can be very restricted. Professors are responsible for obtaining the proper permission for fair use. Any materials beyond these limits may be produced if permission is obtained from the publisher. In requesting permission, please specify the source of the material, title, author, publisher, copyright date, page, or pages to be produced, number of copies to be produced, how the material is to be produced (i.e., photocopied, printed, etc.), and where or how the material is to be distributed or used.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

The unauthorized distribution of copyrighted material, including through peer-to-peer file sharing, may subject a student to criminal and civil penalties. The laws that govern copyright are not specific to any one technology. Students can violate the rights of a copyright holder using many different types of technology. Both uploading and downloading of files can pose a violation of the copyright law. Students should be cautious when obtaining any copyrighted material. As a rule of thumb, before a student receives anything for free, they should research whether that source provides material licensed by the copyright owner.

Educating the Community
The University uses appropriate mailing and distribution of documents (e.g., inclusion of information in the student handbook, university catalog, student orientation and campus-wide email notifications) to inform students, staff and faculty about appropriate and inappropriate uses of copyrighted materials. These educational efforts will include information that informs everyone that unauthorized distribution of copyrighted material may subject a person to civil and criminal liabilities, a summary of penalties for violation of Federal copyright laws; and a description of the institution's policies with respect to unauthorized peer-to-peer file sharing, including disciplinary actions that are taken against those who engage in illegal downloading or unauthorized distribution of copyrighted material.

Disciplinary Procedure
Disciplinary action, up to expulsion from the University or termination of employment, is compulsory for those that violate the University's stated policies. If the violation occurs off campus and is not related to an event or activity of the University, disciplinary proceedings will not be initiated by the University unless the nature of the violation dictates that continued attendance of the student or service of the employee would be detrimental to others or to the University. Through coordination with local law enforcement, any criminal activity on or off campus may be reported and can result in sanctions; violators of serious offenses reported through the judicial system may be subject to criminal trial, fines and/or incarceration. In the event that a student or employee is charged with a violation, he or she will be required to meet with the Director of Student Services and/or Vice President of Operations. The student or employee will be notified in writing of the alleged violation(s) at the time and place of the meeting. A serious allegation may warrant an interim suspension of the student or employee prior to the meeting.

Sanctions
Non-academic sanctions are imposed by the Director of Student Services or Vice President of Operations; however, in some cases, consultation with the President or other members of the administrative staff may be necessary. Violations may be subject to one or more of the following sanctions:

- Warning - an oral notice to the student or employee that he or she has not met the Code of Conduct of Williamson University; the warning includes a caution that if the conduct is continued or repeated, a more serious sanction may be imposed; a record of the oral warning will be placed in the student or employee file.
- Reprimand - a formal, written notification censuring the student or employee for his or her failure to meet the responsibility standards of the University; written reprimands are given to the violator, and a copy is placed in the student or employee file.
- Restitution and Fines - the requirement to make restitution or to pay a fine for misuse of or damage to university property.
- Rehabilitation Program - the mandatory participation in and completion of a rehabilitation program.
- Suspension - a temporary withdrawal of the student from university classes or the employee from university work commitments, for serious violations of university policies; notice of suspension is given to the student or employee in writing and indicates the period of suspension and any special conditions that must be met prior to reentry; the violator will remain on probation for a specific period of time; record of the suspension will be placed in the student or employee file.
- Expulsion or Termination - the expulsion of the student from the University or termination of the employee from his or her job for serious violations; notice of expulsion or termination is given to the student or employee in writing; record of the expulsion or termination will be placed in student or employee file.

Appeals Procedure
If a student or employee wishes to appeal a sanction imposed by the University, he or she must provide written notification to the Director of Student Services or Vice President of Operations within five business days of the imposition of a sanction. The notification must include reasons he or she believes an appeal is necessary and any supporting documentation he or she may possess. Upon receipt of the appeal by the appropriate department, a Disciplinary Committee shall convene, and a chairperson will be appointed to consider the appeal. The chairperson of the committee will notify the student or employee in writing of the date, time and place of the appeal hearing related to the sanction. As such, the student or employee must respond to the chairperson of his or her intent to be present during the hearing. Should the student or employee fail to attend the hearing, the committee will consider the written appeal and any supporting documentation as the basis for the appeal. Upon hearing the appeal, the student or employee will be informed of the committee's decision from the chairperson in writing. The decision of the Disciplinary Committee is final.

Program Review
The University will annually review the effectiveness of its program to combat the unauthorized distribution of copyrighted material, which shall also include reviewing legal alternatives available for downloading or otherwise acquiring copyrighted material. Relevant assessment criteria could include items such as reviewing whether the institution is following best practices.

Reporting a copyright infringement
You can report alleged copyright infringements on Williamson University systems or direct other copyright questions to the academic department by calling 615-771-7821.

Email Policies:

Assignment of email address
Individuals will be issued an official Williamson University student email address (firstname.lastname@williamsoncc.edu) upon first registration for students, and upon hiring for employees. This email account will become active upon enrollment and subsequent attendance.

Student responsibilities
Official correspondence from faculty and staff will be communicated through the Williamson University email address. Students are responsible for the information received and are required to monitor their email account on a regular basis. Since students are required to monitor their email account, and for the student's convenience, Williamson University email addresses may be forwarded to another email account as desired. If a student opts to forward his/her account to another email address, he/she assumes responsibility for the reliability of this address and will be held responsible for the information sent to **firstname.lastname@williamsoncc.edu**, even if there is a problem with the alternate email services. Users are expected to have read the Williamson University Computer Use and File Sharing Policy during orientation. Use of the email system constitutes full acceptance of the terms and conditions of the policy and consent to monitoring. The consequences for not complying with the conditions of the policy could result in disciplinary action including revocation of system privileges.

Student rights
Students may use their account for personal email in accordance with the Williamson University Computer Use Policy.

Security
Williamson University provides secure sign-on and secure transfer of email. However, students should be aware that Williamson University cannot be responsible for the security of information forwarded to other accounts. Faculty, staff, and students will be issued a Williamson University email address upon joining Williamson University. The email account will become active for students upon enrollment and stay active with attendance. Williamson University provides electronic mail to employees and students to enable them to communicate with the Williamson community, other companies, and partner organizations. Please note that all electronic mail activity is subject to monitoring and scanned for viruses or offensive material.

User Responsibilities
1. Use an "Out of office" notice to send automatic messages when you are not available.
2. Delete email messages when no longer required.
3. Respect legal protections to data and software provided by copyrights and licenses.
4. Take care not to express views that could be regarded as defamatory or libelous.
5. Do not participate in chain or pyramid messages or similar schemes.
6. Do not represent yourself as another person.
7. Do not use electronic mail to send or forward material that could be construed as confidential, political, obscene, threatening, or offensive.
8. firstname.lastname@williamsoncc.edu emails may be forwarded to another email account as desired. If a user opts to forward his/her account to another email address, he/she assumes responsibility for the reliability of this address and will be held responsible for the information sent to their WU email address, even if there is a problem with the alternate email service.
9. Users may use their email account for personal use in accordance with Computer Use and File Sharing Policy.

Credit by Nontraditional Means Policy
Through other means listed below, a student may earn up to 50% of the credit required for a degree. Credit by other means cannot be used toward the requirements for the major.

Credit for Military Training Policy
Upon presentation of an authenticated form DD 214 or its equivalent, a student can earn hours of credit following validation by the Registrar. Such credit will not exceed 32 semester credit hours of credit or 25% of the credits 61 required for a degree. The University is approved by the Tennessee Higher Education Commission and Veterans Education (State Approving Agency) to enroll veterans.

College Level Examination Program (CLEP) Policy
Credit may be earned through the CLEP national set of exams on selected topics. WU offers computer based CLEP testing. CLEP credits can be used to meet general education and elective requirements. A maximum of 32 credit hours or 25% of the credit required for a degree can be earned through CLEP.

Dantes Subject Standardized Tests (DSST) Policy
Credit may be earned through the DSST national set of exams on selected topics. WU offers computer-based DSST testing. DSST credits can be used to meet general education and elective requirements. A maximum of 32 semester credit hours or 25% of the credit required for a degree can be earned through DSST.

Credit by Demonstrated Competency Policy
These units can come from learning that has been gained through several different sources, including workshops, seminars, self-study, non-credit classes, training programs and work experiences. Other credit can also be granted for prior learning which is based on university credit recommendations by The National Program on Non-collegiate Sponsored Instruction (PONSI) and/or the American Council on Education (ACE). A maximum of 32 semester credit hours or 25% of the credit required for a degree can be earned through CDC credit.

Credit by Examination Policy
A maximum of 32 semester credit hours or 25% of the credits required for a degree can be earned through credit by examination.

Declaring a Major Procedure
Students will work with their Academic Advisor or the Registrar in selecting appropriate coursework. Stipulated requirements for a particular major and possible minor must be met in order to earn a degree.

Double Major/ Second Degree Policy
Students may elect to complete a second major or degree from those offered by the University and have both majors recorded on their academic record. Completion of a second major does not diminish the requirements for the first major, but courses required in both majors do not need to be taken again for the second major.

The student must meet all requirements for the second major which appear in the Catalog under which the student will graduate. The student must earn an average grade of "C" or better in the second degree. The second major must include at least 30 semester credit hours earned at Williamson University and these 30 semester credit hours cannot have been used toward the first Williamson University degree.
Students who have already earned an undergraduate degree from another institution may complete a second degree at Williamson University. To receive a second undergraduate degree, the student must earn at least 30 semester credit hours at Williamson University which were not used in meeting the requirements for the first degree, complete the general education requirements and all requirements for the major in the second degree which appear in the Catalog under which the student will graduate. The student must earn an average grade of "C" or better in the second degree. This applies to both the B.S. degree and the A.S. degree.

Students electing to complete a double major or second degree should consult with the Registrar or Chief Academic and Enrollment Officer prior to taking the additional coursework.

Minimum Hours for Beginning Major
Students are permitted to enter the major and respective minor provided they meet entrance requirements and have completed at least 44 semester hours that are transferable into Williamson. The Admissions Committee may admit exceptional students (or those with exceptional circumstances) with less than 44 semester hours where the Committee concludes that this would be in the best interest of the student.

Minimum Hours for Degree Policy
Any student receiving a bachelor's degree from Williamson University must earn a minimum of 30 semester credit hours at this institution.

Course Substitution/Waiver Policy
Williamson University requires undergraduate students to complete all courses required by their selected program. WU may allow for substitutions up to 9 credit hours in the major at the time of admission.

Awarding of Credit

Guidelines for Policy Development
The following guidelines were developed to establish clear policies, standardized criteria, faculty and staff involvement, regular review, transparency, oversight, and alignment with accreditation surrounding awarding of university credit. For each guideline, the general description is listed, and *WU's expected actions follow in italics.*

Clear policies/procedures/dissemination: Establish well-defined policies for credit transfer, exam credit, and prior learning/demonstrated competency assessment. These policies must be published and clearly communicated to students, faculty, and staff. *Awarding of Credit policies are to be published in the Catalog (online/hard copy), Faculty Handbook, and Student Handbook. Students also learn about these policies at Student Orientations.*

Standardized Criteria: Defining specific criteria for evaluating transfer courses, exam scores, amount of credit, and level of credit. This could include minimum grade/GPA requirements, equivalency assessments, and alignment with curriculum. *See criteria under* ***Transfer Credit Procedure****.*

Faculty and Staff Involvement (Evaluation and Implementation): Involve faculty and staff in the credit evaluation process. They can provide expertise in assessing course content and ensuring alignment with institutional standards. *The Awarding of Credit policy was implemented by faculty and staff through existing course redesign and new course proposal. Staff who review and award credit receive proper training from the Registrar and Academic units.*

Regular Review: Periodically review and update credit transfer policies to stay current with educational trends and changes in curriculum. This helps maintain relevance and consistency. *The policies and procedures pertaining to Awarding of Credit are routinely reviewed by the Executive Faculty and Registrar's Office at a minimum on an annual basis.*

Transparent Process: Ensure transparency by documenting the credit evaluation process and making it accessible to students. They should understand how their prior coursework and exams align with the institution's offerings. *Awarding of Credit policies are to be published in the Catalog (online/hard copy), Faculty Handbook, and Student Handbook. This process is explained at new student registration meetings and during new student orientations.*

Centralized Coordination/Oversight: Have a centralized office responsible for evaluating transfer credits and managing the credit awarding process. This helps in applying consistent standards across various departments. The Registrar and Academic Office are both responsible for reviewing and awarding credit. *The Registrar's Office officially processes credits into the student management system (Populi) for degree auditing, graduation requirement purposes, etc. The Academic Office ensures that the awarding of credit policies and procedures are reviewed, enforced, and practiced.*

Alignment with Accreditation: Ensure that credit transfer policies align with the institution's accreditation standards and guidelines.

Assigned Amount and Level of Credit
All programs are based on credit hours. Distance students join class with their classmates in real time through a Zoom link provided to them in the learning management system Populi for their weekly classes. The lectures, discussions, and work required outside of class are the same for in-person and distance students. The same Awarding of Credit policies and procedures are used for both in-person and distance education students.

Amount of Credit: Definition of a Credit Hour
Williamson University uses the definition of credit hour that is established by the Association for Biblical Higher Education (ABHE) as acceptable for adult degree completion programs.

> WC is accredited to offer adult degree completion programs. The amount of classroom contact in the degree completion program should equal approximately 50% of a traditional program. Thus, our undergraduate college-level classes each meet for a total of five weeks, one day per week for four hours per day, and students are expected to complete two hours of coursework for every hour of class time. Accordingly, students complete 12 hours per week across a five-week period, for a total of 60 hours every five weeks. Our graduate college-level classes each meet for a total of six weeks, one day per week for four hours per day, and students are expected to complete two hours of course work for every hour of class time. Accordingly, students complete 12 hours per week across a six-week period, for a total of 72 hours every six weeks. (WC Catalog 2022-23 p 66).

> **Amount of Credit: UG Credit Hours**
> 3 credit hours = 20 hours class time + 40 hours coursework
> 1 credit hour = 6.67 hours class time + 13.33 hours coursework

> **Amount of Credit: GRAD Credit Hours**
> 3 credit hours = 24 hours class time + 48 hours coursework
> 1 credit hour = 8 hours class time + 16 hours coursework

Level of Credit
Courses at Williamson University are identified by a system of alpha prefix and three-digit number code. The alpha section for the course identifier indicates either the discipline or the program. For example, Business Math is identified as MAT as a class in the math discipline, personal development courses start with PD and the courses in the Master of Arts in Organizational Leadership begin with OL. The first number in the three-digit code indicates the academic level of the course. Intro courses are designated by 100 or 200, more advanced as well as specific major courses are 300 and 400, master's courses are 500 and above. Courses are assigned levels of credit based on the classification system below.

> **100-200 Level University Courses**
> WU courses that are considered introductory or foundational in nature. These courses are usually designed to provide students with a basic understanding of a subject before moving on to more advanced coursework.
> **Characteristics of 100-200 level university courses at Williamson University:**

> 1. **Level of Difficulty:** These courses are generally less complex and demanding compared to higher-level courses. They are intended to build a solid foundation for more advanced studies.

> 2. **Prerequisites:** 100-200 level courses often have minimal or no prerequisites, allowing students from various academic backgrounds to enroll.

3. **Broad Overview:** These courses provide a broad overview of the subject matter. They introduce key concepts, theories, and terminology associated with the field of study.

4. **Basic Skills Development:** These courses focus on developing fundamental skills, such as critical thinking, problem-solving, and communication, which are essential for success in higher education.

5. **General Education Requirements:** Many 100-200 level courses fulfill general education requirements, providing students with a well-rounded education by exposing them to various disciplines.

6. **Lecture and Discussion:** These courses may involve a combination of lectures, discussions, and assignments to help students engage with the material and apply what they've learned.

7. **Class Size:** Depending on the institution, class sizes for these courses can vary. They might be larger than more specialized upper-level courses.

8. **Exploration of Interests:** These courses offer students the opportunity to explore different subjects and disciplines, helping them decide on potential majors or areas of interest.

9. **Foundational Knowledge:** The content covered in 100-200 level courses often lays the groundwork for more advanced coursework. This knowledge is built upon in subsequent courses.

10. **Entry Point:** These courses serve as an entry point for students new to a subject, allowing them to gradually progress to more in-depth studies.

Overall, 100-200 level university courses play a crucial role in helping students transition from high school to higher education and prepare them for more specialized and advanced studies in their chosen field.

300-400 Level University Courses

WU courses that are considered advanced or upper-level courses. These courses are more specialized and in-depth compared to 100-200 level courses.

Characteristics of 300-400 level university courses at Williamson University:

1. **Prerequisites:** 300-400 level courses often have prerequisites, which means students are required to have completed certain lower-level courses or have a foundational understanding of the subject matter before enrolling.

2. **Specialization:** These courses focus on specific topics within a field of study. They delve deeper into complex concepts, theories, and applications, providing students with a more specialized knowledge.

3. **Complexity:** The content covered in these courses is more complex and challenging. Students are expected to have a solid foundation from lower-level courses to engage with the material effectively.

4. **Critical Thinking and Analysis:** These courses emphasize critical thinking, analysis, and problem-solving skills. Students are encouraged to apply their knowledge to real-world scenarios and advanced projects.

5. **Small Class Size:** Class sizes for 300-400 level courses tend to be smaller than introductory courses. This allows for more personalized interaction between students and instructors.

6. **Research and Projects:** Students in advanced courses may engage in research projects, case studies, and practical applications of theories learned. These projects help deepen understanding and provide hands-on experience.

7. **Discussion and Debate:** Advanced courses often involve more in-depth discussions and debates among students and instructors, fostering a higher level of engagement and intellectual exchange.

8. **Preparation for Specialization:** Many 300-400 level courses are designed to prepare students for more specialized careers or further academic pursuits in a particular field.

9. **Integration of Prior Learning:** These courses may require students to integrate knowledge gained from lower-level courses and apply it to advanced concepts.

10. **Culmination of Learning:** In some cases, senior capstone courses or projects at the 400 level serve as a culmination of a student's academic experience, allowing them to demonstrate their mastery of the subject matter.

Overall, 300-400 level university courses are designed to challenge students, deepen their understanding of specific subjects, and prepare them for more advanced academic and professional endeavors within their chosen field of study.

500-600 Level University Courses

WU graduate-level courses. These courses are advanced and specialized, intended for students who have already completed their undergraduate degrees and are pursuing further education at the graduate level.

Characteristics of 500-600 level university courses at Williamson University:

1. **Graduate-Level Study:** These courses are part of graduate programs and are designed to provide students with advanced knowledge and skills in a specific field or discipline.

2. **Prerequisites:** Graduate-level courses often have prerequisites that may include specific undergraduate coursework, a bachelor's degree, or relevant professional experience.

3. **Specialization and Depth:** Courses at this level delve deeply into specific topics within a field of study. They explore advanced theories, research methods, and applications.

4. **Research Focus:** Graduate courses emphasize research, critical analysis, and independent thinking. Students may engage in research projects, literature reviews, and original scholarly work.

5. **Smaller Class Size:** Class sizes for graduate-level courses are usually smaller than undergraduate courses, allowing for more personalized attention and interaction with professors and peers.

6. **Seminar Format:** Many courses at this level are conducted in a seminar format, encouraging in-depth discussions, debates, and collaborative learning among students.

7. **Professional Development:** Graduate courses often include components that prepare students for careers in academia, research, industry, or other specialized fields.

8. **Thesis and Dissertation Preparation:** At the 600 level, students may be required to develop a thesis or dissertation proposal, laying the groundwork for their research project.

9. **Advanced Skills and Knowledge:** These courses focus on developing advanced skills, critical thinking abilities, and specialized knowledge that prepare students for leadership roles in their chosen field.

10. **Networking Opportunities:** Graduate-level courses provide opportunities for students to connect with professionals and experts in their field, enhancing their professional network.

Credits and Grades Procedure

Credits are awarded in semester credit hours based upon the learning which has taken place as evaluated by the faculty and through completion of curriculum requirements. All courses are based upon stated learning outcomes, and each student will be evaluated with credits awarded based on completing these learning outcomes. Grades are determined by the faculty member(s) assigned to the course in which the student is enrolled. In very exceptional cases, a grade may be appealed to the Registrar who has the authority to adjust grades. The grading system of the University is as follows:

Grading system

A	Excellent work, all learning outcomes met fully
B	Very good academic work
C	Average academic work
D	Minimum quality for credit to be awarded
F	Failure, no credit awarded
I	Incomplete (see Incomplete Grades)
W	Withdraw, no credit
P	Pass, requirement met but no quality assessment
AU	Audit, no credit awarded

Grade Points

Each semester credit hour of credit is valued in grade points as follows:

A	4.0 points	(94-100)
A-	3.7 points	(93)
B+	3.3 points	(92)
B	3.0 points	(86-91)
B-	2.7 points	(85)
C+	2.3 points	(84)
C	2.0 points	(78-83)
C-	1.7 points	(77)
D+	1.3 points	(76)
D	1.0 point	(70-75)
D-	1.0 point	(69)
F	0 points	(68 and below)
W	0 points	
P	0 points	
AU	0 points	

"W", "P" and "AU" grades are not assigned quality points and are not factored into the GPA. A grade of "F" is not assigned quality points but is factored into the GPA. **In order to graduate, undergraduate students must earn a minimum cumulative GPA of 2.0 completed at the University.**

Students who are dismissed for disciplinary reasons (social or academic) will be given a grade of "F" for any course in which they are enrolled but have not completed.

Students who stop participating in a course once they have enrolled may receive a grade of "F" for that course at the discretion of the professor. A student may officially withdraw by contacting the Registrar. Please refer to the Drop/Withdrawal procedure.

Students can view their grades and academic progress anytime at https://wc.populiweb.com

Incomplete Grade Procedure
A grade of incomplete for a course is granted only in cases of extenuating circumstances. Responsibility for completing all course requirements must be assumed by the student.
Procedure: To apply for an incomplete grade the student must: (1) have already completed 66% (2/3^{rds}) of class assignments to be eligible for an extension (2) submit an Application for Incomplete Course Grade form signed by the course professor who will submit it to the Registrar's Office (3) complete the stated requirements within the agreed upon time period of 14 days beginning the day after the final due date of class. The form can be found on the resources tab of the WU website or requested from instructors. If the "I" grade is not cleared within the specified time limit, the "I" grade will automatically change to an "F" grade.

Late Work or Work Not Submitted
Any assignment that is not submitted by the deadline stated in class instructions is considered late work.

- Students are expected to submit work in the Populi Learning Management System on time.
- Students are responsible for notifying the instructor before class of any situation that delays the submission of their work.
- Instructors have authority to extend the submission deadline for an excused delay because of an extraordinary situation.
- Students who submit unexcused late work can expect to receive a deduction in the grade for that assignment.

Drop/Withdrawal Procedure
A student may drop a course before the second-class meeting. No record of this drop will go on the student's permanent record. A drop form must be completed, signed by the student, and given to the Registrar. A student is eligible to receive a pro-rated refund prior to the second class.
Students who drop from full-time to part-time status will be charged the part-time rate for the remaining courses in the semester. Partial refunds may be given for drops. See the Refund Policy, page 34.

If a student wishes to drop a course after the second class meeting it becomes a withdrawal and is noted on the permanent record. The professor will report current course grade to the Registrar who will assign a "W". No credit will be awarded for courses from which a student withdraws. No withdrawals will be allowed after the third-class meeting.

Any student considering withdrawal should consult his or her advisor or the Registrar and complete the withdrawal form. The Registrar will verify the withdrawal date. The student is liable for charges according to the Refund Policy in accordance with the official date mentioned above. There are no refunds for withdrawals. Each student is limited to a maximum of three (3) withdrawals.

An Administrative Withdrawal may be administered by the Registrar under extenuating circumstances.

Leave of Absence (LOA)
A Leave of Absence (LOA) is a temporary interruption in a student's program of study and refers to the specific period during a program when a student is not in attendance. Students should request an academic LOA from his or her advisor. If applicable, a form will also need to be filled out. Financial implications may result from the student taking a LOA. Any financial concerns related to LOA should be discussed with the Director of Financial Aid and Business Office before the LOA begins. Students must apply for a LOA in advance unless unforeseen circumstances prevent the student from doing so, i.e., a medical emergency, death in family, etc. A student's LOA cannot extend past 180 days in a 12-month period. (See Leave of Absence Policy in Financial Aid section for guidelines for receiving LOA approval.)

Pass/Fail Procedure
The Pass/Fail option is intended to encourage and provide students with an opportunity to pursue specialized or outside academic interests without the fear of a reduction in the grade point average.
To take a course which is normally offered on a graded basis, students must complete a Pass/Fail form, obtain the signature of his or her advisor and turn the form into the Registrar's Office. Students should be aware that some colleges and universities might not accept a Pass ("P") grade as transfer credit or as an entrance requirement for graduate school. Students may enroll in only one Pass/Fail course at a time. Professors will not be informed of students enrolled on a Pass/Fail basis. Final grades are converted to Pass/Fail by the Registrar. A "P" grade will be awarded only if the student earned a grade of C or above in the course. A grade of "D" or "F" will result in an "F" being recorded. A course cannot be changed to or from Pass/Fail after the academic work in that course has begun.

Course Repeats
Students are permitted to repeat courses in which their final grades are "C" or lower. In the event of a course repeat, grades received in the second and subsequent repeats will be included in the grade point average, and the student will earn the grade awarded for that final course.

Satisfactory Academic Progress / Academic Standing Policy
The University will measure satisfactory academic progress in accordance with the requirements of government and accrediting agencies.

Procedure
Satisfactory academic progress of enrolled students is measured by the cumulative grade point average (GPA) as evaluated at the end of each enrollment period. A minimum grade point average of 2.0 for undergraduate students and 3.0 for graduate students will determine whether the student is making satisfactory academic progress. The grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of credit hours attempted. A student not meeting the minimum GPA will be placed on academic probation. A second semester of failing to meet satisfactory academic progress will result in the student receiving an academic test. Please see Academic Probation/Suspension Policy for additional details.

Any student attempting 12 semester credit hours as an undergraduate student or 9 or more hours as a graduate student in an enrollment period will be considered full-time. Students enrolled in less than 12 semester credit hours as an undergraduate student and less than 9 hours as a graduate student in any enrollment period will be considered part-time.

Academic Probation and Suspension Policy

Procedure: Students not meeting the minimum cumulative grade point average stated under Academic Standing at the end of each enrollment period will be placed on academic probation. Students must maintain the minimum grade point average and receive tutorial services from the Williamson University Tutor Program in their next registration period to be removed from academic probation. Failure to maintain the required minimum grade point average stated under Academic Standing for the second time will result in academic suspension. The incomplete grade procedure, as found in the Catalog, will be in effect during the suspension. Veterans and eligible people using veteran's education benefits will not be certified with the Veterans Administration for payment beyond one enrollment period a probationary status. Veterans and eligible people on academic probation must attain the minimum GPA required by the end of probation or education benefits will be terminated. Please note registration restrictions or financial penalties may result from failure to maintain satisfactory **ACCREDITATION for WU**.

Students may be academically suspended by the Registrar if they are not making academic progress. Academic suspension may occur at the end of any enrollment period or at the end of a course. Such suspension will be for a specified time, normally six months. Incomplete grade procedure as stated in the Catalog will be in effect during the suspension. Academic suspension may carry with it certain conditions determined by the Registrar. If these conditions are not met at the time of application for reentry to Williamson University, the University may deny readmission. Students who are under academic suspension may be readmitted to the University at the discretion of the Admissions Committee after six months in which they are not enrolled at the University.

A student wishing to appeal an academic suspension must do so in writing to the Registrar, who will convene a panel including the President, the Registrar and one faculty member appointed by the President.

Grade Disputes

If a student receives a grade that he or she believes is not fair, the first resort is to talk with the instructor to verify the rationale for the grade that was given. This gives an opportunity for the student to be sure that the instructor has received all the assignments and for the instructor to be sure that the student has received all feedback about the student's work. This also provides a way to resolve any missing pieces in the assignment/grading process. In most cases this consultation will resolve the issue of fair grades.
If the communication between instructor and student does not resolve the dispute, the student may challenge the grade by submitting all materials that have been graded during the course to the Registrar. The Registrar will verify that the student has followed the procedure. Students must initiate action within thirty days after the official receipt of the grade from the Registrar. The Registrar has authority to make extensions and to grant exceptions to this procedure.

The Registrar will assign the materials received to a faculty member judged to have the necessary qualifications in the subject field for the course in question. This person will read and reevaluate the student's graded material. The student must provide a written document that clearly defines the aspect of the grade he or she is disputing. Only the student's submitted work can be considered for grade evaluation. Homework not previously submitted and graded cannot be submitted.

Students must be aware that a challenge might uncover another problem or other problems and result in a grade reduction, rather than a positive change. The grade cannot be changed by more than 10 points during a grade challenge. Because Williamson University holds to a high standard of academic integrity, there is zero tolerance in grade disputes for plagiarism. If the reviewer discovers plagiarism in the work he or she reviews, the student will receive an "F" for the course. This is the only exception to the 10-point limit.

The assigned reviewer reports his/her conclusions to the Registrar. If the assigned reviewer judges the original grade to be fair, the grade will not be changed, and the Registrar will notify the student.

If there is not a clear decision on the grade dispute, the Registrar may request the original instructor prepare a two-hour assignment that would cover the material of the course, such as the final or weekly assignments. The student would complete this monitored assignment under the supervision of the Dean's office. The Registrar would copy the student's work and give a copy to the original instructor and the grade-dispute reviewer to evaluate this work. The final grade for the course would then be recalculated based on the changed grade(s) on the challenged assignments. If their grading does not result in a clear decision, the Registrar and the President will make the final decision on the work completed by the student during this monitored time.

If the student is not satisfied with the decision reached by following this process, he/she may begin the complaint process as described in the current Catalog.

Dismissal/Readmission Procedure

The University may dismiss any student whose behavior is unacceptable to the University based upon illegal activities, actions not in accordance with the Statements, Purposes and Goals of the University, or whose behavior shows disrespect for the academic process through such activities as cheating, plagiarism or misrepresenting academic accomplishments. The University may also suspend a student academically. The University may place reasonable conditions on a social dismissal or academic suspension. A student wishing to appeal a social dismissal must do so in writing to the Registrar, who will convene and chair a panel including the President, the Registrar and one faculty member appointed by the President.

A student wishing to be readmitted following a social dismissal or academic suspension must first meet the conditions required at the time of the dismissal/suspension and must wait six months before applying for readmission. The University will be the sole judge of whether the conditions have been met for readmission.

Grievance Procedure

Any student, faculty member, staff member, or administrator may file a grievance against any other employee of the University, against a student of the University or against the University itself. The person wishing to file the grievance should first consider how to resolve the matter directly with the other person(s). When this is not possible, then the Grievance Form must be completed. The forms are available from administration on campus. The person filing the grievance may add other materials that seem pertinent to the issue as long as such materials are legal and in good taste as defined by the University. The completed Grievance Form must be filed with the President.

If the matter is within the faculty or involves a faculty/student matter, the grievance will be assigned to the Executive Assistant of the University who will talk with both the person filing the grievance and the person named in the grievance in an attempt to resolve the matter.

If this attempt at resolution is not satisfactory to the parties involved, or if the matter involves a member of the staff or administration, the matter will be assigned to the President. If the matter involves the President or the University itself, the matter will be assigned to the Chair, Board of Trustees. The President, at his or her discretion, may convene a panel of not more than five persons who will meet en banc (as a panel) to consider the merits of the situation. The findings and recommendations of the panel are advisory to the President and to the Chair, Board of Trustees. Rules for such panels (hearings) will be adopted by the President's Office but such rules must include the right of the person filing the grievance to present his or her case before the panel in person. The President (or the Chair of the Board if the President is named in the grievance) is responsible for making a decision in these situations and communicating it in writing to the parties involved. The information is also to be communicated to the WU Leadership Team if appropriate.

The person filing the grievance will be provided with a transcript of the hearing, if requested in writing at least five working days before the hearing. The outcome of any hearing can be sealed at the discretion of the President. Any information to appear on the transcript must be specifically approved by the President.

Procedure:
Any student may file a grievance procedure against a professor, other persons at the University or against the University itself. In filing such a grievance, the student must submit the form at

230 Franklin Road
Building 2
Franklin, Tennessee 37064
615-771-782

A student may add other documentation that seem pertinent to the student as long as such materials are legal and in good taste as defined by the Director of Student Services. The Director of Student Services will first attempt to resolve the matter with the student and any other person(s) involved. If this attempt at resolution is not satisfactory to the student, the Director of Student Services will bring the matter to the attention of the President. If this attempt at resolution is unsatisfactory to the student, the President will convene a panel composed of the faculty and administration who will meet. Rules for such hearings will be adopted by the President's office, but such rules must include the right of the student to present his or her case before the panel in person if the student wishes to do so. The President will give the student a written summary of the findings from this hearing. If the grievance is not settled at the University, the student may contact the following organizations:

Association of Biblical Higher Education (ABHE)
5850 TG Lee Blvd. Suite 130
Orlando, Florida 32822
407-207-0808
www.abhe.org

Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (www.tn.gov/consumer) and at the request of Consumer Affairs, may bring appropriate action or proceeding in any court.

TN Dept. of Consumer Affairs
500 James Robertson Pkwy
Nashville, TN 37243

Office of the Attorney General
P.O.BOX 20207
Nashville, TN, 37202

Williamson University complies with the Family Educational Rights and Privacy Act (FERPA), designed to protect the confidentiality of personally identifiable information within student's educational records. The student has a right to file a complaint with the U.S. Department of Education concerning alleged failures by Williamson to comply with the FERPA requirements.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
800-872-5327

For those unwilling to file a formal grievance, the Registrar may document an informal (or confidential) complaint or issue with a specific student or faculty member that may arise. The file for informal student and faculty complaints or concerns is housed within the Registrar's office in a locked cabinet. Informal student complaints and/or faculty issues will be resolved by the Registrar. If an additional executive team member needs to become involved, such a person will be named. Resolution measures and outcomes of the filing will be noted if applicable. The documentation is held for three years.

Please note, the Executive Assistant of the University may also document an informal (or confidential) complaint or issue with a staff or board member that may arise. The file for informal staff and board complaints or concerns is housed within the Executive Assistant of the University's office in a locked cabinet. Informal staff complaints and/or board issues will be addressed by the Executive Assistant of the University. If an additional executive team member needs to become involved, such a person will be named. Resolution measures and outcomes of the filing will be noted if applicable.

The documentation is held for three years.

Williamson University Complaint Policies for Certain Distance Education Students Enrolled Through the State Authorization Reciprocity Agreements ("SARA")

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

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

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

The policy applies to students who are:

- non-Tennessee residents in State Authorization Reciprocity Agreement ("SARA") states and who are enrolled in a distance education program/course or
- attending an out-of-state learning placement in a SARA state other than Tennessee

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

Graduation Requirements

To receive a degree or certificate from the University, the following requirements must be met:

1. The general education requirements for the degree sought must be completed by undergraduate students as stated in the WU Catalog under which the student will graduate.
2. The requirements for the major offered with the undergraduate degree must be completed as stated in the WU Catalog under which the student will graduate.
3. The Christian Service requirement for students must be complete as stated in the WU Catalog under which the student will graduate.
4. A total of 122 semester credit hours accepted by the University must have been earned for the Bachelor of Science degree, 62 semester credit hours for the Associate of Science in Leadership degree, and 33 credit hours for the Master of Arts in Organizational Leadership degree, 42 credit hours for the Master of Arts in Theological Studies, Biblical Studies, and Christian Ministry degrees.
5. Approval of the Faculty and the Board of Trustees.
6. Grade point average of 2.0 or better on a 4.0 scale for all undergraduate work, and a 3.0 or better on a 4.0 scale for all graduate work, attempted at the University and presented for graduation.
7. For the bachelor's degree, at least 30 semester credit hours must have been earned at Williamson University. For the Associate, at least 18 semester credit hours must have been earned at Williamson University. A maximum of nine credit hours may be transferred in as comparable substitutions for major coursework at the undergraduate level at the time of admission. Transfer graduate work may be evaluated by petition only through the Registrar's office.
8. Students earning a second undergraduate degree must meet the Catalog requirements for a second degree as stated in the Catalog under which the student will graduate.
9. The application for graduation must be submitted with the graduation fee paid 45 days before graduation.
10. The student's financial accounts must be paid in full at the time of graduation application deadline.
11. The student is expected to participate in Commencement exercises at which time his or her diploma will be awarded. If unable to do so, the graduate becomes responsible for receiving the diploma from the school during regular business hours, after the official graduation ceremony has taken place.
12. Students must successfully complete a minimum of one course at WU in each of the last two semesters of enrollment.
13. Students will normally graduate under the requirements of the Catalog that is in effect when they enter Williamson University. Any students who are not enrolled for one year will re-enroll under the requirements of the WU Catalog then in effect. Students who have not had a break in enrollment of up to one year may elect to graduate under the requirements of the WU Catalog in effect at the time of graduation.
14. Students must be in acceptable disciplinary and academic standing, which includes compliance with all University statements at the time of receiving their diploma. The student will acknowledge such compliance on the Application for Graduation.

A student will be allowed to participate in commencement when all work for the degree has been completed. A student with up to three Williamson University semester credit hours left to complete for the degree may participate in commencement with the following stipulations:

The student must have completed registration (including payment) for the course(s) that will supply those hours. All credit hours must be completed within 90 days after graduation.

Honors Procedure

Students receiving a degree and having a cumulative grade point average in one of the following categories will have the status noted at commencement:

Cum laude	3.51 minimum GPA
Magna cum laude	3.75 minimum GPA
Summa cum laude	3.90 minimum GPA

Grades from other institutions accepted in transfer are not counted for honors at graduation.

Transcript Request Procedure

Transcripts will be sent as requested by former and current students upon receipt of the transcript request form and payment of the transcript fee. Transcripts will not be released if the student has an outstanding financial balance in tuition and/or fees with the institution or any outstanding materials due from the library. Beginning July 1, 2024, transcript requests from students receiving Federal Financial Aid will be honored regardless of financial status. The request form can be accessed through the university's website: https://williamsoncc.edu/academics/transcript-request/

ACADEMIC PROGRAMS

Williamson University offers undergraduate, graduate, and professional certificates, and the following undergraduate and graduate degree programs.

ASSOCIATE OF SCIENCE DEGREE

LEADERSHIP

The total program requirement for graduation in the **Associate of Science Degree** is 62 semester credit hours. This includes 31 semester credit hours in General Education and a major of 31 semester credit hours in Leadership, Bible, and Theology.

BACHELOR OF SCIENCE DEGREES

The minimum total required hours for the Bachelor of Science Degree are 122 credits. Majors are designed to lead to specific academic and vocational competencies. These total hours may be divided into a core and a minor. A minor is a narrowly focused cluster of courses within a selected major. A minor will complement the core courses in the major, developing the major to achieve a specified outcome, and requires a minimum of 21 credit hours.

Business Administration

The total program requirement for graduation with the Bachelor of Science Degree in Business Administration is 122 semester credit hours. These semester credit hours are composed of the following blocks: 44 semester credit hours in general education; 63 semester credit hours in the Business major; and 15 semester credit hours of electives. The major includes 18 semester credit hours in Bible/Theology.

Ministry Leadership

The total program requirement for the Bachelor of Science Degree in Ministry Leadership is 122 semester credit hours. These semester credit hours are composed of the following blocks: 44 semester credit hours in general education; 57 semester credit hours in the Ministry Leadership major; and 21 semester credit hours of the student's chosen track of Bible/Theology, Counseling, Missions/Intercultural Studies, Worship Studies or general elective courses.

MASTER OF ARTS DEGREES

Master of Arts in Biblical Studies

Learn and experience the tools, methods, and skills crucial for personally engaging and publicly teaching the Bible in-depth and in-context. Core biblical theology, adeptness at the biblical language exposition.

Master of Arts in Intercultural Leadership

Globalization is growing as migration continues worldwide. Church staff members, volunteer church leaders, missions organizations, and people interested in intercultural and cross-cultural ministry and mission are especially interested, as it provides equipping opportunities for intercultural leadership positions.

Master of Arts in Organizational Leadership
Taught from a Christian worldview, this organizational leadership program equips students to lead and manage top-level teams. It is ideal for people in both for-profit and nonprofit organizations, including churches. Additional emphasis areas are available for students desiring a specialization.

Master of Arts in Theology and Biblical Languages
This degree is for anyone desiring to study biblical languages and systematic theology. These skills supplement strong Bible teaching on the Old and New Testaments to round out a full, holistic disciple-making leader. This program goes deeply into features of the faith most commonly inaccessible to churchgoers.

Master of Arts in Theological Studies
For anyone desiring to develop the skills, techniques, and concepts for studying, practicing, and leading theological discourse. This degree program equips students to build a firm biblical foundation and connect theological truths to their impact on daily living. There are no prerequisites for students with an undergraduate degree.

PROFESSIONAL DEGREES

Master of Divinity
The Master of Divinity at Williamson University is a comprehensive graduate degree designed to form biblically rooted, theologically grounded, spiritually mature, and missionally effective leaders for the church and the world. The M.Div. is ideal for those in churches, ministry, missional businesses, and faith-based nonprofit organizations preparing for pastoral ministry, teaching, missions, chaplaincy, nonprofit leadership, or any vocation requiring deep biblical knowledge, theological wisdom, and spiritually grounded leadership.

Master of Business Administration
The Master of Business Administration, taught from a Christian worldview, is designed to equip students to effectively lead and manage top-level teams. The program is ideal for people in both non-profit and for-profit organizations looking to increase career capacity and step into wider leadership roles.

Master of Public Administration
The MPA program is ideal for aspiring leaders, equipping them with the knowledge and skills they need to lead in any organization. Students in this program focus on topics such as understanding organizational processes, building strong & effective teams, organizing and leading groups, managing conflicts, and leading organizational change. Concentrations in Nonprofit Management, Public Leadership, and Rural Economic Development are available.

GENERAL EDUCATION

At Williamson University, we offer students an ongoing legacy of diverse courses in General Education that focus on fulfilling the necessary core requirements of any 4-year accredited college, centered in a Christian worldview. We offer curriculum in the areas of arts, sciences, humanities, and social sciences that is on par with other, larger universities. Our classes are small and provide an ambiance for students and teachers to engage in healthy class discussion and learn from each other. Our General Education program starts with a strong focus on orientation to WU and personal development courses that dispel the fear and guesswork of university courses for many nontraditional or international students. Students learn what will be expected of them in future classes, as well as how those expectations will carry over into the real world.

Our focus is on creating culturally literate critical thinkers who can communicate and apply strategic lessons across all disciplines and then use those lessons as a guide or model in their worship and family life, as well as professionally. Our goal is to help students become well-rounded, ethical, compassionate, and theologically observant students of the world.

Mission Statement for General Education: Students complete coursework in which they develop and can communicate Christian values, new knowledge, new perspectives, and new skills.

Program Objectives

1. The student can demonstrate the ability to think critically.
2. The student can exhibit effective communication skills.
3. The student can exercise basic math competencies.
4. The student can perform basic computing competencies.
5. The student can articulate a biblical worldview.

Each student who receives a Bachelor of Science degree at Williamson University must complete specific requirements in General Education, listed by major on the next page. *Orientation* is a one-credit hour course which introduces University policies and procedures, academic expectations, and financial matters; *Goals, Priorities and Attitudes* is a three-credit hour course during which students look inward and examine personal goals and attitudes while they explore the importance of goal setting with an emphasis on how goals and priorities relate to their personal lives and work. *Skills for University Success* will further prepare students with strong writing skills expected for academic rigor. Screening and Assessment during *Skills* will determine whether the student needs ENG 100 and ENG 101 before the student takes *Composition and Reading I and II*. Critical Thinking will prepare students to gather and evaluate information to recognize and determine the difference between fact and fiction. Each student who receives a Bachelor of Science degree at Williamson University must complete credit hours in General Education.

GENERAL EDUCATION REQUIREMENTS

Recommended Catalog Courses as of May 2026:

SCHOOL OF MINISTRY	**SCHOOL OF BUSINESS**
Personal Development (10 semester credit hours)	**Personal Development (10 semester credit hours)**
ORI 101 Orientation (1)	ORI 101 Orientation (1)
PD 101 Goals, Priorities and Attitudes (3)	PD 101 Goals, Priorities and Attitudes (3)
LD 211 Foundations for Life and Money (3)	LD 211 Foundations for Life and Money (3)
PD 100 Skills for University Success (3)	PD 100 Skills for University Success (3)
Humanities (12)	**Humanities (12)**
ENG 102 English Composition & Reading I (3)	ENG 102 English Composition & Reading I (3)
ENG 103 English Composition & Reading II (3)	ENG 103 English Composition & Reading II (3)
ENG Literature (3) 211, 213, 301, 311	ENG Literature (3)
SPT 243 Public Speaking (3)	SPT 243 Public Speaking (3)
Social Sciences (15)	**Social Sciences (12)**
PSY 103 General Psychology (3) SOC 201 Introduction to Sociology (3) PHI 213 The Making of a Modern Mind (3) HIS/PS 201 The Founding Documents (3) Choose one from the options: HIS 101 Survey of World Civilization I (3) HIS 102 Survey of World Civilization II (3) HIS 110 American Experience to Reconstruction (3) HIS 111 American Experience Since Reconstruction (3) HIS 311 Social History of 20th Century U.S. (3)	PSY 103 General Psychology (3) History: HIS/PS 201 The Founding Documents (3) **and** student's choice (3) (see left) Social Science: ECON 101 Principles of Microeconomics (3)
Science, Math, and Technology (7)	**Science, Math, and Technology (10)**
ACCT 311 Accounting for Managers (3) **or** ACCT 313 Financial Management for the Nonprofit Organization (3)	MAT 210 Business Math (3) MAT 220 Statistics (3)
PSI 115/116 Earth Science with Lab (4)	PSI 115/116 Earth Science with Lab (4)
Total 44 semester credit hours	**Total 44 semester credit hours**

Note: Qualifying transfer work may be substituted for WU General Education coursework.

CERTIFICATES

PROGRAM OVERVIEW **LEARN. LIVE. LAUNCH.**

To prepare for the next level of leadership with a biblical worldview, unwavering integrity, and relentless perseverance, today's Christian leaders must develop and practice the fundamentals of discipleship, leadership, character, and the community. Development in these areas is at the core of what is necessary for Christian leaders to mature in order to honor God in their service to Him and others. Discussion about the importance of dynamic Christian leadership in personal conduct and interactions with society is lacking. Starting in early education through High School, an understanding of the importance of authentic Christian leadership has been intentionally omitted from curriculums.

At Williamson University we believe every graduate needs to learn how to imbue Christian leadership into all aspects of their lives. From this foundation of having their identity as a follower of Christ, we can teach and develop a discerning mindset that allows them to see the world through the lens of impactful ideologies, making our world a better place. At WU, we define Christian leaders as those who **learn** the principles of biblical leadership and worldview; **live** out their faith as authentic leaders; and **launch** on mission for Christ into a world full of continuous trials, struggles, and suffering.

PROGRAM OBJECTIVES

Dynamic and Authentic Christian leaders:

1. **Learn** the principles of biblical leadership and worldview.
2. **Live** out their faith in their daily lives with integrity and perseverance.
3. **Launch** on mission for Christ into a world that desperately needs mature Christian leadership.

We are at the forefront of developing Christian leadership into all aspects of a student's education and future careers/vocations. For too long, people incorrectly assumed that if a person is a Christian, they are people of character and integrity. Sadly, that is not true. Character and integrity must be understood, then practiced and applied to a person's thoughts and actions. It must be a life filter through which all decisions are channeled.

UNDERGRADUATE CERTIFICATES

All undergraduate certificate programs are 22 credit hours and take the following four foundational courses (10 credit hours) plus four additional courses (12 credit hours) in the area of concentration:

ORI 101 Orientation (1)
CT 101 Living Free in Christ (3)
PD 101 Goals, Priorities, and Attitudes (3)
LD 201 Biblical Concepts of Leadership (3)

<u>Character-Focused Entrepreneurship and Innovation</u>

CHAR 101 Application of a Character-Based Mindset to Vocation (3)
CHAR 120 Entrepreneurship is a Team Sport (3)
CHAR 130 Character-Based Leadership (3)
CHAR 210 Introduction to Entrepreneurship (3)

Christian Leadership and Biblical Worldview

CT 251 Introduction to Biblical Worldview (3)
CT 321 Introduction to Apologetics (3)
CT 301 Advanced Biblical Worldview
MIS 300 Introduction to World Missions (3)

Digital and Social Media Influence

BUS 431 Strategic Communications in Nonprofit Organizations (3)
CHAR 110 Storytelling and Persuasion (3)
MGT 361 Introduction to Sales (3)
MKT 361 Marketing (3)

Digital Evangelism

CM 303 Discipleship and Small Groups
CT 421 World Faiths & Religions (3)
MIS 305 Theology of Missions (3)
MIS 325 Evangelism and Church Planting (3)

Theological Foundations in Biblical Studies

BL 201 Old Testament Studies I (3)
BL 202 Old Testament Studies II (3)
BL 212 New Testament Survey (3)
BL 331 The Life of Christ (3)

PROFESSIONAL CERTIFICATES

Rural Economic Development

PA 600 Rural Business Retention and Expansion (3)
PA 610 Rural Enterprise and Small Business Development (3)
PA 620 Rural Workforce Development Strategies (3)
PA 630 Rural Entrepreneurship-Led Economic Development (3)



Students experiencing fall orientation at Harbor + Union.

ASSOCIATE OF SCIENCE DEGREE IN LEADERSHIP (ASL)

Overview
The Associate of Science Degree in Leadership is designed for students to earn only the A.S. degree or to earn this degree enroute to completing the Bachelor of Science (B.S.) degree. The major provides students with basic skills, attitudes, and perspectives needed for leadership with a Christian worldview.

Program Objectives:

Leadership/General Education:

1. Transformation: An ability to apply truth to your spiritual formation and ministry.
2. Worldview: An understanding of how a biblical worldview shapes one's life and ministry.
3. Communication: An ability to communicate biblical truth and concepts of leadership.
4. Leadership: Knowledge of biblical principles of leadership and management.

Bible Component:
Students will attain:

1. The ability to articulate the basic tenets of the Christian faith.
2. A working knowledge of biblical truths that can be utilized in both personal and professional situation

The Degree
The total program requirement for graduation is 62 semester credit hours: this includes 31 semester credit hours in General Education and a major of 31 semester credit hours in Leadership, Bible, and Theology.

Highlights: Orientation is a one-credit hour course which introduces University policies and procedures, academic expectations, and financial matters; Goals, Priorities and Attitudes is a three-credit hour course during which students look inward and examine personal goals and attitudes while they explore the importance of goal setting with an emphasis on how goals and priorities relate to their personal lives and work. Skills for University Success is designed to develop strong writing skills utilizing the APA format. Foundations for Life and Money challenges university students to swim against the current of our culture and gives them the practical money-management tools they need to get through school and graduate on a solid financial foundation. Students will complete an Academic Capstone Project as their final course.

ASSOCIATE IN LEADERSHIP COURSES

First Year Courses	ORI 101	Orientation	(1)
	PD 100	Skills for University Success	(3)
	PD 101	Goals, Priorities, & Attitudes	(3)
	LD 201	Biblical Concepts of Leadership	(3)
	BL 200	Hermeneutics	(3)
	Science, Math, and Technology	Choose Gen Ed course: MAT 104, 210, 220, PSI 115/116, IT 141	(3)
	BL 201	Old Testament Studies I	(3)
	ENG 102	English Composition & Reading I	(3)
	CT 251	Introduction to Biblical Worldview	(3)
	BL 202	Old Testament Studies II	(3)
Second Year Courses	LD 211	Foundations for Life & Money	(3)
	MGT 301	Essentials of Management	(3)
	ENG 311	Literature of C.S. Lewis	(3)
	BL 212	New Testament Survey	(3)
	PSY 103	General Psychology	(3)
	Humanities	Humanities/Fine Arts	(3)
	SPT 243	Public Speaking	(3)
	MGT 381 or BL 341	Organizational Behavior or Acts: The Early Church	(3)
	LD 471	Leadership: Theory & Practice	(3)
	History	Choose from HIS 101, 102, 110, 111, 311	(3)
	Social Science	Choose from SOC 201, 311	(3)
	LD 289	Associate of Science Capstone	(1)
Total 62 Semester Credit Hours			**62**

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)



Steve Griffin
BSBA Chair

Overview: Williamson University is serious about the integration of biblical thinking with professional pursuits. The School of Business offers the B.S. in Business Administration. This degree is designed to equip students to lead for- and nonprofit organizations, for the greater good of the community and world as well as profitability. Students are challenged to think biblically and analytically to develop solutions for some of the most intractable problems facing mankind in the 21st century. An optional Nonprofit Management Track is available for students' desiring emphasis for the nonprofit organization. Additionally, we offer an optional minor in accounting.

At WU, we believe business pursuits can be a noble purpose and, when subservient to God's sovereignty, a calling that can be fully God-honoring and useful in the encouragement and expansion of His Kingdom. Therefore, our students are challenged to think in an inter-disciplinary way; that is, to study across a spectrum of subjects including church leadership, spiritual formation, and biblical ethics. By doing so, our graduates are equipped and empowered to think globally, as well as locally, in collaborating cross-culturally to advance the mission of their organization.

Leaders in globally ubiquitous corporations can bring solutions to major world problems if they will act beyond selfish ambition and consider ways to positively impact all stakeholders. Servant leadership and business success is not mutually exclusive. The servant leader, while guided by transcendent truth, enables an organization to, as Jim Collins says, have a "paradoxical mix of humility and fierce resolve." WU stands ready to guide young, as well as older adults, in the development or reengineering of skill sets for leadership to change the world.

Program Objectives

Graduating students will:

1. Demonstrate an ability to think biblically, analytically, and managerially in addressing business and organizational problems within their community and world.
2. Be able to identity and graph organizational culture and explain the implications for the accomplishment of organizational mission.
3. Be able to explain and develop a shared and compelling organizational vision including the subcomponents of 1) Mission, 2) Values, and 3) Goals, and 4) Strategies.
4. Be able to express, both orally and written, a means of world transformation accomplished through Christ-like servant leadership and management principles.
5. Be able to express knowledge of entrepreneurial principles and the ability to launch new organizational ventures.

<u>Bible Component</u>

1. The ability to articulate the basic tenets of the Christian faith.
2. A working knowledge of biblical truths that can be utilized in both personal and professional situations.

The Degree:

The courses in this major are upper division university work leading to the completion of a major and the Bachelor of Science Degree in Business Administration. The final course in the sequence, MGT 489 Business Administration Capstone (3 credit hours), is unique to Williamson University. This course is designed to help students consolidate the academic content of the program and to finalize their student portfolios prior to their graduation. The University requires 122 semester credit hours for graduation including completion of the general education requirement.

The **Business Administration** major is composed of the following courses:

First Year Courses	LD 201	Biblical Concepts of Leadership (3)
	BL 201	Old Testament Studies I (3)
	CT 251	Introduction to Biblical Worldview (3)
	BL 202	Old Testament Studies II (3)
Second Year Courses	BL 212	New Testament Survey (3)
	ACCT 301	Principles of Accounting I (3)
	ECON 301	Principles of Macroeconomics (3)
	MGT 311	Entrepreneurship and Small Business (3)
Third Year Courses	MGT 301	Essentials of Management (3)
	CT 330	Christian Doctrine II
	MGT 361	Introduction to Sales (3)
	MGT 381	Organizational Behavior (3)
	ACCT 310	Introduction to Finance (3)
	MKT 361	Marketing (3)
Fourth Year Courses	MGT 371	Managing Yourself, Managing Others (3)
	BUS/PS 450	Business Law
	BUS 301	Business as Mission
	CT 403	Biblical Ethics (3)
	LD 471	Leadership: Theory & Practice (3)
	MGT 441	Principles and Issues in Business Risk (3)
	MGT 489	Business Administration Capstone (3)

The Bachelor of Science (B.S.) Degree in **Business Administration** is composed of the following:

General Education Requirements	44 semester credit hours
Major	63 semester credit hours
Electives or Minor	15 semester credit hours
Total Required for Graduation	122 Total semester credit hours

Business Administration students have the option to choose one of the following **MINORS***:

Nonprofit Managerial Leadership Minor-(21 credit hours)		Accounting Minor- (21 credit hours)	
ACCT 313	Financial Management for the Nonprofit Organization	ACCT 321	Intermediate Accounting I (3)
BUS 421	Fundamentals of Funds Development I	ACCT 322	Intermediate Accounting II (3)
BUS 422	Fundamentals of Funds Development II	ACCT 323	Cost Accounting (3)
BUS 431	Strategic Communication for the Nonprofit Organization	ACCT 341	Taxation (3)
LD 472	Case Studies in Nonprofit Leadership	ACCT 401	Auditing (3)
MGT 311	Entrepreneurship and Small Business	ACCT 403	Government and Nonprofit Accounting (3)
BUS 489	Nonprofit Managerial Leadership Capstone	ACCT 423	Forensic Accounting (3)

*Availability of minor courses based on adequate enrollment.

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP (MAOL)

OVERVIEW:

The program's curriculum consists of 10 courses. There are no prerequisites for students with an undergraduate degree. The M.A. in Organizational Leadership, taught from a Christian worldview, is designed to equip students to lead and manage top-level teams effectively. It is ideal for people in both for-profit and non-profit organizations, including churches. The M.A. in OL program is ideal for aspiring leaders, equipping them with the knowledge and skills they need to lead in any organization. Students in this program will focus on topics such as understanding organizational processes, building strong & effective teams, organizing and leading groups, managing conflicts, and leading organizational change.

DESCRIPTION:

A leader needs the knowledge and skills of organizational leadership regardless of the work context. Whether the leader is or hopes to be in the corporate arena or is serving in vocational ministry, effective leadership will depend on character and ethics, but also on the ability to blend aspects of organizational culture, teambuilding, strategic thinking, conflict resolution, problem-solving, working and thinking at all organizational levels, and understanding how to advance the organization through change. With a stellar array of professors who have lived and succeeded in this field, this program is designed to strengthen you for what lies ahead.

The program has several distinctives. Most importantly, it has a serious focus on ethics. In addition to each course being taught on a biblical and ethical foundation, we have placed an ethics course early in the curriculum. One will also notice powerful opportunities for access to senior leaders at various levels. Context seminars will expose students to leadership challenges and insights at the local/state, national, and international levels, respectively. In each seminar, distinguished guest lecturers will meet with students in candid, non-attribution settings that will prove enlightening. In both seminar and social settings, students will have unique opportunities to ask questions and participate in discussions.

The program includes a capstone project that will be developed as the student progresses through the coursework. The purpose of the capstone is to synthesize elements of learning from the program and apply them to a future setting. This project should pertain to the student's work setting or anticipated employment and focus on a proposal to solve a problem or advance an idea. Those anticipating entrepreneurial endeavors may shape their capstone project around their vision. There are many keys to successful leadership, but arguably vision is one of the most important. To see ahead, one must know how things work, be able to anticipate events, and have a repertoire of smart options from which to choose.

DEGREE:

The program consists of 30 semester credit hours. Graduate students must also maintain a cumulative grade point average (GPA) of 3.0 for MAOL courses being earned toward the degree. The program must be completed within sixty months from the cohort start date. The program must be repeated if coursework is not completed within the (60) sixty-month time frame.

CURRICULUM:

Program Total: 30 semester credit hours

OL 500—Critical Thinking (3)
OL 501—Biblical Principles for Global Leadership (3)
OL 510—Ethical Leadership in Public Life (3)
OL 530—Organizational Culture (3)
OL 540—Leading through Change in a Corporate Context (3)
OL 560—Organizational Communication & Conflict Management (3)
OL 565—Business Risk Management (3)
OL 570—Financial Statement Analysis (3)
OL 575—Strategic Planning (3)
OL 599—Capstone Project (3)

PROGRAM OBJECTIVES:

1. Demonstrate an ability to think and lead biblically, analytically, and managerially in addressing organizational situations.
2. Explain various types and aspects of organizational culture and how they function holistically.
3. Create and advance vision and planning to include articulating a clear mission statement, organizational values, goals and objectives, and the ability to build consensus to inaugurate and implement the plan.
4. Articulate how and why conflict occurs in an organization, and how the leader should view the opportunities as well as threats in such situations.
5. Synthesize unique aspects of leadership at all organizational levels.
6. Incorporate biblical and ethical foundations for all aspects of leadership.
7. Justify the necessity of a leader's spiritual life.

OPTIONAL EMPHASIS AREAS

Additionally, graduate students have the option to add a 9-credit-hour emphasis area to their degree. The following 9-credit-hour emphasis areas will be available (3 additional courses):

Bible/Theology – Studying Bible/Theology from two diverse perspectives offers a powerful benefit. The Biblical Studies courses will give students a horizontal theological view that follows a chronological and historic timeline. The Old Testament course begins with Creation and Fall, then explores the early days of the History of Redemption, including God's Covenants with Noah, Abraham, Moses, and David. The New Testament course will build on this Old Testament foundation with the New Covenant, based on the earthly life, ministry, and work of Jesus Christ. From this emerges the birth, establishment, and expansion of the New Testament Church, culminating with the New Heavens and Earth in Revelation. The Christian Doctrine course will give students a vertical theological view that is structured around the ten primary categories of Systematic Theology. Topics include the Trinitarian God (Father, Son, Holy Spirit); His Word and His Work (Salvation, Church, Future); and the Spirit World (Angels, Satan, and Demons), as they relate to Man, Sin, and the Spirit World.

BL 501 Old Testament Seminar (3)
BL 512 New Testament Seminar (3)
CT 525 Advanced Christian Doctrine (3)

FastTrack Program

Williamson University undergraduates with a 3.0 GPA who plan to apply to the graduate program may do so in their junior or senior year. (Intent to enroll in the WU Master of Arts program should be communicated to the academic advisor before completing sixty semester credit hours or Junior year). WU undergraduate students will be permitted to take up to nine (9) specific semester credit hours with consideration of additional hours for exceptionally thriving students. Courses are cross-referenced and count toward overall completion of the Bachelor of Science degree and the graduate degree program. Undergraduate students will be responsible for tuition associated with these courses; see Graduate Educational Costs in the Catalog for more information.

Undergrad Courses	FastTrack Cross-listed Replacement Course
LD 201 Biblical Concepts of Leadership	OL 501 Biblical Principles of Global Leadership
LD 200 Critical Thinking	OL 500 Critical Thinking
CT 403 Biblical Ethics	OL 510 Ethical Leadership in Public Life
MGT 441 Principles & Issues of Business Risk	OL 565 Business Risk Mgmt.
MGT 381 Organizational Behavior	OL 530 Organizational Culture

MASTER OF BUSINESS ADMINISTRATION (MBA)

OVERVIEW:

The program's curriculum consists of 12 courses. There are no prerequisites for students with an undergraduate degree. The MBA, taught from a Christian worldview, is designed to equip students to lead and manage top-level teams effectively. It is ideal for people in both for-profit and non-profit organizations, including churches. The MBA program is ideal for aspiring leaders, equipping them with the knowledge and skills they need to lead in any organization. Students in this program focus on topics such as understanding organizational processes, building strong & effective teams, organizing and leading groups, managing conflicts, and leading organizational change.

DESCRIPTION:

Over the past decade, the critique of today's business schools has become commonplace. From corporate executives to scholarly researchers, all agree the gap between what businesses need from MBA graduates and what they get from them is widening (Porter and McKibbin 1988). Many programs contain an extensive focus on rigorous quantitative analysis, which comes at the expense of significant, values-driven perspectives. This trade-off may help the bottom line on the company's profit & loss statement, but the potential impact on employees and the greater society may cause significant harm (Gentile 2012). Because of the lack of integration across disciplines, students in most MBA programs are not developing a complete range of knowledge to prepare them for management work (Datar, Garvin and Cullen 2010). Many scholars argue the tremendous damage to the stakeholders of Enron, Worldcom, and Tyco, to name a few, as well as the impact of the global financial crisis, can be attributed to failures in the top business schools (Giacolone and Wargo 2009, Holstein 2013).

In a comprehensive study of MBA curricula, Rubin and Dierdorff (2009) drew upon a competency model derived from the U.S. Department of Labor's Occupational Information Network (O*NET), which contained 52 managerial occupations from a sample of 8,633 managers (Rubin and Dierdorff 2009). The model depicts six primary behavioral competencies underlying managerial work; managing human capital, managing decision-making processes, managing administration and control, managing strategy and innovation, managing logistics and technology, and managing the task environment. Of the six, managing human capital and managing the decision-making process were shown by O*NET ratings to be significantly more important than the other four (Rubin and Dierdorff 2009). In a survey of business leaders and entrepreneurs in Middle Tennessee, responses concurred with the O*NET findings.

Therefore, students in the MBA develop skills training to prepare them for the management of human capital, and the management of decision-making processes permeate the entire program curriculum. Regular surveys routinely depict curriculum to be among the most significant factors driving student perception of their MBA courses (GMAC 2011). MBA courses will equip the student to move into a career position as a professional manager. To best equip students to meet the management needs in the business community, the MBA has a balance of theoretical research with technically oriented training, and practical research with blended soft and hard-skills training. Decision-making from a biblical worldview will equip students with a foundation based on the truth of God's word, not the moral relativity so commonly accepted in today's business environment. As such, the curriculum fully integrates faith and learning with a biblical worldview. The curriculum selection for the MBA program was determined using several criteria, including fulfilling program objectives supporting the institutional mission and courses must being relevant to the management needs within the business

community. Classes contain a blend of theory and practical application. Professors use case studies, lectures, guest lecturers, scholarly reading, and technical training to achieve the learning objectives of each course, and the program curriculum prepares the student to manage the small to medium size entrepreneurial venture in our globalized economy.

DEGREE:

The program consists of 36 semester credit hours. Graduate students must also maintain a cumulative grade point average (GPA) of 3.0 for MAOL courses being earned toward the degree. The program must be completed within sixty months from the cohort start date. The program must be repeated if coursework is not completed within the (60) sixty-month time frame.

CURRICULUM:

Program Total: 36 Credit Hours

BUS 501	Entrepreneurship (3)
BUS 510	Entrepreneurial Finance (3) or OL 570—Financial Statement Analysis (3)
BUS 520	Business Strategy (3) or OL 575—Strategic Planning (3)
BUS 530	Venture Growth Strategies (3)
BUS 540	New Venture Management (3)
BUS 550	Entrepreneurial M&A, Exit Strategies, and Succession Planning (3)
ECON 500	Managerial Economics (3)
OL 501	Biblical Principles for Global Leadership (3)
OL 510	Ethical Leadership in Public Life (3)
OL 530	Organizational Culture (3)
OL 565	Business Risk Management (3)
MKT 501	Marketing for Entrepreneurs (3)

PROGRAM OBJECTIVES:

1. Empower graduates to be on mission for Christ in the global entrepreneurial community.
2. Integrate faith with learning bringing forth the perspective of a biblical worldview.
3. Provide a blend of academic rigor and practical application to prepare the graduate to fulfill the role of a well-rounded professional manager.
4. Build the skills necessary to succeed in today's competitive global business environment, including critical thinking, teamwork, project management, research and evaluation, public speaking, creative thinking, competitive and collaborative strategy.
5. Demonstrate quantitative technical training
6. Equip graduates to manage decision-making processes, create diversity in workgroups, develop interpersonal skills, and manage human, financial, and physical capital.
7. Incorporate biblical and ethical foundations for all aspects of leadership.
8. Justify the necessity of a leader's spiritual life.

References

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Giacolone, R. A. & D. T. Wargo (2009) The Roots of the Global Financial Crisis are in our Business Schools. *Journal of Business Ethics Education,* 6. https://www.researchgate.net/publication/280685967_The_Roots_of_the_Global_Financial_CrWoSs_Are_in_Our_Business_Schools.

GMAC. (2011). Global Management Education Graduate Survey. Reston, VA: Graduate Management Admission Council.

Holstein, W. J. (2013) The Multipolar MBA. *Strategy+Business,* January 21. https://www.strategy-business.com/article/00164?gko=13932.

Porter, L. W. & L. E. McKibbin. 1988. *Management Education and Development: Drift or Thrust into the 21st Century*. New York, NY: McGraw-Hill.

Rubin, R. S. & E. Dierdorff (2009) How Relevant Is the MBA? Assessing the Alignment of Required Curricula and Required Management Competencies. *Academy of Management Learning & Education,* 8, 208-224.

MASTER OF PUBLIC ADMINISTRATION (MPA)

OVERVIEW:

The program's curriculum consists of 12 courses. No prerequisites apply to students with an undergraduate degree. Taught from a Christian worldview, the MPA equips students to lead and manage top-level teams effectively. It is ideal for people in both public-sector and nonprofit organizations, including churches. The MPA program is ideal for aspiring leaders, equipping them with the knowledge and skills they need to lead in any organization. Students in this program focus on topics such as understanding organizational processes, building strong & effective teams, organizing and leading groups, managing conflicts, and leading organizational change.

DESCRIPTION:

Over the past decade, critiques of today's public sector have become commonplace. From elected government officials and voters to media and scholarly researchers, all agree that confidence in institutions serving the public good is low. The gap between what nonprofit organizations and governments need from MPA graduates and what they receive is widening. Many programs focus heavily on rigorous quantitative analysis, often at the expense of values-driven perspectives. This trade-off may improve net revenue, but it may not improve leadership and innovation for the public good. Because disciplines are not integrated, students in most MPA programs do not develop a complete range of knowledge to prepare for management work. Therefore, MPA students develop skills training to prepare them for managing human capital, and decision-making permeates the entire program curriculum. MPA courses equip students to enter careers as professional managers. To best equip students to meet public-sector management needs, the MPA balances theoretical research with technically oriented training, and practical research with blended soft- and hard-skills training.

Decision-making from a biblical worldview will equip students with a foundation based on the truth of God's word, not the moral relativity so commonly accepted in today's societal environment. As such, the curriculum fully integrates faith and learning with a biblical worldview. The MPA curriculum was selected using several criteria, including fulfilling program objectives, supporting the institutional mission, and ensuring courses are relevant to public-sector management needs. Classes blend theory and practical application. Instructors use case studies, lectures, guest lecturers, scholarly reading, and technical training to meet each course's learning objectives, and the curriculum prepares students to manage organizations and government entities of all sizes and missions.

DEGREE:

The program consists of 36 semester credit hours. Students must complete 24 core credit hours through 8 courses. Students may earn a 12-credit-hour concentration in either Nonprofit Management, Public Leadership, or Rural Economic Development by taking at least 4 of the available concentration courses. Alternatively, a student may take any 4 electives of their choosing without a concentration. Graduate students must maintain a cumulative grade point average (GPA) of 3.0 for courses being earned toward the degree. Students must complete the program within 5 years (sixty months) of the start date. Students must repeat the program if they do not complete coursework within the time frame.

PROGRAM OBJECTIVES:

1. Empower graduates to be on mission for Christ in the public sector.
2. Integrate faith with learning, bringing forth the perspective of a biblical worldview.
3. Provide a blend of academic rigor and practical application to prepare the graduate to fulfill the role of a well-rounded professional manager.
4. Build the skills necessary to succeed in today's secular public sector environment, including critical thinking, teamwork, project management, research and evaluation, public speaking, creative thinking, competitive and collaborative strategy.
5. Equip graduates to manage decision-making processes, drive collaboration in workgroups, develop interpersonal skills, and manage human, financial, and physical capital.
6. Incorporate biblical and ethical foundations for all aspects of leadership.
7. Justify the necessity of a leader's spiritual life.

CURRICULUM:

Program Total: 36 Credit Hours

CORE (24)

PA 530	Public Administration (3)
OL 500	Critical Thinking (3)
OL 510	Ethical Leadership in Public Life (3)
OL 530	Organizational Culture (3)
OL 540	Leading through Change in a Corporate Context (3)
OL 560	Organizational Communication & Conflict Management (3)
OL 570	Financial Statement Analysis (3)
OL 599	Capstone Project (3)

ELECTIVE (12)

PA 500	Public Sector Financial Management (3)
PA 510	Contemporary Political Philosophy (3)
PA 520	Political Power Versus Public Service (3)
PA 540	Nonprofit Management (3)
PA 550	Nonprofit and Social Enterprise Start-Up (3)
PA 560	Social Entrepreneurship (3)
PA 570	Program Evaluation and Strategic Planning (3)
PA 580	Grant Writing (3)
PA 590	Rural Policy Administration and Analysis (3)
PA 600	Rural Business Retention and Expansion (3)
PA 610	Rural Enterprise & Small Business Development (3)
PA 620	Rural Workforce Development Strategies (3)
PA 630	Rural Entrepreneurship-Led Economic Development (3)
PA 640	Public Leadership Theories and Practice (3)

PA 650 Organizational Fundraising and Development (3)
PA 660 Organizational Behavior and Theory (3)
PA 670 Public Management and Public Policy (3)
PA 680 Organizational Culture and Change (3)

PA 690 Public Administration Internship or Practicum (3)
PA 700 Public Administration Capstone Project (3)

OL 501 Biblical Principles for Global Leadership (3)
OL 520 Principled Leading in A State and Local Context (3)
OL 550 Challenges and Opportunities of Leading in A National Context (3)
OL 590 Dynamics of Leading in An International Context (3)

MPA CONCENTRATIONS

NONPROFIT MANAGEMENT (12)

PA 540 Nonprofit Management (3)
PA 550 Nonprofit and Social Enterprise Start-Up (3)
PA 560 Social Entrepreneurship (3)
PA 570 Program Evaluation and Strategic Planning (3)
PA 580 Grant Writing (3)
PA 660 Organizational Behavior and Theory (3)
PA 680 Organizational Culture and Change (3)
PA 690 Public Administration Internship or Practicum (3)

PUBLIC LEADERSHIP (12)

PA 500 Public Sector Financial Management (3)
PA 510 Contemporary Political Philosophy (3)
PA 520 Political Power Versus Public Service (3)
PA 640 Public Leadership Theories and Practice (3)
OL 501 Biblical Principles for Global Leadership (3)
OL 520 Principled Leading in A State and Local Context (3)
OL 540 Leading through Change in a Corporate Context (3)
OL 550 Challenges and Opportunities of Leading in A National Context (3)
OL 590 Dynamics of Leading in An International Context (3)

RURAL ECONOMIC DEVELOPMENT (12)

PA 590 Rural Policy Administration and Analysis (3)
PA 600 Rural Business Retention and Expansion (3)
PA 610 Rural Enterprise and Small Business Development (3)
PA 620 Rural Workforce Development Strategies (3)
PA 630 Rural Entrepreneurship-Led Economic Development (3)
PA 650 Organizational Fundraising and Development (3)
PA 670 Public Management and Public Policy (3)
PA 700 Public Administration Capstone Project (3)

MIKE AND PAULA ARRINGTON SCHOOL OF MINISTRY LEADERSHIP



The Mike and Paula Arrington School of Ministry Leadership was named in honor of Trustee Mike and Paula Arrington in June 2024.

BACHELOR OF SCIENCE IN MINISTRY LEADERSHIP



Dave Dillon
BSML Chair

Overview: The Ministry Leadership major is intended to provide students with skills and a background in leadership and how they should be applied in a ministry or other Christian activities. Ministry is defined broadly to refer to any situation in which Christians are worshipping, evangelizing, serving, or studying aspects of the Christian faith. Ministry Leadership will be presented in the broad context of human knowledge and experience. As a result, both secular and Christian sources will be studied along with case studies and examples of leadership historically and currently in our society. As in all majors at Williamson University, students study Biblical Worldview, examining the role of general and special revelation, and looking at God at work in the modern world.
A Christian worldview provides a deeper understanding of the opportunities and challenges in Ministry Leadership areas. The final course in the sequence, CM 489 Ministry Leadership Capstone, is unique to Williamson University. This course is designed to help students consolidate the academic content of the program and to finalize their student portfolios prior to their graduation.

Program Objectives:
Biblical Knowledge: The ability to articulate the basic tenets of the Christian faith.

Biblical Understanding: A working knowledge of biblical truths that can be used in both personal and professional situations.

Transformation: An ability to apply truth to your spiritual formation and ministry.

Worldview: An understanding of how a biblical worldview shapes one's life and ministry.

Communication: An ability to communicate biblical truth and concepts of leadership.

Leadership: Knowledge of biblical principles of leadership and management.

First Year Courses	LD 201	Biblical Concepts of Leadership	(3)
	BL 200	Hermeneutics: Bible Study Methods	(3)
	BL 201	Old Testament Studies I	(3)
	CT 251	Introduction to Biblical Worldview	(3)
	BL 202	Old Testament Studies II	(3)
Second Year Courses	CT 325	Christian Doctrine I	(3)
	BL 212	New Testament Survey	(3)
	BL 331	Life of Christ	(3)
	BL 341	Acts: The Early Church	(3)
Third Year Courses	CT 330	Christian Doctrine II	(3)
	BL 342	Paul and His New Testament Letters	(3)
	MGT 381	Organizational Behavior (can be substituted with MGT 301: Essentials of Management)	(3)
	BL 343	General Epistles and Revelation	(3)
	CT 321	Intro to Apologetics	(3)

Fourth Year Courses	CT 201	Church History	(3)
	MIS 300	Introduction to World Missions	(3)
	CT 403	Biblical Ethics	(3)
	CM 303	Discipleship and Small Groups	(3)
	CM 489	Christian Ministry Capstone	(3)
Program Total: 122 semester credit hours			

The Bachelor of Science (B.S.) Degree in **Ministry Leadership** is composed of the following:

General Education Requirements	44 semester credit hours
Major	57 semester credit hours
Selected optional Minor or electives	21 semester credit hours
Total Required for Graduation	122 Total semester credit hours

FastTrack Program

Williamson University undergraduates with a 3.0 GPA who plan to apply to the graduate program may do so in their junior or senior year. (Intent to enroll in the WC Master of Arts program should be communicated to the academic advisor before completing sixty semester credit hours or Junior year). WC undergraduate students will be permitted to take up to **nine (9)** specific semester credit hours with consideration of additional hours for exceptionally thriving students. Courses are cross-referenced and count toward overall completion of the Bachelor of Science degree and the graduate degree program. Undergraduate students will be responsible for tuition associated with these courses; see Graduate Educational Costs in the Catalog for more information.

Undergraduate students with an interest in working toward the **MABS** will replace the following undergraduate major courses as suggested below:

Undergrad Ministry Leadership Course	**FastTrack Cross-listed Replacement Course**
BL 200 Hermeneutics	BL 500 Hermeneutics
BL 212 New Testament Survey	BL 512 New Testament Seminar
MGT 381 OR 301 Org Behavior	OL 531 Org. Culture & Leading Change

Undergraduate students with an interest in working toward the **MATBL** will replace the following undergraduate major courses as suggested below:

Undergrad Ministry Leadership Course	**FastTrack Cross-listed Replacement Course**
BL 200 Hermeneutics	BL 500 Hermeneutics
CT 321 Introduction to Apologetics	CT 510 Systematic Theology I
CT 330 Christian Doctrine II	CT 520 Systematic Theology II: Salvation & Man's Atonement or CT 530 Systematic Theology III
MGT 381 OR 301 Org Behavior	OL 531 Org. Culture & Leading Change

FastTrack replacement courses are based on schedule availability

BSML MINORS

Ministry Leadership students have the option to choose one of the following minors, if adequate enrollment supports offering the courses.

Counseling Minor – 21 Credit Hours

PSY 213	Introduction to Counseling (3)
PSY 303	Biblical Foundations of Counseling (3)
PSY 313	Marriage and Family Therapy (3)
PSY 323	Crisis Counseling (3)
PSY 333	Conflict Counseling (3)
PSY 343	Holy Spirit in Counseling (3)
CM 304	Discipleship Counseling (3)

Missions/Intercultural Studies Minor – 21 Credit Hours

MIS 305	Theology of Missions (3)
MIS 310	Cultural Dynamics of Missions (3)
MIS 311	Intercultural Communication (3)
CT 421	World Faiths and Religions (3)
MIS 320	Missions in the Local Church (3)
MIS 325	Evangelism and Church Planting (3)
MIS 330	Missions Practicum (3)

MASTER OF ARTS IN BIBLICAL STUDIES (MABS)

PROGRAM OVERVIEW:

The Master of Arts in Biblical Studies is a program designed for individuals who want to learn and experience the tools, methods, and skills crucial for personally engaging and publicly teaching the Bible in-depth and in-context. Core biblical theology, adeptness at the biblical languages, and the key skills for biblical exposition are features of this program. Whether you want your devotional life to become more meaningful or want to teach classes in your local church, this program will give you the confidence and competencies to accomplish your goals. Rightly handling God's word and rightly sharing that word with God's people are tremendous tasks and core components of this major. All MA students will be required to complete a Williamson University-led international travel course as part of their academic program.



Dr. Paul Wilkinson
MABS & MATBL
Chair

PROGRAM OBJECTIVES:

- Demonstrate the core competencies of biblical exegesis and biblical exposition.
- Demonstrate a basic understanding of the biblical languages and basic competency in using a Bible software tool.
- Articulate a sound biblical theology grounded in the biblical worldview.
- Demonstrate the ability to analyze and critique various methods and interpretations within the realm of Biblical studies.
- Learn how to translate the Bible into the daily lives of God's people helping them to live more faithfully and to share more boldly.
- Acquire deep understanding of the relationship between biblical theology and systematic theology.

CURRICULUM:

Program Total: 42 Credit Hours

BL 500	Hermeneutics (3)
BL 501	Old Testament Seminar (3)
BL 561	Biblical Hebrew for Ministry (3)
BL 502	OT Book Study (3)
BL 562	Hebrew Syntax and Exegesis (3)
BL 505	Intertestamental Period (3)
BL 512	New Testament Seminar (3)
BL 551	Biblical Greek for Ministry (3)
BL 513	NT Book Study (3)
BL 552	Greek Syntax and Exegesis (3)
BL 599	Capstone Project/Comprehensive Demonstration (3)
CT 570	Practical Theology (3)
CT 501	Biblical Theology (3)
OL 531	Organizational Culture & Leading Change (3)

MASTER OF ARTS IN INTERCULTURAL LEADERSHIP (MAIL)

PROGRAM OVERVIEW:

The mission of Williamson University is to "equip, or prepare, students to be on mission in the world for Christ by teaching a curriculum that integrates faith with education." The Master of Arts in Intercultural Leadership (MAIL) will advance the school's mission by equipping global-minded, missional leaders to serve in diverse contexts. This rigorous degree is built on a multidisciplinary curriculum that draws on scholarship in missiology, theology, sociology, and anthropology, providing a robust education that prepares both seasoned and newer intercultural professionals to lead effectively in their careers. The MAIL emphasizes intentional practices to foster academic, vocational, spiritual, emotional, and cultural formation in students. Williamson's MAIL is ideal for those wanting advanced training for careers in international service (NGO, diplomatic service, etc.) or mission organizational leadership, church planting, urban ministry, working with the poor, children at risk, or distinctly marginalized populations in any society.

PROGRAM OBJECTIVES:

- Recognize their own identity, culture, and values, and distinguish their own leadership and conflict management style.
- Explore their level of intercultural competency by taking and debriefing the Intercultural Development Inventory (IDI).
- Create a personal vision statement and understand how to live in alignment with that vision.
- Discover the biblical foundation for mission and intercultural leadership.
- Explore global theology, world religions, and their relationship to Christianity and their impact on intercultural partnerships.
- Enrich their perspectives and experiences as team builders, especially intercultural teams, and enrich their intercultural communication skills.
- Discover issues of the global economy and health in relation to intercultural leadership and partnerships.
- Discover and apply best practices in organizational leadership.

CURRICULUM:

Program Total: 42 Credit Hours

ICL 500	Spiritual formation for Missional Leaders (3)
ICL 510	Theology of Missions (3)
ICL 520	Biblical Principles for Global Leadership (3)
ICL 530	Ministering Cross-Culturally (3)
ICL 540	Intercultural Communication (3)
ICL 550	Team-Building In an Intercultural Context (3)
ICL 560	Leadership and Culture (3)
ICL 600	Leadership and Management for Non-Profits (3)
ICL 610	Community Development and Organization (3)
ICL 620	Leading and Ministering in Global Cities (3)
ICL 630	Intercultural Leadership in the Context of Global Economies (3)
ICL 640	Global Health and Poverty Issues (3)
ICL 650	Practicum in International Leadership International Internship (3)
ICL 660	Capstone Research (3)

MASTER OF ARTS IN THEOLOGICAL STUDIES (MATS)

PROGRAM OVERVIEW:

The Master of Arts in Theological Studies is open to anyone desiring to develop the skills, techniques, and concepts for studying, doing, and leading theological discourse. From our understanding of history to our relationship with religious institutions, to our ethical decision-making, theology impacts everything! And the simple fact is that everyone is a theologian because everyone has some thought or opinion about God. Unfortunately, these thoughts and opinions are not always well thought out or integrated with one's broader philosophy of life. This degree program will equip you to develop a well-thought-out theology and see how these truths affect your daily life. We hope you consider seriously the great endeavor of thinking hard about God with us.

PROGRAM OBJECTIVES:

- Articulate the fundamental aspects of Christian Theology.
- Use the historic growth of the church to identify future trends in order to keep the faith accurate for the future and meaningful for the culture, utilizing Scripture as the constant.
- Demonstrate an ability to think, research, synthesize, integrate, and apply key theological principles and concepts to ethics and leadership in your contemporary culture.
- Articulate the major differences and major commonalities between the historical Christian theological system and other major theological systems, e.g. Hinduism.
- Develop a robust and coherent theological apologetic for your personal faith.

THE DEGREE:

The program must be completed within sixty months from the cohort start date. The program must be repeated if coursework is not completed within the (60) sixty-month time frame. Under extenuating circumstances, an appeal may be presented to the Executive Faculty for extension of the (60) months. Graduate students must also maintain a cumulative grade point average (GPA) of 3.0 for MA courses being earned toward the degree. The Master of Arts in Theological Studies is composed of the following courses:

CURRICULUM:

Program Total: 42 Credit Hours

BL 550	Applied Biblical Languages (3)
CT 501	Biblical Theology (3)
CT 510	Systematic Theology I (3)
CT 515	Philosophical Theology (3)
CT 520	Systematic Theology II (3)
CT 530	Systematic Theology III (3)
CT 540	Moral Theology (3)
CT 535	Historical Theology (3)
CT 550	Great Theologians (3)
CT 570	Practical Theology (3)
CT 590	Theological Studies in An International Context (3)
CT 560	Comparative Theology (3)
CT 599	Capstone Project/Comprehensive Demonstration (3)
OL 510	Ethical Leadership in Public Life (3)

MASTER OF ARTS IN THEOLOGY AND BIBLICAL LANGUAGES (MATBL)

PROGRAM OVERVIEW:

One way the university can support the local church is by providing skills and competencies that are not as readily available in our churches. We are passionate about developing two competencies in future church leaders: adeptness with the biblical languages and systematic theology. Both skills will complement strong Bible teaching on the Old and New Testaments in our churches and help develop a full, holistic disciple-making leader. In this program, you will learn the core features of the biblical languages and how to use contemporary software tools to employ the biblical languages in your training. This strong language emphasis is coupled with three Systematic Theology courses covering in great detail the ten common domains of doctrinal study. Additionally, you will learn a strong model for engaging the culture through Christian ethics as well as your personal spiritual disciplines and the methods of biblical theologians. This program goes deeply into features of faith that churchgoers often find inaccessible.

PROGRAM OBJECTIVES:

- Learn how to understand the structure and features of biblical Hebrew and biblical Greek.
- Learn how to utilize available common software to use the biblical languages in your study and teaching
- Demonstrate essential knowledge of the ten core domains of theological doctrine and the biblical understanding of each of them
- Understand how the technical aspects of language and theology are beneficial to one's own spiritual formation and discipling others
- Acquire a deep understanding of the relationship between biblical theology and systematic theology

THE DEGREE:

The program must be completed within sixty months of the start date. The program must be repeated if coursework is not completed within the (60) sixty-month time frame. Under extenuating circumstances, an appeal may be presented to the Executive Faculty for extension of the (60) months. Graduate students must also maintain a cumulative grade point average (GPA) of 3.0 for MA courses being earned toward the degree. The Master of Arts in Theological and Biblical Studies is composed of the following courses:

CURRICULUM:

Program Total: 42 Credit Hours

BL 500	Hermeneutics (3)
BL 551	Biblical Greek for Ministry (3)
BL 552	Greek Syntax and Exegesis (3)
BL 561	Biblical Hebrew for Ministry (3)
BL 562	Hebrew Syntax and Exegesis (3)
BL 599	Capstone Project/Comprehensive Demonstration (3)
CT 501	Biblical Theology (3)
CT 510	Systematic Theology I
CT 540	Moral Theology (3)
CT 520	Systematic Theology II (3)
CT 530	Systematic Theology III (3)
CT 570	Practical Theology (3)
CT 590	Theological Studies in an International Context (3)
OL 531	Organizational Culture & Leading Change (3)

MASTER OF DIVINITY

OVERVIEW:
The Master of Divinity at Williamson University is a comprehensive graduate degree designed to form biblically rooted, theologically grounded, spiritually mature, and missionally effective leaders for the church and the world. By integrating rigorous biblical studies, systematic and moral theology, spiritual formation, intercultural leadership, and practical ministry competencies, the M.Div. equips students to engage Scripture deeply, think theologically with clarity, lead organizations with wisdom, and serve diverse communities with Christ-like compassion.

Students develop proficiency in hermeneutics, Old and New Testament studies, biblical languages, and theological method while cultivating the spiritual disciplines essential for lifelong ministry. Courses in organizational culture, global leadership, and nonprofit management prepare graduates to lead faithfully in churches, ministries, mission organizations, and intercultural contexts. The program culminates in a capstone demonstrating comprehensive mastery of biblical, theological, and ministerial competencies. The M.Div. is ideal for those in churches, ministry, missional businesses, and faith-based nonprofit organizations preparing for pastoral ministry, teaching, missions, chaplaincy, nonprofit leadership, or any vocation requiring deep biblical knowledge, theological wisdom, and spiritually grounded leadership.

DESCRIPTION:
The Master of Divinity integrates the strengths of Williamson University's theological, biblical, language, and intercultural programs into a unified formation pathway. Students engage the Scriptures through seminars, book studies, and language-based exegesis; explore the core domains of Christian doctrine through a three-part systematic theology sequence; and develop a robust biblical theology that informs ethics, leadership, and cultural engagement. The curriculum emphasizes spiritual formation, global awareness, and practical leadership. Students learn to navigate diverse cultural contexts, lead organizations through change, and apply biblical principles to real-world ministry challenges. Throughout the program, students cultivate the ability to think critically, communicate effectively, and shepherd others with wisdom and integrity. The Master of Divinity prepares graduates to rightly handle God's Word, articulate the Christian faith, disciple others, and lead missionally in a rapidly changing world.

PROGRAM OBJECTIVES:

<u>Biblical Studies & Exegesis</u>

- Demonstrate core competencies in hermeneutics, biblical exegesis, and biblical exposition.
- Articulate a sound biblical theology grounded in the biblical worldview.
- Utilize biblical Hebrew or Greek, along with contemporary software tools, for study, teaching, and preaching.
- Analyze and critique interpretive methods within biblical studies and apply Scripture faithfully to contemporary contexts.

<u>Theology & Doctrine</u>

- Articulate the fundamental aspects of Christian theology and demonstrate essential knowledge of the core domains of doctrinal study.

- Integrate biblical theology and systematic theology into a coherent theological framework for ministry.
- Develop a robust theological apologetic for personal faith and public witness.
- Apply theological principles to ethical decision-making, cultural engagement, and leadership.

Spiritual Formation & Ministry Practice

- Demonstrate practices of spiritual formation that shape personal character, ministry identity, and lifelong discipleship.
- Translate biblical and theological truths into the daily lives of God's people, fostering faithful living and bold witness.
- Understand how language, theology, and spiritual disciplines contribute to personal growth and the discipling of others.

Leadership & Intercultural Competency

- Recognize personal identity, culture, values, and leadership style, and apply these insights to ministry and conflict management.
- Articulate the biblical foundation for mission and intercultural leadership.
- Apply best practices in organizational leadership, nonprofit management, and leading through change.

Integration & Capstone Competency

- Synthesize biblical, theological, spiritual, and leadership competencies into a unified ministry philosophy.
- Demonstrate comprehensive mastery of the curriculum through a capstone project integrating Scripture, theology, leadership, and ministry practice.

DEGREE:

The program consists of 72 credit hours across 24 courses. Students must complete 60 core credit hours through 20 courses and 12 elective credit hours through 4 courses. Students may earn a 12-credit-hour concentration in either biblical studies, business as mission, contextual theology, church management, congregational leadership, cross-cultural ministry, or pastoral care by taking 4 of the available concentration courses. Alternatively, a student may take any 4 electives of their choosing without a concentration. Students may transfer up to 42 credit hours towards the Master of Divinity degree from a previous graduate degree or degrees from any regionally or nationally accredited postsecondary institution. Transfer credits are subject to transcript evaluation. Graduate students must maintain a cumulative grade point average (GPA) of 3.0 for courses being earned toward the degree. Students must complete the program within 6 years (seventy-two months) of the start date. Students must repeat the program if they do not complete coursework within the time frame.

CURRICULUM:

Program Total: 72 Credit Hours

CORE (60)

BL 500 Hermeneutics (3)
BL 501 Old Testament Seminar (3)
BL 502 OT Book Study (3)
BL 505 Intertestamental Period (3)
BL 512 New Testament Seminar (3)
BL 513 NT Book Study (3)

BL 551 Biblical Greek for Ministry (3)
BL 552 Greek Syntax and Exegesis (3)
or
BL 561 Biblical Hebrew for Ministry (3)
BL 562 Hebrew Syntax and Exegesis (3)

BL 599 Capstone Project/Comprehensive Demonstration (3)

CT 501 Biblical Theology (3)
CT 510 Systematic Theology I (3)
CT 520 Systematic Theology II (3)
CT 530 Systematic Theology III (3)
CT 540 Moral Theology (3)
CT 570 Practical Theology (3)

OL 501 Biblical Principles for Global Leadership (3)
OL 530 Organizational Culture (3)
OL 540 Leading through Change in a Corporate Context (3)

ICL 500 Spiritual Formation for Missional Leaders (3)
ICL 600 Leadership and Management for Non-Profits (3)

ELECTIVE (12)

ARL 500 Exploring Biblical Concepts of Addiction
ARL 510 Advanced Advocacy in Addiction Recovery
ARL 520 Faith-Based Organizational Networking for Recovery

BL 515 Archaeology and the Bible (3)
BL 550 Applied Biblical Languages (3)
BL 551 Biblical Greek for Ministry (3)
BL 552 Greek Syntax and Exegesis (3)
BL 561 Biblical Hebrew for Ministry (3)
BL 562 Hebrew Syntax and Exegesis (3)

BL 590 International Trip (Israel) (3)
BL 591 International Trip (Turkey, Greece, Rome) (3)

BUS 501 Entrepreneurship (3)
BUS 520 Business Strategy (3)
BUS 530 Venture Growth Strategies (3)
BUS 540 New Venture Management (3)

CM 510 Personal Discipleship and Disciple Making Practicum (3)
CM 520 Bible Exposition I: Hermeneutics and Preparation Practicum (3)
CM 530 Bible Exposition II: Communication and Delivery Practicum (3)
CM 540 Christian Leadership (3)
CM 550 Developing a Church Planting Methodology (3)
CM 555 North American Church Planting (3)
CM 560 International Church Planting (3)
CM 565 Biblical Counseling (3)
CM 570 Mentored Counseling Internship (3)
CM 575 Evangelism: Nature and Practice (3)
CM 580 Christian Mission: Principles and Practice (3)
CM 585 Pastoral Ministry and Leadership (3)
CM 590 Administration and Education in the Local Church (3)
CM 610 Mentored Internship (Ministry Concentration Practicums) (3)

CT 515 Philosophical Theology (3)
CT 535 Historical Theology (3)
CT 550 Great Theologians (3)
CT 560 Comparative Theology (3)

ICL 510 Theology of Missions (3)
ICL 520 Biblical Principles for Global Leadership (3)
ICL 530 Ministering Cross-Culturally (3)
ICL 540 Intercultural Communication (3)
ICL 550 Team-Building in an Intercultural Context (3)
ICL 560 Leadership and Culture (3)
ICL 610 Community Development and Organization (3)
ICL 620 Leading and Ministering in Global Cities (3)
ICL 630 Intercultural Leadership in the Context of Global Economies (3)
ICL 640 Global Health and Poverty Issues (3)
ICL 650 Practicum in International Leadership (International Internship) (3)
ICL 660 Capstone Research (3)

MIS 500 Introduction to Missiology (3)
MIS 510 Cultural Anthropology (3)
MIS 520 Independent Study (3)

OL 500 Critical Thinking (3)
OL 510 Ethical Leadership in Public Life (3)
OL 560 Organizational Communication & Conflict Management (3)

OL 570 Financial Statement Analysis (3)
OL 575 Strategic Planning (3)

WOR 501 History of Worship (3)
WOR 521 Theology of Worship I (3)
WOR 522 Theology of Worship II (3)
WOR 531 Theology of Imagination and Artistic Expression (3)
WOR 550 Worship Trends in North America (3)
WOR 560 Techniques in Contemporary Worship (3)
WOR 565 Worship Elements of Congregational Worship (3)
WOR 570 Leadership and Corporate Worship (3)
WOR 580 Worship in the Global Context (3)
WOR 590 International Travel Course: Worship in Cultural Context (3)
WOR 600 Worship Leadership Capstone (3)

MDIV CONCENTRATIONS

BIBLICAL STUDIES (12)

BL 515 Archaeology and the Bible (3)
BL 550 Applied Biblical Languages (3)

BL 551 Biblical Greek for Ministry (3)
BL 552 Greek Syntax and Exegesis (3)
or
BL 561 Biblical Hebrew for Ministry (3)
BL 562 Hebrew Syntax and Exegesis (3)

BL 590 International Trip (Israel) (3)
BL 591 International Trip (Turkey, Greece, Rome) (3)
CM 520 Bible Exposition I: Hermeneutics and Preparation Practicum (3)
CM 530 Bible Exposition II: Communication and Delivery Practicum (3)

BUSINESS AS MISSION (12)

BUS 501 Entrepreneurship (3)
BUS 520 Business Strategy (3)
BUS 530 Venture Growth Strategies (3)
BUS 540 New Venture Management (3)
CM 580 Christian Mission: Principles and Practice (3)
ICL 610 Community Development and Organization (3)
MIS 520 Independent Study (3)
OL 575 Strategic Planning (3)

CONTEXTUAL THEOLOGY (12)

OL 500 Critical Thinking (3)
CT 525 Advanced Christian Doctrine (3)

CT 515 Philosophical Theology (3)
CT 535 Historical Theology (3)
CT 550 Great Theologians (3)
CT 560 Comparative Theology (3)
ICL 510 Theology of Missions (3)

CHURCH MANAGEMENT (12)

CM 550 Developing a Church Planting Methodology (3)
CM 555 North American Church Planting (3)
CM 560 International Church Planting (3)
CM 590 Administration and Education in the Local Church (3)
CM 610 Mentored Internship (Ministry Concentration Practicums) (3)
OL 560 Organizational Communication & Conflict Management (3)
OL 570 Financial Statement Analysis (3)

CONGREGATIONAL LEADERSHIP (12)

CM 510 Personal Discipleship and Disciple Making Practicum (3)
CM 540 Christian Leadership (3)
CM 575 Evangelism: Nature and Practice (3)
ICL 520 Biblical Principles for Global Leadership (3)
ICL 560 Leadership and Culture (3)
ICL 620 Leading and Ministering in Global Cities (3)
MIS 500 Introduction to Missiology (3)
OL 510 Ethical Leadership in Public Life (3)

CROSS-CULTURAL MINISTRY (12)

ICL 530 Ministering Cross-Culturally (3)
ICL 540 Intercultural Communication (3)
ICL 550 Team-Building in an Intercultural Context (3)
ICL 630 Intercultural Leadership in the Context of Global Economies (3)
ICL 650 Practicum in International Leadership (International Internship) (3)
ICL 660 Capstone Research (3)
MIS 510 Cultural Anthropology (3)

PASTORAL CARE (12)

ARL 500 Exploring Biblical Concepts of Addiction
ARL 510 Advanced Advocacy in Addiction Recovery
ARL 520 Faith-Based Organizational Networking for Recovery
CM 565 Biblical Counseling (3)
CM 570 Mentored Counseling Internship (3)
CM 585 Pastoral Ministry and Leadership (3)
ICL 640 Global Health and Poverty Issues (3)

WORSHIP (12)

WOR 501 History of Worship (3)
WOR 521 Theology of Worship I (3)
WOR 522 Theology of Worship II (3)
WOR 531 Theology of Imagination and Artistic Expression (3)
WOR 550 Worship Trends in North America (3)
WOR 560 Techniques in Contemporary Worship (3)
WOR 565 Worship Elements of Congregational Worship (3)
WOR 570 Leadership and Corporate Worship (3)
WOR 580 Worship in the Global Context (3)
WOR 590 International Travel Course: Worship in Cultural Context (3)
WOR 600 Worship Leadership Capstone (3)

Directed Study and Independent Study courses can be taken at the 299 and 399 level in any discipline listed in the Catalog with the permission of the Registrar. A maximum of 12 credit hours can be earned through independent study.

- All 100-200 level courses are representative of associate's degree level.
- All 300-400 level courses are representative of bachelor's degree level.
- All 500-700 level courses are representative of master's degree level.

ACCOUNTING

ACCT 301 Principles of Accounting I (3)
This is the first course in accounting and will introduce the student to the financial language of business. The student will follow the basic business transaction through the complete accounting cycle. The student will learn the processes for sales and receivables, purchases and payables, and cash and banking procedures.
[Prerequisite: MAT 210]

ACCT 302 Principles of Accounting II (3)
This is the second Principles of Accounting course. The student continues learning processes related to payroll, accruals, and deferrals; closing procedures; and preparing basic financial statements. The student will learn accounting theory and standards relating to receivables, payables, inventory, and property, plant, and equipment.
[Prerequisite: MAT 210, ACCT 301)

ACCT 303 Principles of Accounting III (3)
This is the third Principles of Accounting course. The student will focus on accounting for partnerships and corporations, equity, and bonds. The student will learn how to analyze the financial statements and prepare the statement of cash flows.
[Prerequisite MAT 210, ACC 301, ACCT 302]

ACCT 310 Introduction to Finance (3)
This course focuses on the fundamental principles of finance. The basic knowledge, concepts, and terms of the discipline are appropriate for all students. The course covers biblical concepts of sound financial decision-making as they relate to the current economy from both personal and business perspectives.
[Prerequisite: MAT 210, ACCT 301]

ACCT 311 Accounting for Managers (3)
An overview of accounting from the perspective of a non-accounting manager, providing tools to understand how finance functions within the organization, including internal controls, the role of accounting, and the difference between historical accounting data and financial planning.
[Prerequisite: MAT 210 only required for undergraduate Business Administration students]

ACCT 313 Financial Management for the Nonprofit Organization (3)
An overview of accounting from the perspective of a non-accounting manager, providing tools to understand how finance functions within the organization, including internal controls, the role of accounting, and the difference between historical accounting data and financial planning.
[Prerequisite: MAT 210 only required for undergraduate Business Administration students]

ACCT 321 Intermediate Accounting I (3)
An in-depth financial accounting course, this class will focus on theory and further development of GAAP (Generally Accepted Accounting Principles). Topics include cash flow management, the statement of cash flows, the balance sheet, stockholders' equity, the income statement, and earnings per share.
[Prerequisite: ACCT 301, ACCT 302]

ACCT 322 Intermediate Accounting II (3)
An in-depth financial accounting course, this class will focus on theory and further development of GAAP (Generally Accepted Accounting Principles). Topics include cash flow management, the statement of cash flows, the balance sheet, stockholders' equity, the income statement, and earnings per share.
[Prerequisite: ACCT 301, ACCT 302]

ACCT 323 Cost Accounting (3)
An in-depth study of cost accounting, including internal reporting and cost allocation. This course explores business accounting functions related to machinery, materials, labor, and overhead; it also covers cost allocation, variable costing, and production processes.
[Prerequisite: ACCT 301, 303, 321]

ACCT 331 Accounting with QuickBooks Online
The student will learn the QuickBooks Online software platform.
[Prerequisite: ACCT 302]

ACCT 332 Payroll Accounting
The student will learn the payroll processes: how to compute payroll, payroll taxes, and accounting systems used in the payroll function.
[Prerequisite ACCT 302]

ACCT 333 State Tax Issues
This course prepares accounting students and entrepreneurs for doing business in Tennessee. Topics covered include opening a business in Tennessee, state tax compliance in Tennessee, and non-profit compliance in Tennessee.

ACCT 341 Individual Tax
This is an introductory course on federal taxation as it primarily relates to the individual. Topics include tax strategies for individuals and sole proprietors.
[Prerequisite: ACCT 303]

ACCT 342 Business Tax
This is the second course in federal taxation, focusing primarily on partnerships and corporations. Topics include tax requirements for formation, dispositions, and distributions in business entities.
[Prerequisite: ACCT 341]

ACCT 343 Managerial Accounting (3)
An emphasis on accounting systems that relate to internal reporting and decision-making. Topics include cost allocation, capital budgeting, and control measures.
[Prerequisite: ACCT 301, ACCT 303, ACCT 321]

ACCT 401 Auditing (3)
This class focuses on the sampling and review process of the income statement, balance sheet, and related statements of for-profit and nonprofit organizations. This is also a class in which ethical standards will be emphasized.
[Prerequisite: ACCT 301, ACCT 303, ACCT 321]

ACCT 403 Government and Nonprofit Accounting (3)
This course covers the specifics of accounting in these distinct entities. The principles of public finance and concepts of government auditing will be considered. Other topics include Government Accounting Standards Board rules; non-profit revenue, expense, and asset recording; and the role and use of budgetary systems in these organizations for financial planning.
[Prerequisite: ACCT 301, ACCT 303, ACCT 321]

ACCT 423 Forensic Accounting (3)
An introductory course on forensic accounting, with an emphasis on financial statement fraud. Students will understand how to identify various types of fraud such as fraudulent accounting schemes and computer fraud, as well as methods for uncovering fraud.
[Prerequisite: ACCT 301, ACCT 303, ACCT 321]

ACCT 489 Capstone Project (3)
The capstone project is the culmination of all the courses in the accounting minor and provides students with an opportunity to exhibit a mastery of accounting practices and principles. This course is an overview of the four main areas of the exam, including: Auditing and Attestation, Financial Accounting and Reporting, Regulation, and Business Environment and Concepts. In addition, students will review basic accounting rules and regulations, such as accepted auditing and accounting standards, the Uniform Commercial Code, and the Internal Revenue Code, since the CPA exam requires understanding how to apply each.
[Prerequisite: all courses in the Accounting minor/certificate]

ADDICTION RECOVERY LEADERSHIP

ARL 500 Exploring Biblical Concepts of Addiction (3)
This graduate-level course explores the complex relationship between biblical teachings and addiction. Students analyze Scripture, theology, and historical context to understand how religious texts portray addictive behaviors and their remedies. The course examines how faith and spirituality intersect with recovery through biblical themes of struggle, healing, redemption, and restoration. Through discussion, case studies, and reflection, students assess the relevance of biblical concepts in contemporary recovery practices, ethical issues, and the role of faith-based communities in supporting recovery. The course fosters a nuanced, compassionate approach to addiction informed by biblical insight.

ARL 510 Advanced Advocacy in Addiction Recovery (3)
This graduate-level course examines advocacy strategies in addiction recovery, focusing on policy analysis, legislative processes, and community engagement. Students use case studies and simulations to build skills in navigating politics, public health, and social justice. The course emphasizes ethical advocacy, effective communication, and coalition-building to support evidence-based, inclusive policies. The course equips future leaders to drive systemic change in recovery systems at all levels.

ARL 520 Faith-Based Organizational Networking for Recovery (3)
This graduate-level course explores effective networking within faith-based organizations to support addiction recovery. Students examine community organizing, collaboration, and resource development in religious contexts. Through case studies and practical exercises, they learn to build partnerships and alliances that foster holistic recovery systems. Emphasis is placed on engaging diverse faith traditions with ethical and cultural sensitivity. The course equips students to harness faith-based networks for inclusive and sustainable recovery solutions.

BIBLICAL STUDIES

BL 200 Hermeneutics: Bible Study Methods (3)
A study of the Old and New Testaments along with the hermeneutical principles necessary for their proper interpretation. There will also be emphasis on the process through which a person proceeds in his/her quest for faith and the practical principles needed to apply first-century truth to twenty-first-century life.

BL 201 Old Testament Studies I: Genesis – United Monarchy (3)
This course is a study of the early history of God's people in the Old Testament as recorded from Genesis through Solomon. We will begin with an exploration of the Pentateuch, the five books of Moses, Genesis through Deuteronomy. Then, the History books Joshua through Ruth will be reviewed. Samuel will transition us to the United Kingdom of Saul, David, and Solomon. Most of the Poetic Books, known as the Wisdom Literature of the Old Testament, were written as this time; they will also be included in the content for this course.

BL 202 Old Testament Studies II: Divided Monarchy to Post-Babylonian Captivity (3)
This course studies the history of God's people in the Old Testament from the Divided Monarchy through the Post-Babylonian Captivity. The course will be grounded in the chronological sequence from the Kings through Esther, the historical books. Isaiah through Malachi, known as Old Testament Prophets, also prophesied during this time; these books will be integrated into the content for this course. The final layer of study for the course will include an exposure to contemporary World Civilizations, including Assyria, Babylon, and Persia.

BL 212 New Testament Survey (3)
This Survey course will include core components for building a foundational understanding of the New Testament that will enrich more in-depth courses of study later. The first component will explore NT backgrounds from the Intertestamental Period beginning with the Greek Empire. A second component will focus on introducing the Gospels and the life of Christ in particular. A third component will discover the early church launch and development, with key focus on the ministries and writings of Peter and Paul. The final component will review the final books of the New Testament, emphasizing the ministry and writings of the Apostle John.

BL 290 Career Search (3)
This course will teach students tools and techniques for conducting a successful job search. Topics include, but are not limited to, resume preparation, interviewing skills, and methods for finding potential employment opportunities.
[Prerequisite: 24 credit hours / Cross-listed with BUS 290, PA 290]

BL 295: Special Topics in Biblical Studies (3)
This course provides students with the opportunity to engage in focused study of emerging, specialized, or contemporary issues in Biblical Studies that extend beyond the scope of the standard curriculum. Course topics may vary based on faculty expertise, student interest, current scholarship, and ministry relevance and may include areas such as biblical theology, archaeology and the Bible, Dead Sea Scrolls studies, wisdom literature, apocalyptic literature, intertestamental history, New Testament backgrounds, biblical ethics, women in Scripture, the Kingdom of God, hermeneutics, biblical leadership, contemporary theological issues, or other selected topics. Through critical reading, research, discussion, and practical application, students will deepen their understanding of Scripture and develop the skills necessary for faithful interpretation, theological reflection, and ministry engagement.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

BL 331 The Life of Christ (3)
This study of the Gospels will include core components for building a good understanding of the first four books of the New Testament, as well as the Life and Ministry of Jesus Christ. The first component will explore NT backgrounds from the Intertestamental Period to provide proper understanding of key content in the Gospels. A second component will focus on the introducing the Gospels writings as literature, including authorship, audience, purpose, style, and content. The final component will emphasize the person, life, ministry (teachings, miracles, disciple-making), death, and resurrection of Jesus Christ as presented in the four Gospels.

BL 341 Acts: The Early Church (3)
[Prerequisite: New Testament Survey (BL 212) or The Life of Christ (BL 331)]
A study of the Acts of the Apostles specifically following the historical expansion of the Church through doctrinal development, growth in understanding, evangelism, and geographical expansion through missionary activities of its members. We will become acquainted with the activities of the great church leaders of the first century, i.e., Peter, James, and Paul.

BL 342 Paul and His New Testament Letters (3)
This course will focus on the life of Paul the Apostle and his New Testament writings to churches and individuals. To gain full understanding, these epistles will be studied in chronological sequence and in the historical settings of their writing. Each letter will be correlated with Paul's missionary journeys, activities, and personnel; to ensure complete awareness of contextual matters. This approach should enable correct interpretation of these first-century documents and enhance proper application for churches and believers today.

BL 343 General Epistles and Revelation (3)
This course is a study the concluding books of the New Testament, including the General Epistles from Hebrews - Jude and John's Revelation. A General Epistles overview will include a review of the authorship, historical and cultural context, literary genre, and theological themes for each letter. The review of John's Revelation will include all these components and an analysis of several topics that have diverse viewpoints for interpreting future events.

BL 388 Israel Biblical Study Program (3)
This course includes 12 weeks of pre-trip classes that will be taken in tandem with BL 389 Israel Biblical Study Trip which is a two-week journey throughout Israel.
[Prerequisites: BL 201, BL 202, BL 212]

BL 389 Israel Biblical Study Trip (3)
Taken with BL 388, this course is a multi-day journey throughout Israel, having class at the core Old Testament, Intertestamental, and New Testament biblical sites. Students explore the social, religious, economic, political, and spiritual condition of OT/NT Israel as well as modern-day Israel.
[Prerequisites: BL 201, BL 202, BL 212, BL 388]

BL 395: Special Topics in Biblical Studies (3)
This course provides students with the opportunity to engage in focused study of emerging, specialized, or contemporary issues in Biblical Studies that extend beyond the scope of the standard curriculum. Course topics may vary based on faculty expertise, student interest, current scholarship, and ministry relevance and may include areas such as biblical theology, archaeology and the Bible, Dead Sea Scrolls studies, wisdom literature, apocalyptic literature, intertestamental history, New Testament backgrounds, biblical ethics, women in Scripture, the Kingdom of God, hermeneutics, biblical leadership, contemporary theological issues, or other selected topics. Through critical reading, research, discussion, and practical application, students will deepen their understanding of Scripture and develop the skills necessary for faithful interpretation, theological reflection, and ministry engagement.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

BL 495: Special Topics in Biblical Studies (3)
This course provides students with the opportunity to engage in focused study of emerging, specialized, or contemporary issues in Biblical Studies that extend beyond the scope of the standard curriculum. Course topics may vary based on faculty expertise, student interest, current scholarship, and ministry relevance and may include areas such as biblical theology, archaeology and the Bible, Dead Sea Scrolls studies, wisdom literature, apocalyptic literature, intertestamental history, New Testament backgrounds, biblical ethics, women in Scripture, the Kingdom of God, hermeneutics, biblical leadership, contemporary theological issues, or other selected topics. Through critical reading, research, discussion, and practical application, students will deepen their understanding of Scripture and develop the skills necessary for faithful interpretation, theological reflection, and ministry engagement.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

BL 500 Hermeneutics (3)
Hermeneutics is the science of interpretation. In this course, students will learn key interpretative techniques for engaging the Bible, from critical method to genre analysis. A component of this course will look at schools of interpretation as it relates to various movements within the historical Christian tradition and contemporary trajectories. Students will leave with a toolbox for interpreting Scripture exegetically that leads to faithful, robust biblical exposition. Students will be able to place the practical outcomes of various interpretations within contemporary Christian movements.

BL 501 Old Testament Seminar (3)
A seminar surveying major biblical themes, genres, history, and other key features of the Hebrew Bible. This course includes a section on the development/formation of the Hebrew Bible and how the use of this text differs within the Christian tradition from other traditions, e.g., book order, book groupings, etc. Students will be able to wrestle academically and practically with the question: "What is the Old Testament?"

BL 502 Old Testament Book Study (3)
This course will engage deeply with a particular book of the Old Testament. The book will not necessarily be the same each term. The purpose is to learn how to analyze a single text, how to engage with current interpretations of said text, and offer one's own interpretation applied to a local congregation. Students will learn how to place that interpretation within the larger contexts of the Bible and various Christian movements.

BL 505 Intertestamental Period (3)
A key component of fully understanding the New Testament is the history between the two testaments, or the intertestamental period. This course will cover major intertestamental texts, major intertestamental events (e.g., the Maccabean Revolt), and broader world historical events such as the Hellenization of the world as preparation for the Messiah. Part of this course should examine how the Bible, as understood as canon, differs from the works produced in the intertestamental period.

BL 512 New Testament Seminar (3)
A seminar surveying major biblical themes, genres, history, and other key features of the Christian New Testament. This course includes a section on the development/formation of the Christian New Testament with emphasis on dating, methodology, and canonization. Students will be able to wrestle academically and practically with the question: *What is the New Testament?* An extensive examination of the person and work of Jesus through the Gospels, the early development of the church through the work of the apostles, and the apocalyptic literature of Revelation.

BL 513 New Testament Book Study (3)
This course will engage deeply with a particular book of the New Testament. The book will not necessarily be the same each term. The purpose is to learn how to analyze a single text, how to engage with current interpretations of said text, offer one's own interpretation of the text for a local congregation. Students will learn how to place that interpretation within the larger contexts of the Bible and various Christian movements.

BL 515 Archaeology and the Bible (3)
This seminar focuses on how archeology has both vindicated and elucidated interpretation and canonization of the Bible, both Old and New Testaments. This course covers the methodology of inductive argumentation, how the Bible is to be understood as a "book of history," and key methodological features of both historical and archeological research. This course studies both major historical finds and contemporary work in the field of biblical archeology.

BL 550 Applied Biblical Languages (3)
This course is for learning the practical use of biblical software for teaching and preaching. Basic Bible study skills will be surveyed and implemented. Students will learn elementary vocabulary and grammar. Students will learn to use a Bible software, a lexicon for accurate word studies, and how to develop a teaching/preaching outline.

BL 551 Biblical Greek for Ministry (3)
A language class focused on learning the basics of Greek vocabulary and grammar as utilized in the day-to-day ministry of a local congregation. An emphasis for this course will be learning to utilize biblical software to aid in applying the languages to ministry. This course includes the history of textual traditions and textual families.

BL 552 Greek Syntax and Exegesis (3)
This seminar goes beyond the basics of Greek in order to learn how interpret and translate the Bible from the original languages. The emphasis for this course will be learning advanced tools of Greek for the purposes of teaching and preaching. As a part of this course, either an entire New Testament book (e.g., 1 John, 2 Peter, etc.) or at least a substantial portion of a New Testament book (e.g., Sermon on the Mount, Romans 1-5) will be translated

BL 561 Biblical Hebrew for Ministry (3)
A language class focused on learning the basics of Hebrew vocabulary and grammar as utilized in the day-to-day ministry of a local congregation. The emphasis for this course will be learning to utilize biblical software to aid in applying the languages to ministry: preaching, teaching, and discipling.

BL 562 Hebrew Syntax and Exegesis (3)
This seminar goes beyond the basics of Hebrew to learn how interpret and translate the Bible from the original languages. The emphasis for this course will be learning advanced tools of Hebrew for the purposes of teaching and preaching. As a part of this course, either an entire Old Testament book (e.g., Jonah, Ruth, etc.) or at least a substantial portion of an Old Testament book (e.g. Genesis 1-3, some Psalms) will be translated. Students will be exposed to the fundamentals of textual criticism.

BL 590 International Trip (Israel) (3)
International Trip (Israel) An international trip to Israel that will explore the sites of the biblical events in geographical context. This course will emphasize understanding the 1st-century Jewish worldview deeply, how it should influence our interpretation of the Bible, and how to live our theology. The course will consist of daily debriefs, a brief biography, and a paper on one aspect of what you learned from the trip and how it relates to theology.

BL 591 International Trip (Turkey, Greece, Rome) (3)
An international trip following the Apostles' travels that explores the sites of biblical events in geographical context. This course will emphasize understanding the 1st-century Jewish worldview deeply, how it should influence our interpretation of the Bible, and how to live out our theology. The course will consist of daily debriefs, a brief biography, and a paper on one aspect of what you learned from the trip and how it relates to theology.

BL 595: Special Topics in Biblical Studies (3)
This course provides students with the opportunity to engage in focused study of emerging, specialized, or contemporary issues in Biblical Studies that extend beyond the scope of the standard curriculum. Course topics may vary based on faculty expertise, student interest, current scholarship, and ministry relevance and may include areas such as biblical theology, archaeology and the Bible, Dead Sea Scrolls studies, wisdom literature, apocalyptic literature, intertestamental history, New Testament backgrounds, biblical ethics, women in Scripture, the Kingdom of God, hermeneutics, biblical leadership, contemporary theological issues, or other selected topics. Through critical reading, research, discussion, and practical application, students will deepen their understanding of Scripture and develop the skills necessary for faithful interpretation, theological reflection, and ministry engagement.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

BL 599 Capstone Project/Comprehensive Demonstration (3)
The student selects the topic, which will pertain to a particular opportunity or problem in their organization or ministry. The purpose of the Capstone is to help the student apply and demonstrate the program goals taught throughout the master's level programs. Students will develop this project throughout the program, guided by a program professor.

BL 695: Special Topics in Biblical Studies (3)
This course provides students with the opportunity to engage in focused study of emerging, specialized, or contemporary issues in Biblical Studies that extend beyond the scope of the standard curriculum. Course topics may vary based on faculty expertise, student interest, current scholarship, and ministry relevance and may include areas such as biblical theology, archaeology and the Bible, Dead Sea Scrolls studies, wisdom literature, apocalyptic literature, intertestamental history, New Testament backgrounds, biblical ethics, women in Scripture, the Kingdom of God, hermeneutics, biblical leadership, contemporary theological issues, or other selected topics. Through critical reading, research, discussion, and practical application, students will deepen their understanding of Scripture and develop the skills necessary for faithful interpretation, theological reflection, and ministry engagement.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

BUSINESS

BUS 110 Introduction to Business Administration (3)
An overview of the functional areas of business administration, including, but not limited to, general principles of management, marketing, finance, accounting, and strategic planning. This course is designed for students who have no background in business administration.

BUS 260 Business Communications (3)
The principles and practices of modern written professional communications are studied. Emphasis is placed on writing a variety of memorandums, letters, and reports.

BUS 275 Applied Leadership Project (3)
This course will consist of designing, implementing, and evaluating projects or seminars designed to teach students and community leaders the principles of leadership, entrepreneurship, free enterprise, and/ or personal financial management.

BUS 290 Career Search (3)
This course will teach students tools and techniques for conducting a successful job search. Topics include but are not limited to resume preparation, interviewing skills, and methods for locating potential employment opportunities.
[Prerequisite: 24 credit hours / Cross-listed with BL 290, PA 290]

BUS 295: Special Topics in Business Administration (3)
This course provides students with the opportunity to explore emerging, contemporary, and specialized topics and areas of interest in business that are not extensively covered in the standard curriculum. Subject matter may vary based on current industry trends, organizational needs, faculty expertise, and student interest, and may include areas such as entrepreneurship, strategic leadership, artificial intelligence in business, business analytics, project management, social entrepreneurship, innovation, organizational change, global business, nonprofit management, family business leadership, corporate sustainability, or other relevant business disciplines. Through critical analysis, applied projects, case studies, research, and discussion, students will examine the practical and strategic implications of selected topics while developing professional competencies applicable to diverse organizational settings.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

BUS 301 Business as Mission (3)
A comprehensive guide to the theory and practice of Business as Mission. This course explores conceptual foundations for understanding BAM's place in global mission and equips students with practical knowledge for implementing kingdom-strategic business ventures.

BUS 311 Intro to Statistical Reasoning (3)
This introductory study will help students develop statistical reasoning with a specific interest in nonprofit management. This course will demonstrate the power, eloquence, and even beauty of statistical reasoning and discuss not only the uses but also the abuses of statistics.

BUS 395: Special Topics in Business Administration (3)
This course provides students with the opportunity to explore emerging, contemporary, and specialized topics and areas of interest in business that are not extensively covered in the standard curriculum. Subject matter may vary based on current industry trends, organizational needs, faculty expertise, and student interest, and may include areas such as entrepreneurship, strategic leadership, artificial intelligence in business, business analytics, project management, social entrepreneurship, innovation, organizational change, global business, nonprofit management, family business leadership, corporate sustainability, or other relevant business disciplines. Through critical analysis, applied projects, case studies, research, and discussion, students will examine the practical and strategic implications of selected topics while developing professional competencies applicable to diverse organizational settings. *[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]*

BUS 400 Hospitality and Tourism Management (3)
This course provides an introduction to the principles, practices, and economic impact of the hospitality and tourism industry. Students will examine the management and operation of organizations within the lodging, restaurant, event, recreation, travel, and tourism sectors while exploring the role of hospitality in community and economic development. Topics include customer experience management, service excellence, tourism planning, destination marketing, event management, hospitality operations, sustainable tourism, cultural and heritage tourism, leadership, and emerging industry trends. Through case studies, applied projects, and industry analysis, students will develop the knowledge and skills necessary to create exceptional guest experiences, manage hospitality organizations effectively, and contribute to the growth and vitality of tourism destinations. This course is beneficial for students pursuing careers in hospitality management, tourism development, event planning, community and economic development, nonprofit leadership, business administration, public administration, and related fields. Special attention is given to the role of tourism and hospitality as drivers of economic growth, community engagement, and regional development.
[Cross-listed with MGT 400, PA 400]

BUS 401 Internship (3)
Students are required to complete 200 hours of internship with one or more of Williamson University nonprofit partners or any other organization approved by Williamson University.

BUS 421 Fundamentals of Funds Development I (3)
Introduces concepts in developing friends and funds to support the mission and vision of the nonprofit organization. This class will consider the annual fund, major gifts, special events, and donor data development and tracking.

BUS 422 Fundamentals of Funds Development II (3)
A continuation of the study of concepts related to developing friends and funds in nonprofit organizations. This class will focus on grant writing, capital campaign design and implementation, and planned giving.
[Prerequisite: BUS 421]

BUS 431 Strategic Communications in Nonprofit Organizations (3)
An overview of various communication requirements, styles, and media that are critical in the development of a shared vision among stakeholders of the nonprofit organization.

BUS 441 Strategic Planning for the Nonprofit Organization (3)
This course addresses the components of vision: Mission, Values, Goals, and Strategies. It also focuses on implementing and executing strategies related to human and financial capital.

BUS 450 Business Law (3)
This course will introduce several areas of legal responsibility, risk, and exposure to small and medium-sized businesses. Students will learn how to select and work with an attorney and form and work with a board of directors. Exposure to operational liability, insurance, and bankruptcy protection will equip students to recognize and mitigate business risk. Students will also study the processes of buying and selling a business entity. Several guest lecturers will cover essential topics in contract law, employment law, and business formation.

BUS 456 Business Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

BUS 489 Nonprofit Managerial Leadership Capstone (3)
A comprehensive review of a student's entire WC career from an interdisciplinary approach. Students should be prepared to give an account of all course material and concepts as it relates to their focus of study in Nonprofit Managerial Leadership. Pass/Fail

BUS 490 International Internship (Brussels, Belgium) (3)
This internship offers the opportunity to work with local church leaders to expand their ministries and disciple-making efforts. Interns will also support LifePoint Brussels' long-term workers through care, advocacy, equipping, and rest. Academically, the program focuses on leadership through a biblical lens and examines cultural, political, and business dynamics in Brussels. Instruction includes cross-cultural communication, theology, and leadership principles taught through study, discussion, site visits, and interviews.

BUS 495: Special Topics in Business Administration (3)
This course provides students with the opportunity to explore emerging, contemporary, and specialized topics and areas of interest in business that are not extensively covered in the standard curriculum. Subject matter may vary based on current industry trends, organizational needs, faculty expertise, and student interest, and may include areas such as entrepreneurship, strategic leadership, artificial intelligence in business, business analytics, project management, social entrepreneurship, innovation, organizational change, global business, nonprofit management, family business leadership, corporate sustainability, or other relevant business disciplines. Through critical analysis, applied projects, case studies, research, and discussion, students will examine the practical and strategic implications of selected topics while developing professional competencies applicable to diverse organizational settings. *[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]*

BUS 499 Honors in Business Administration (3)
Students will choose a societal problem, propose a solution, and present their findings publicly. This course is an honors course for Business Administration Majors only and will complete the requirements of honors in the major. The designation of "Honors in Business Administration" will be displayed on the student's transcript.
[Prerequisites: 90+ credit hours / WU GPA 3.5+ / Major GPA 3.75+ / Instructor's Permission]

BUS 501 Entrepreneurship (3)
Entrepreneurs are willing to make difficult, complicated decisions that most people are not willing to take responsibility for. These decisions drive entrepreneurs' vital contributions to economic growth. This course will introduce students to entrepreneurship through the lenses of arbitrage, innovation, and risk-taking. Students will learn to gather information, make judgment calls, raise capital, and build organizations. Additionally, students will learn how multiple factors affect business: the volatility of the business environment, market structure, attitudes to risk, the availability of capital, government policy, and the dynamics of social and cultural aspects of the environment.

BUS 510 Entrepreneurial Finance (3)
Entrepreneurs face many challenges when obtaining financing for new and emerging ventures. In many cases, securing outside funding is critical to the viability, sustainability, and growth of the firm. This course will expose the student to the many challenges, returns, and risks with entrepreneurial financing as well as the many sources of capital, including angel investors, venture capital funds, private equity funds, initial public offerings, hedge funds, trade credit, factoring and discounting, leasing, banks, microfinance, and project finance. Students will learn to assess the firm's capital structure and its impact on profitability.

BUS 520 Business Strategy (3)
Setting the strategic direction for the business is the most complex task facing the firm's leadership. The complexity exists because a firm's business strategy is forward-looking, the environment in which it competes is unknown and unknowable, and leadership faces a plethora of strategic choices. People also add to the complexity of crafting a business strategy. In this course, students will learn to craft, identify, assess, and execute the strategic decisions facing a firm in the present-day marketplace. Students will also learn to recognize and navigate through the complexity of the individual views and motives of the leadership team, which may or may not be explicit, and the constraints present by their past experiences, assumptions, biases, and prejudices.

BUS 530 Venture Growth Strategies (3)
In both small and large companies, significant growth challenges a firm's resources. This course examines internal and external growth strategies, provides students with a framework to optimize strategic growth decisions, and aligns with the elasticity of the firm's resources.

BUS 540 New Venture Management (3)
Both challenges and opportunities accompany the growth of an entrepreneurial company. This course provides the concepts and framework necessary to enable entrepreneurial management in organizations of all sizes and types. The course focuses on the decisions entrepreneurs must make to recognize and capture opportunities, obtain and allocate resources, challenge and direct personnel, and adapt goals and strategies to a changing business environment.

BUS 550 Entrepreneurial M&A, Exit Strategies, and Succession Planning (3)
A frequent discussion around the entrepreneurial water cooler is the topic of mergers and acquisitions. Many entrepreneurs start a venture with the intent of one day selling to another firm and realizing the benefits of a liquidity event while others focus on purchasing another firm to execute their growth strategy. In this course, students will explore the world of M&A as a growth strategy and as an exit strategy. They will learn to identify elements crucial to company valuations and identify hidden values in acquisition targets while discovering keys to creating economic value in their organization. Additionally, students will investigate alternatives to M&A as an exit strategy and learn to build effective succession plans for the management of the firm.

BUS 595: Special Topics in Business Administration (3)
This course provides students with the opportunity to explore emerging, contemporary, and specialized topics and areas of interest in business that are not extensively covered in the standard curriculum. Subject matter may vary based on current industry trends, organizational needs, faculty expertise, and student interest, and may include areas such as entrepreneurship, strategic leadership, artificial intelligence in business, business analytics, project management, social entrepreneurship, innovation, organizational change, global business, nonprofit management, family business leadership, corporate sustainability, or other relevant business disciplines. Through critical analysis, applied projects, case studies, research, and discussion, students will examine the practical and strategic implications of selected topics while developing professional competencies applicable to diverse organizational settings. *[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]*

BUS 654 Business Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

BUS 695: Special Topics in Business Administration (3)
This course provides students with the opportunity to explore emerging, contemporary, and specialized topics and areas of interest in business that are not extensively covered in the standard curriculum. Subject matter may vary based on current industry trends, organizational needs, faculty expertise, and student interest, and may include areas such as entrepreneurship, strategic leadership, artificial intelligence in business, business analytics, project management, social entrepreneurship, innovation, organizational change, global business, nonprofit management, family business leadership, corporate sustainability, or other relevant business disciplines. Through critical analysis, applied projects, case studies, research, and discussion, students will examine the practical and strategic implications of selected topics while developing professional competencies applicable to diverse organizational settings. *[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]*

CHARACTER

CHAR 101 Application of a Character-Based Mindset to Vocation (3)
Tomorrow's entrepreneurial leaders must be grounded in their identity as a Christian. From this identity, Character can be applied to fulfill the desire to create idea-driven organizations that change the world's character. This class lays the foundation for successful entrepreneurship by emphasizing the importance of Character and using a set of Life Filters for issues facing the entrepreneur. These life filters will allow individuals to become the entrepreneur God created them to be.

CHAR 120 Entrepreneurship is a Team Sport (3)
This class shows that human capital and the culture you create are an entrepreneur's most valuable assets, and it provides an overview of how to build a positive culture of character for your organization. This class provides two human capital tools to accelerate an idea's success: a culture of innovation and momentum. An entrepreneur's greatest asset is human capital. Hiring the right person for the right role is essential to building a strong team.

CHAR 130 Character-Based Leadership (3)
With identity-based in Christ, you will learn how to apply character-based life filters into a leadership style. It is a bottom-up style of leadership, where the interests of everyone in the organization come first. This leadership style is also valuable for engaging others outside your organization and in your relationships. Character-based leadership isn't something a person can turn on and off based on the situation. Instead, it requires evaluating how to apply character-based life filters to lead an entrepreneurial, idea-driven organization.

CHAR 110 Storytelling and Persuasion (3)
This class will examine the power of storytelling and the art of Persuasion in moving an idea from inception to a successful conversion, Skills every Entrepreneur must Master.

CHAR 210 Introduction to Entrepreneurship (3)
This class will give you a basic overview of the different types of entrepreneurs, how they think, and the characteristics that help make them successful.

CHAR 220 Introduction to Innovation (3)
This course will give you an understanding of the steps and processes required to move an idea into a product or service. It covers the innovation process and how it affects an idea's success, or whether to abandon it without losing time or money. The class will give you two different tools to assist in the ideation process.

CHAR 230 Personal Finance and Capital Formation (3)
This course will provide an overview of how to fund an idea and will prepare you to have intelligent conversations with investors, bankers, and anyone working with you regarding financial operations. Cash flow is the second biggest problem facing entrepreneurs. Understanding and applying finance and accounting principles is an essential foundation for entrepreneurial success.

CHAR 240 Business Law and Corporate Formation (3)
This course will prepare the entrepreneur for the fundamental legal issues in any idea formation. Many key issues that affect the long-term success and viability of an idea arise early in the process. There are three key focuses of this course: 1) How to protect your idea, 2) What type of company should the entrepreneur form? 3) How does Human Resources law affect business strategy?

CHRISTIAN MINISTRY

CM 201 Intercultural Ministry Project (3)
Short-term service or mission opportunities will be offered as available. This course has three components: reading assignments and team meetings to prepare for the experience; participation in a short-term cross-cultural ministry experience; and writing a paper upon return to analyze and reflect on the experience. The number of credit hours given will be based on the length of the trip, the quantity of preparation, and the length and quality of the paper.

CM 202 Intercultural Ministry Project (3)
Short-term service or mission opportunities will be offered as available. This course has three components: reading assignments and team meetings to prepare for the experience; participation in a short-term cross-cultural ministry experience; and writing a paper upon return to analyze and reflect on the experience. The number of credit hours given will be based on the length of the trip, the quantity of preparation, and the length and quality of the paper.

CM 203 Intercultural Ministry Project (3)
Short-term service or mission opportunities will be offered as available. This course has three components: reading assignments and team meetings to prepare for the experience; participation in a short-term cross-cultural ministry experience; and writing a paper upon return to analyze and reflect on the experience. The number of credit hours given will be based on the length of the trip, the quantity of preparation, and the length and quality of the paper.

CM 303 Discipleship and Small Groups (3)
This course is a study of New Testament discipleship principles and their application, with a special emphasis upon building discipling relationships and small group ministry. Groups are the building blocks of organizations and Christian ministries. Nearly everyone participates in both formal and informal groups. Leaders must understand group process because it directly affects creativity, problem solving, decision making, and productivity. This course focuses primarily on the function of small groups in a church setting, with an understanding that many of the principles also apply to business and other areas of life that are comprised of groups of people.

CM 304 Discipleship Counseling (3)
Discipleship Counseling integrates personal and spiritual conflict resolution through genuine repentance and faith in God.

CM 456 Christian Ministry Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

CM 489 Ministry Leadership Capstone (3)
This course is designed to help students consolidate the key principles of general education, biblical understanding, and Christian ministry. Students will answer questions that integrate and synthesize key principles of Bible knowledge, biblical understanding, biblical worldview, spiritual transformation, communication of truth, and leadership and ministry principles.
[Pass/Fail | Prerequisite: All other courses for the bachelor's degree]

CM 510 Personal Discipleship and Disciple Making Practicum (3)
A survey of basic principles of discipleship, methods of discipleship, and the relationship between disciple-making and the local church. Special attention will be given to how one develops personal spiritual habits that prepare one to multiply disciples.

CM 520 Bible Exposition I: Hermeneutics and Preparation Practicum (3)
This course prepares students to rightly understand the Bible to faithfully and compellingly teach/preach it. This course will briefly cover major historical trends in biblical exegesis, but will emphasize contemporary models, templates, and tools that help the teacher/preacher interpret the text to teach/preach it.

CM 530 Bible Exposition II: Communication and Delivery Practicum (3)
This course prepares students to expound the text. It will teach the historical principles of rhetoric and communication. Special attention will be given to models, templates, and tools that help the expositor communicate the text. It will briefly cover major historical trends in homiletics and preaching.

CM 540 Christian Leadership (3)
This study of leadership will cover biblical principles, leadership examples, and leadership models. The course will emphasize both servant and shepherd leadership, anchored in a robust Christian worldview. The course will consider leadership both inside and outside the local church congregation.

CM 550 Developing a Church Planting Methodology (3)
This course provides the student with the theories and models used in church planting, including the mitigating factors affecting church plants. Emphasis will be placed on case studies of church plants and their effects.

CM 555 North American Church Planting (3)
Students will be introduced to the history and concepts of church planting in North America. Emphasis will be on contemporary issues in church planting in urban, suburban, and rural areas across various regions of the continent. Emphasis will be given to case studies of church plants and their effects.

CM 560 International Church Planting (3)
Students will be introduced to the history and concepts of international church plants. Emphasis will be given to contemporary trajectories and trends in church planting among both unreached people groups and historically churched regions. Emphasis will be given to case studies of church plants and their effects.

CM 565 Biblical Counseling (3)
This course prepares the student with the basics of biblical counseling: biblical principles and biblical approaches. Contemporary models of the self, counseling issues, and counseling models will be compared and contrasted with a consistent biblical approach.

CM 570 Mentored Counseling Internship (3)
The mentored counseling internship will be a guided study and field engagement in the discipline of counseling.

CM 575 Evangelism: Nature and Practice (3)
This course focuses on the biblical principles, biblical methods, and contemporary approaches to evangelism. Topics include the relationship between evangelism and the local church, between evangelism and discipleship, and between evangelism and missions.

CM 580 Christian Mission: Principles and Practice (3)
This course provides a biblical foundation for missions and appropriate models and methods for missions. The course will consider missions in both local and international contexts, with an emphasis on international missions.

CM 585 Pastoral Ministry and Leadership (3)
This course explores the relationship between the pastoral aspects of ministry and leadership. The course will consider biblical principles and models of pastoral requirements and roles and how they translate to leadership.

CM 590 Administration and Education in the Local Church (3)
Students will gain an introductory understanding of administration and education in the local church. Emphasis will be given to how these disciplines affect the various aspects, ministries, and purposes of a local church.

CM 599 Capstone Project/Comprehensive Demonstration (3)
Topic to be selected by the student, which will pertain to a particular opportunity or problem in their organization or ministry. The purpose of the Capstone is to help the student apply and demonstrate the program goals taught throughout the master's level programs. The development of this project will be conducted throughout the program and will be guided by a professor in the program.

CM 610 Mentored Internship (Ministry Concentration Practicums) (3)
This course is designed to afford the student real-life experience in a local ministry endeavor. An approved supervisor will guide the students in their field experience.

CM 654 Christian Ministry Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

CHRISTIAN THEOLOGY

CT 201 Church History (3)
A study of the history of the Church from its founding on the day of Pentecost to the present time. This course will emphasize the development of Christian doctrine during the last 2,000 years as well as the role of the Church in proclaiming, articulating, and defending it.
[Cross-listed with HIS 201]

CT 251 Introduction to Biblical Worldview (3)
This course has been designed to establish a solid foundation for future courses with advanced systematic, historical, and philosophical theological emphases. Christian Doctrine I/II (systematic) will build on your biblical understanding of the Christian Faith; and Church History (historical) will depict the development of the Christian Faith through the last two millennia. Both philosophical theology courses will also expand your knowledge of what you will learn in this course. Biblical Ethics will enable you to make good decisions for life; and Introduction to Apologetics will prepare you to defend the Christian Faith from criticism.

CT 295 Special Topics in Christian Theology (3)
This course provides students with the opportunity to engage in advanced study of specialized, emerging, and contemporary issues in Christian theology that extend beyond the standard curriculum. Course topics may vary according to faculty expertise, current theological scholarship, ecclesial concerns, and student interests. Areas of study may include systematic theology, Christology, pneumatology, theological anthropology, ecclesiology, eschatology, theological ethics, contemporary theological movements, theology and culture, public theology, spiritual formation, doctrine and discipleship, faith and vocation, apologetics, global Christianity, or other selected theological themes. Through critical analysis of biblical, historical, and theological sources, scholarly research, and theological reflection, students will deepen their understanding of Christian doctrine and develop the skills necessary to engage contemporary issues from a biblically grounded and intellectually rigorous perspective. The course may be repeated for credit when the topic differs substantially.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

CT 301 Advanced Biblical Worldview (3)
A study of the biblical worldview as presented in the Old and New Testaments, contrasted with alternate worldviews. This course uses Scripture to explore the roles of General Revelation (creation and morality) and Special Revelation (the Scriptures and Jesus Christ), apprehend the truths of God, equip the learner to integrate faith and learning, and experience God at work in today's world.

CT 321 Introduction to Apologetics (3)
A study of how to defend the Christian faith considering current cultural and philosophical criticisms. The course emphasizes the existence of God, the nature of truth, the origin of life, the problem of evil, Christ's atoning work, the reality of miracles, and the veracity of the resurrection.
[Prerequisite: CT 251]

CT 325 Christian Doctrine I (3)
Using a systematic theology approach, this course will focus on the first five of the ten major doctrines of the Bible. The first theme will be bibliology, the doctrine of Scripture, followed by Theology Proper, including the Trinity and the nature and work of God. Next, we will study Angelology, including all spirit-world beings: angels, Satan, and Demons. Finally, Anthropology will consider Man, the crowning beings in God's Creation, along with Hamartiology, with Man's rebellion and resulting fall into Sin.

CT 330 Christian Doctrine II (3)
Using a systematic theology approach, this course will focus on the second five of the ten major doctrines of the Bible. It will begin with Christology, the doctrine of Christ, followed by Soteriology, including the provision and application of Salvation. Pneumatology will consider the person and work of the Holy Spirit, alongside Ecclesiology, the doctrine of the New Testament Church. Eschatology will be the final doctrine studied, including all key Future Events.

CT 395 Special Topics in Christian Theology (3)
This course provides students with the opportunity to engage in advanced study of specialized, emerging, and contemporary issues in Christian theology that extend beyond the standard curriculum. Course topics may vary according to faculty expertise, current theological scholarship, ecclesial concerns, and student interests. Areas of study may include systematic theology, Christology, pneumatology, theological anthropology, ecclesiology, eschatology, theological ethics, contemporary theological movements, theology and culture, public theology, spiritual formation, doctrine and discipleship, faith and vocation, apologetics, global Christianity, or other selected theological themes. Through critical analysis of biblical, historical, and theological sources, scholarly research, and theological reflection, students will deepen their understanding of Christian doctrine and develop the skills necessary to engage contemporary issues from a biblically grounded and intellectually rigorous perspective. The course may be repeated for credit when the topic differs substantially.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

CT 403 Biblical Ethics (3)
This course examines the complexities of our modern world and how we live in it as Christians. This course will demonstrate that Christian ethics is ultimately rooted in the nature and actions of God and in the worldview derived from the biblical story. A biblical worldview provides the basis for decision-making when facing life's ethical issues.
[Prerequisite: CT 251]

CT 410 Bibliology: Doctrine of the Scriptures (3)
A thorough examination of Scripture's doctrine, including revelation, inspiration, illumination, and inerrancy.
[Prerequisite: CT 325]

CT 420 Trinitarianism (3)
A study of the existence and attributes of the one God, the Holy Trinity, and how this doctrine should be central to the life of the believer and the local church. Emphasis will be placed on attacks and defense of Trinitarianism.
[Prerequisite: CT 325]

CT 421 World Faiths & Religions (3)
An examination of religious belief systems found in the major world religions. The functional goal is to understand such belief systems in a biblical context to develop effective evangelistic strategies**.**

CT 430 Soteriology: Doctrine of Salvation (3)
A study of God's grace in salvation, including the humiliation and exaltation of the Savior, the role of the Holy Spirit, the nature and extent of the atonement, regeneration, justification, and glorification
[Prerequisite: CT 330]

CT 440 Ecclesiology: Doctrine of the Church (3)
A study of the doctrines of the body of Christ and the local church. Emphasis will be placed on its organization, ministry, ordinances, polity, and purpose.
[Prerequisite: CT 330]

CT 495 Special Topics in Christian Theology (3)
This course provides students with the opportunity to engage in advanced study of specialized, emerging, and contemporary issues in Christian theology that extend beyond the standard curriculum. Course topics may vary according to faculty expertise, current theological scholarship, ecclesial concerns, and student interests. Areas of study may include systematic theology, Christology, pneumatology, theological anthropology, ecclesiology, eschatology, theological ethics, contemporary theological movements, theology and culture, public theology, spiritual formation, doctrine and discipleship, faith and vocation, apologetics, global Christianity, or other selected theological themes. Through critical analysis of biblical, historical, and theological sources, scholarly research, and theological reflection, students will deepen their understanding of Christian doctrine and develop the skills necessary to engage contemporary issues from a biblically grounded and intellectually rigorous perspective. The course may be repeated for credit when the topic differs substantially.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

CT 501 Biblical Theology (3)
A seminar focused on understanding the Bible's meta-narrative through various theological themes and how those themes appear in localized stories in the Bible. The course will study various frameworks and thinkers emphasizing both the Old Testament and the New Testament. This course will focus less on analyzing attributes of God and more on exegeting and applying interpretive theological lenses to the text.

CT 510 Systematic Theology I: Resurrection, Revelation, and the Reality of God (3)
This Systematic Theology course covers the first things of theology; the nature and product of revelation; questions about whether knowing God, or knowing about God, is possible; arguments for God's existence; and the major attributes of God, including but not limited to omnipotence, omniscience, omnipresence, and omnibenevolence. Within the discussions of revelation and God's attributes, the Doctrine of Creation will be surveyed. The course will consider the historical development of these attributes, philosophical help for understanding them, and key biblical themes influenced by them. Key thinkers from any era who offered major contributions to the discussion will be considered.

CT 515 Philosophical Theology (3)
A seminar designed to learn the philosophical discussions around major theological issues, e.g., freedom and determinism, personhood, attributes of God, natural theology, special revelation, miracles, evil and suffering, etc. The course will introduce frameworks such as perfect being theology for thinking about God and integrating all of God's attributes.

CT 520 Systematic Theology II: Salvation & Man's Atonement (3)
Systematic Theology: Christ, Salvation and Man's Atonement covers theological/biblical anthropology, hamartiology, Christology, and soteriology. The course will consider the historical resurrection. The course will consider the historical development of these doctrines, philosophical insights into them, and biblical themes shaped by them. The course will consider key thinkers from any era who made major contributions to the discussion, with major emphasis on various theories of the atonement and their implications for the Christian life and worldview.

CT 525 Advanced Christian Doctrine (3)
An intensive, systematic approach to the study of Theology. This course will cover the doctrines of the Bible: Theology Proper (God the Father, Trinity); Angels, Satan, Demons; Man; and Sin, Christ, Salvation, Holy Spirit, Church, and Future Events.

CT 530 Systematic Theology III: Holy Spirit, The Church, Future Events (3)
Systematic Theology: Holy Spirit, the Church, and Future Events examines pneumatology, ecclesiology, and eschatology. It will also discuss angelology in the context of spiritual warfare and the church, while also considering aspects of creation. This course will be less philosophical and will focus more on biblical insights and historical developments concerning these doctrines. Key thinkers from any era who made major contributions to the discussion will be considered, with major emphasis on integrating the work of the Holy Spirit and the church.

CT 535 Historical Theology (3)
The Historical Theology seminar will trace the doctrines learned in Systematic Theology from their original development through the contemporary theological setting. This course will not only cover key thinkers who contributed to major doctrines of the faith but will also give special consideration to the historical/cultural context in which these thinkers worked. This context will afford a more vibrant understanding and appreciation of the major doctrines of Christian Theology.

CT 540 Moral Theology (3)
While generally a primary Roman Catholic mode of thinking, developing a strong ethical sense and framework informed and constructed by key theological attributes of God is crucial for anyone wanting to engage a culture of social justice, political justice, and the variegated, complex technological and likewise issues of the day. This course goes beyond a basic Introduction to Christian ethics by focusing upon the theological anchors, emphases, and implications of theology on ethical decisions and topics.

CT 550 Great Theologians (3)
The Great Theologians seminar will focus on a key theological thinker who significantly impacted the church, culture, and theological thinking beyond their own era. Examples of theologians to be featured in the seminar are Augustine, Aquinas, Barth, Schleiermacher, Edwards, Hodge, Warfield, Tillich, Calvin, Berkhof, etc. Whichever theologian is featured, the seminar will analyze, critique, and study their entire theological system, including a brief biographical sketch.

CT 560 Comparative Theology (3)
A seminar comparing, contrasting, and interacting with the key theological thinkers of other religious systems than Christianity. Students will be able to read primary sources from prominent scholars and practitioners in other religious systems and faith traditions.

CT 570 Practical Theology: Pastoral Care, Spiritual Formation, & Theological Education (3)
A seminar focused on becoming aware of key issues and techniques of practitioners in theology. Topics such as biblical shepherding, training in the spiritual disciplines, a survey of spiritual disciplines, and a brief history of and pedagogy in theological education will be examined.

CT 590 Theological Studies in An International Context (3)
This course is a special seminar that will focus on studying biblical and theologically related topics in their original context. For example, a study trip to Israel, Turkey, Greece, Italy, or Egypt will greatly enhance students' awareness of cultural and historical backgrounds to biblical theology. Paired with a course on Great Theologians, a study trip to locations (especially in Europe) where many of these theologians lived, wrote, and ministered will be highly enriching for students.

CT 595 Special Topics in Christian Theology (3)
This course provides students with the opportunity to engage in advanced study of specialized, emerging, and contemporary issues in Christian theology that extend beyond the standard curriculum. Course topics may vary according to faculty expertise, current theological scholarship, ecclesial concerns, and student interests. Areas of study may include systematic theology, Christology, pneumatology, theological anthropology, ecclesiology, eschatology, theological ethics, contemporary theological movements, theology and culture, public theology, spiritual formation, doctrine and discipleship, faith and vocation, apologetics, global Christianity, or other selected theological themes. Through critical analysis of biblical, historical, and theological sources, scholarly research, and theological reflection, students will deepen their understanding of Christian doctrine and develop the skills necessary to engage contemporary issues from a biblically grounded and intellectually rigorous perspective. The course may be repeated for credit when the topic differs substantially.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

CT 599 Capstone Project/Comprehensive Demonstration (3)
Topic to be selected by the student, which will pertain to a particular opportunity or problem in their organization or ministry. The purpose of the Capstone is to help the student apply and demonstrate the program goals taught throughout the master's level programs. The development of this project will be conducted throughout the program and will be guided by a professor in the program.

CT 601 Church History (3)
This graduate-level course surveys the historical development of the Christian church from its origins in the apostolic era to the present day. Students will examine major theological movements, ecclesiastical developments, influential leaders, councils, creeds, reformations, missions, revivals, and denominational traditions that have shaped Christianity across cultures and centuries. The course pays special attention to the relationship between theology, church practice, cultural contexts, and historical events, as well as the enduring impact of historical developments on contemporary Christian thought and ministry. Through critical engagement with primary and secondary sources, historical analysis, and scholarly research, students will develop a deeper understanding of the church's heritage and the lessons history provides for faithful leadership and ministry in the modern world. This course emphasizes interpreting historical sources, evaluating theological and ecclesiastical developments, and applying historical insights to contemporary ministry, leadership, and Christian scholarship.

CT 695 Special Topics in Christian Theology (3)
This course provides students with the opportunity to engage in advanced study of specialized, emerging, and contemporary issues in Christian theology that extend beyond the standard curriculum. Course topics may vary according to faculty expertise, current theological scholarship, ecclesial concerns, and student interests. Areas of study may include systematic theology, Christology, pneumatology, theological anthropology, ecclesiology, eschatology, theological ethics, contemporary theological movements, theology and culture, public theology, spiritual formation, doctrine and discipleship, faith and vocation, apologetics, global Christianity, or other selected theological themes. Through critical analysis of biblical, historical, and theological sources, scholarly research, and theological reflection, students will deepen their understanding of Christian doctrine and develop the skills necessary to engage contemporary issues from a biblically grounded and intellectually rigorous perspective. The course may be repeated for credit when the topic differs substantially.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

ECONOMICS

ECON 101 Principles of Microeconomics (3)
In this course, free-market thought will be evaluated from the Christian perspective. The supply-and-demand model analyzes microeconomic issues, including market structures, government regulations, the labor market, the financial market, and trade. This course also teaches students about the structure of the economy and the interactions among its different sectors so they can make sound economic decisions, whether for self or public benefit.

ECON 301 Principles of Macroeconomics (3)
[Prerequisite: ECON 101: Principles of Microeconomics]
This course will equip students to explore the levers that move the economy at the macro and micro levels and make business decisions to impact their companies positively. Rather than a deep dive into economic theory and supporting mathematical formulas, students will learn essential economic vocabulary and apply economic methodologies in global, national, and local contexts. Students will also explore the influences at the individual consumer, firm, and industry levels.

ECON 390 Values and Justice in Democratic Capitalism (3)
This course will examine the moral, pragmatic, religious, and philosophic arguments for democratic capitalism. The course will systematically review the rise of free enterprise and discuss what it assumes about human nature, society, the means of production, and the possibilities and limitations of public policy. The course will explore foundational arguments about what Scripture informs us about the economy, human dignity, worker rights, property rights, wealth and compensation gaps, and some of today's most pressing U.S. public policy issues.
[Cross-listed with PA 390]

ECON 500 Managerial Economics (3)
In today's business environment, managing a successful business requires decision-making that is informed by an understanding of the market environment in which the firm operates. This course will prepare the student with the analytical skills necessary to anticipate market dynamics and manage the growth of the firm. The course curriculum brings together the disciplines of management and economics to equip the student with the tools necessary to make sound decisions.

ENGLISH

ENG 100 Crafting Effective Sentences (3)
This course will develop competency in the use of standard written English and the recognition of appropriate levels of usage, with emphasis on writing clear, correct, concise, and compelling prose. Areas of study include basic English syntax patterns; sentence types by structure and purpose; the grammar of phrases and clauses; principles of coordination and subordination; and standard usage and mechanics.

ENG 101 Crafting Effective Paragraphs (3)
Building upon the elements of English 100, this course will examine the paragraph as the standard unit of thought and composition and will focus on the creation of well-developed, effective paragraphs for a wide variety of purposes and occasions. Areas of study will include topic sentence and thesis statement development, patterns of organization, development of ideas, and specific strategies for various types of paragraphs (introduction, body, conclusion) across the rhetorical modes.

ENG 102 English Composition and Reading I (3)
An exercise in critical reading and thinking and effective strategies of persuasion. A study of paragraph and composition structure, focusing on expository and persuasive writing as well as the "rhetorical modes" with their use individually and cooperatively.

ENG 103 English Composition and Reading II (3)
An exercise in the ability to read and think critically and to write persuasively. A study of the collection and synthesis of information from a variety of sources, focusing on the ability to use such information to logically construct an argument.

ENG 104 English Composition and Grammar (3)
A review of the basics of composition forms used in written language and the proper use of grammar in both written and oral forms.

ENG 211 Introduction to Literature I (3)
A study of selected readings in world fiction, including the short story and the novel, as well as critical analyses of representative works.
[Prerequisite: ENG 102 or ENG 103]

ENG 212 Introduction to Literature II (3)
A study of selected readings of poems and plays with attention given to major themes and the development of general theater as well as critical analyses of representative works.
[Prerequisite: ENG 211]

ENG 213 Introduction to American Literature (3)
American Literature introduces students to reading, responding to, analyzing, interpreting, and writing about three standard genres of American literature: short stories, poetry, and plays. No prior literary study is assumed.

ENG 301 Great Christian Books (3)
A colloquium of Christian books that have significantly impacted the world. Students will read and discuss both required writings and selected books of their choice.

ENG 311 Literature of C. S. Lewis (3)
The course will explore the life and literature of C. S. Lewis to gain insight into his theology, the genres in which he wrote, and the principles that make his writings meaningful nearly 50 years after his death.

HISTORY

HIS 101 Survey of World Civilization I (3)
A study of the foundations of the modern world from the first civilizations through the 18th century. Topics include Western and non-Western classical civilizations, the Middle Ages, and the age of absolutism.

HIS 102 Survey of World Civilization II (3)
A study of the major world events from the age of revolution to the present. Topics include the French Revolution, 19th-century cults, the world wars of the 20th century, and the world today.

HIS 110 The American Experience to Reconstruction (3)
This course is a survey of the political, social, and economic history of the North American region that became the United States from pre-European contact through the era of Reconstruction. Themes include Native American cultures and societies, European settlement, colonial British North America, the War for American Independence, nation-building, industrialization, slavery, western expansion, and the Civil War and Reconstruction.

HIS 111 The American Experience Since Reconstruction (3)
This course is a survey of the political, social, and economic history of the United States since the Reconstruction Era. Themes include industrialization and its impacts, mass immigration, the changing role of the federal government, the rise of the United States as a world power, and the political, international, social, and cultural changes that have shaped contemporary America.

HIS 201 Church History (3)
A study of the history of the Church from its founding on the day of Pentecost to the present time. This course will emphasize the development of Christian doctrine during the last 2,000 years as well as the role of the Church in proclaiming, articulating, and defending it. May be taken as dual credit for HIS elective.
[Cross-listed with CT 201]

HIS 210 The Founding Documents (3)
A close examination of America's founding documents including their classical roots as well as the intersection of Enlightenment and Judeo-Christian thought in 18th century America. The documents will include, but are not limited to, the following: The Declaration of Independence, the U.S. Constitution, the Bill of Rights, the Federalist Papers, the Magna Carta, the Emancipation Proclamation, and Letter from a Birmingham Jail.
[Cross-listed with PS 210]

HIS 311 Social History of the 20th Century United States (3)
A study of significant changes in American society during the twentieth century with emphasis on both famous and ordinary people who have made these changes happen. Key topics include transportation, inventions, the economy, commerce, politics, family life, and civil rights.
[Cross-listed with SOC 311]

INTERCULTURAL LEADERSHIP

ICL 500 Spiritual Formation for Missional Leaders (3)
A study of biblical principles and methods for personal awareness, spiritual growth, character formation, discipleship, and equipping Christian believers for leadership in global business and non-profit organizations. The goal of this course is to equip students in spiritual formation practices in the context of intercultural leadership.

ICL 510 Theology of Missions (3)
This course studies the theology of evangelism, missions, and the eternal destiny of humankind. It will also consider contemporary and global issues in the theology of missions and outreach. The theological foundation established through this study will form the basis for developing a theologically motivated philosophy of ministry with a clear goal of impacting the unreached peoples of the world.

ICL 520 Biblical Principles for Global Leadership (3)
This course studies the theology of leadership, vocation, and work as they relate to providing leadership in diverse ministry contexts. Students will be prepared to reflect biblically and theologically on leadership, vocation, and work to make wise personal decisions and help others understand the relationship between work, ministry, and service in the Kingdom of God.

ICL 530 Ministering Cross-Culturally (3)
This course will prepare students to analyze the social and cultural factors influencing people's behavior and development in an era of globalization. Students will be equipped to analyze global contexts to connect with local people and meet their needs.

ICL 540 Intercultural Communication (3)
This course is designed for students who plan to communicate across cultural barriers, both within North America and in global settings. Verbal and nonverbal factors can facilitate or impede effective communication in every encounter between people from different cultures. This course prepares students to identify these factors and develop skills that mitigate cultural barriers in communication, as well as strong communication skills in an intercultural or global context.

ICL 550 Team Building in an Intercultural Context (3)
Students will understand various components of multicultural teams such as how to build trust and resolve cross-cultural conflicts. Emphasis is placed on building collective unity around a common vision and on the leader's development of the qualities and skills needed to navigate a multicultural team.

ICL 560 Leadership and Culture (3)
This course equips leaders to understand, assess, and lead in a wide variety of cultural contexts, including rural, suburban, and urban settings, as well as complex cross-generational and ethnic settings.

ICL 600 Leadership and Management for Non-Profits (3)
This course examines management principles and practice for nonprofit organizations. The primary focus is Christ-focused leadership in a nonprofit environment, staff and volunteer motivation, the role of the founder and the board, and types and structures of nonprofit organizations. The course also focuses on interpersonal skills such as managing stress, problem-solving, coaching and motivating others, organizational culture, and conflict resolution using foundational Christian principles.

ICL 610 Community Development and Organization (3)
This course examines how to build community relationships and help communities analyze their context, identify priorities, and develop an action plan to address key issues. The course will cover participatory community surveys, focus group discussions, project proposal writing, monitoring, budgeting, and sustainability. This course emphasizes applying principles of servant leadership and demonstrating a Christian witness throughout the process.

ICL 620 Leading and Ministering in Global Cities (3)
This course examines systemic issues such as poverty, racism, and justice as they apply to Gospel Ministry in urban centers around the globe. Students will learn about relational discipleship and community engagement with the goal of transformative interaction with residents, multi-ethnic ministry, and urban apologetics.

ICL 630 Intercultural Leadership in the Context of Global Economies (3)
This course discusses the current macro and micro theories needed to understand the world economy. It emphasizes the economic, cultural, legal, and political factors that influence the welfare of nations and the strategies of international businesses. Students will also explore the rules of international law that regulate transactions between parties and nations.

ICL 640 Global Health and Poverty Issues (3)
This course introduces the student to global health through a sociopolitical lens. Students will study social determinants of health, such as poverty, the global burden of disease, health equity, health governance, critical institutions, and international collaboration to improve health globally. This course will also explore the theological implications of poverty and global disease and the role of global health as a mission.

ICL 650 Practicum in International Leadership (International Internship)
This course is designed as a minimum four-week immersion venture in a foreign country which allows the student to gain first-hand knowledge and experience of that country's civilization and culture alongside exposure to foreign language acquisition, global business strategies, governmental practices, international ministry programs, or non-government organizations. This course allows students to gain valuable hands-on experience from an international organization through an internship supervised by a mentor in a leadership position.

ICL 654 Intercultural Leadership Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

ICL 660 Capstone Research (3)
This capstone course integrates previous coursework and personal research.

LEADERSHIP

LD 200 Introduction to Critical Thinking (3)
This course is designed to provide a framework for gathering and evaluating the challenges leaders face globally. The need to distinguish between fact and fiction and sound principles and external biases, while developing solid strategies to address local, national, and global issues, has never been greater. Students will be challenged to assess their basis for analyzing information that comes to them and understand the biases of various sources of information in their analysis. They will develop an organized, systematic approach to critically filtering the bombardment of data they receive as they lead their respective organizations.

LD 201 Biblical Concepts of Leadership (3)
Although the Bible is not specifically intended as a leadership training manual, it contains significant leadership concepts and examples on almost every page. The focus of this course is to expose and examine many of these important principles. The course is intended to help us not only gain intellectual understanding but also apply these ideas to current personal development and future leadership opportunities.

LD 211 Foundations for Life and Money (3)
This course explores the foundations of a Biblical worldview to help students understand critical thinking and discernment about others' motives, as well as our own, and to apply sound principles of biblical financial management. The Bible says much about our attitude toward money and wealth management, helping believers navigate difficult times, understand true contentment, and be "wise as serpents and harmless as doves" (Matthew 10:16).

LD 221 Leadership: Hard Lessons (3)
This course utilizes a professional workshop taught by an experienced professional consultant. Additional reading, discussion, and writing help students plan ahead for how to act, plan, and be in times of stress, change, and difficulty.

LD 230 International Justice (3)
This course will take an overview of human rights and religious freedom in countries throughout the world. This study will be grounded in a biblical approach to human dignity. The course will examine trends in human rights and sustainable ways to correct abuses, including human trafficking and religious persecution.

LD 302 Organizational Change and Conflict (3)
A study of the leader's role and responsibility in organizational change and conflict, focusing on skills and insights for creating change, handling criticism, and understanding, avoiding, and resolving conflict.

LD 311 Wisdom Meets Passion (3)
This course shows you how to blend wisdom and passion—equipping you to achieve your greatest financial goals, experience the thrill of fulfilling relationships, create meaningful work, and fulfill your purpose and calling here on earth, no matter your age group. This course will be based on a book with the same title.

LD 371 Leadership and Managing Groups (3)
Groups are the building blocks of organizations. Nearly everyone participates in both formal and informal groups at work. Managers must understand groups because group processes directly affect creativity, problem solving, decision making, and productivity. This course provides insight into group formation and processes, their power and influence in organizations, and varying styles of leadership.

LD 421 Leadership Summit (1)
This is an annual conference with different speakers and topics each year. Christian leaders share cutting-edge principles with Christians who have leadership gifts, skills, and responsibilities. The course is delivered via live satellite and includes reading the speakers' books, breakout sessions, and a summary session. This course can be taken annually for up to three years and will be noted in student transcripts.

LD 456 Leadership Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

LD 471 Leadership: Theories & Practice (3)
Case studies will be selected for in-depth study of the application of leadership concepts with reference to those concepts found in Scripture. Students will develop a written analysis of their style of leadership. Related issues are introduced through the readings.

LD 472 Case Studies in Nonprofit Leadership (3)
Case studies will be selected for in-depth study of the application of leadership concepts with reference to those concepts found in Scripture. Students will develop a written analysis of their style of leadership. Related issues are introduced through the readings.

MANAGEMENT

MGT 301 Essentials of Management (3)
A study of the five parts of managing organizations—planning, organizing, staffing, leading, and controlling/evaluation—and principles for application to both not-for-profit and for-profit organizations, with references to Scripture.

MGT 302 Essentials of Nonprofit Management (3)
A study of the five parts of managing organizations—planning, organizing, staffing, leading, and controlling/evaluation—with principles for application to both not-for-profit and for-profit organizations, with references to Scripture.

MGT 311 Entrepreneurship and Small Business (3)
Creativity, opportunity, leadership, excellence, and profit combined into an entrepreneurial approach to achieve the mission in small business.

MGT 361 Introduction to Sales (3)
This course focuses on building relationships, which is the key to a successful sales career. The course covers the eight-step sales cycle. Attitude, one of the building blocks of success in selling, along with verbal and nonverbal communication and social style, is one of the concepts covered in this course. Tying these concepts to a Biblical perspective is critical for the professional salesperson who wants to conduct themselves honestly and ethically.

MGT 371 Managing Yourself, Managing Others (3)
Managers are only effective when they understand themselves well. With insight into their own mental constructs, they can influence others effectively. This course explores 1) the manager as a person, 2) influencing and managing different types of people, 3) how to manage others regardless of organizational position, and 4) leading teams effectively. We begin by understanding yourself as a potential manager, then move on to management theories on motivation, personal growth, and effective communication. We also explore conflict, generational issues in the workplace, and gender issues. MGT 371 gives the student a solid working knowledge of all these topics, while providing useful, practical strategies and tips to be an effective manager and leader.

MGT 381 Organizational Behavior (3)
Organizational Behavior includes some of the most fascinating dimensions in Organizational Studies. Because all organizations are composed of human beings, they can be dynamic organisms. Healthy organizations grow and thrive, while unhealthy ones can become static, rigid, and even toxic. These cultural differences come from the composition and function of numerous components within the organization. This course will examine several primary components: the overall organizational structure and culture; personnel, including leaders and individual staff members; team design and function; and the factors that foster or inhibit change.

MGT 400 Hospitality and Tourism Management (3)
This course provides an introduction to the principles, practices, and economic impact of the hospitality and tourism industry. Students will examine the management and operation of organizations within the lodging, restaurant, event, recreation, travel, and tourism sectors while exploring the role of hospitality in community and economic development. Topics include customer experience management, service excellence, tourism planning, destination marketing, event management, hospitality operations, sustainable tourism, cultural and heritage tourism, leadership, and emerging industry trends. Through case studies, applied projects, and industry analysis, students will develop the knowledge and skills necessary to create exceptional guest experiences, manage hospitality organizations effectively, and contribute to the growth and vitality of tourism destinations. This course is beneficial for students pursuing careers in hospitality management, tourism development, event planning, community and economic development, nonprofit leadership, business administration, public administration, and related fields. Special attention is given to the role of tourism and hospitality as drivers of economic growth, community engagement, and regional development.
[Cross-listed with BUS 400, PA 400]

MGT 411 Teams and the Work Process (3)
The organization of work in the implementation of the strategic plan, with work analyzed for how human efforts in teams of various compositions can effectively bring that work to a quality level of completion as defined by the end-user.

MGT 431 Ethical Decisions in the Workplace (3)
This course will focus on ethical issues and concepts in the workplace. Specific attention will be given to challenges surrounding ethical decisions with and without a presupposition of a transcendent reality (ultimate truth in God). Biblical concepts for ethical living will undergird the analysis and discussion. This course also includes reading, discussion, and development of papers pertaining to relevant case studies and readings involving ethical issues applied to actual situations.

MGT 437 Management of Human Resources (3)
A study of an organization's effort to find, motivate, and retain effective people who demonstrate a commitment to being part of a team that accomplishes the organizational mission.

MGT 441 Principles and Issues in Business Risk (3)
This course is designed to explore the various risks that businesses face daily. Dealing with BR from a biblical basis can be challenging for those without a solid foundation; therefore, the course emphasizes a biblical basis for evaluating BR. Topics explored include insurance (Warranties and indemnifications), corporate finance and integrating risk management, managing the tension between risk and innovation, and investing in the business.

MGT 456 Management Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

MGT 489 Business Administration Capstone (3)
This course is designed to help students consolidate the key principles of general education (including biblical worldview), biblical knowledge, and business administration by synthesizing the relationships between significant concepts and student experience. Students will prepare a paper, answering questions that integrate and synthesize key business principles of biblical worldview, spiritual transformation, communication of truth, leadership, and ministry principles. This course is taught individually, with each student focusing on their interests, experiences, and goals.
[Pass/Fail | Prerequisite: All other courses for the bachelor's degree]

MARKETING

MKT 361 Marketing (3)
Managers and their understanding of the role of marketing for an organization. Emphasis will be given to the factors that affect consumer behavior, the development and evaluation of an organization's marketing strategies, and the fundamental marketing variables.

MKT 456 Marketing Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

MKT 501 Marketing for Entrepreneurs (3)
One thing all entrepreneurial ventures need is customers. This course focuses on the role of entrepreneurial marketing in the value creation process, which leads to sustainable methods of acquiring, retaining, and communicating with customers. Students will learn to develop and launch marketing campaigns by developing key performance indicators, defined metrics and milestones, and the deployment of appropriate customer discovery tools to identify the customer and market needs, problems, and entrepreneurial opportunities.

MKT 654 Marketing Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

MATHEMATICS

MAT 104 Mathematics for General Education (3)
An introduction to university mathematics is provided with an emphasis on work-world applications. Students will perform best in this course if they have a basic understanding of high school mathematics, including algebra. The goal of the course is to build a fundamental understanding of university mathematics that provides a level of competence expected of a university graduate. The text is easy to read, and the exercises are relevant to many real-life activities. The entire course is structured to meet the needs of liberal arts students.

MAT 210 Business Math (3)
The Business Mathematics course is designed to prepare today's students with practical, contemporary math skills they will need to build their future career success in the world of business and economics. With today's global, fast progress and breakthroughs in business technology, success in personal matters and business employment depends on understanding the fundamental principles of business math. The goal of the course is to provide realistic skill-building in business mathematics through step-by-step development of concepts, numerous practice exercises, and business application of mathematical techniques. The text is easy to read, and the exercises are relevant to many real-life activities. The entire study is structured to meet the needs of liberal arts students.

MAT 220 Statistics for Business (3)
In today's data-rich economy, many employers expect new university graduates to have the skills to understand and interpret data. Students attending this course will learn statistical concepts and methods to analyze company and market data that lead to effective decision-making. Throughout the course, students will learn both the quantitative and qualitative ways businesses use statistics, from pricing and marketing to manufacturing and quality and organizational efficiency and effectiveness.
[Prerequisite: MAT 104 Math for General Education or MAT 210 Business Math]

MISSIONS

MIS 300 Introduction to World Missions (3)
An introductory survey of major missiological motifs. Major concerns include the biblical foundation for missions, the theological ramifications of cross-cultural communication of the Gospel, strategies for applied missiology, and the historical expansion of Christian missions. The historical survey highlights the modern mission era and draws attention to trends which will shape missionary activity in the 21st century.

MIS 301 Business as Mission (3)
A comprehensive guide to the theory and practice of Business as Mission. This course explores conceptual foundations for understanding BAM's place in global mission and equips students with practical knowledge for implementing kingdom-strategic business ventures.

MIS 305 Theology of Missions (3)
A study of the biblical foundations and purposes of missions, the nature of the missionary vocation, and the authority and scope of the New Testament in relation to missions.
[Prerequisite: MIS 300: Introduction to World Missions]

MIS 310 Cultural Dynamics of Missions (3)
A consideration of the dimensions and manifestations of culture as they influence ministry, with special attention given to specific skills for exegeting a cultural setting for ministry. May be taken as dual credit for General Education, Social Science.
[Prerequisite: MIS 300: Introduction to World Missions]

MIS 311 Intercultural Communication (3)
A survey of basic communication principles with intercultural applications. The course imparts fundamental concepts that equip students to communicate across personal and cultural barriers.
[Prerequisite: MIS 300: Introduction to World Missions]

MIS 320 Missions in the Local Church (3)
This course provides a comprehensive and practical overview of current issues facing the missional church, through an investigative and interactive study of a world in need and our response to it. The student will assume the role of a mission mobilizer, exercising strategic thinking, planning, and implementation skills to facilitate a church on mission for God's purposes.
[Prerequisite: MIS 300 Introduction to World Missions]

MIS 325 Evangelism and Church Planting (3)
A study of biblical principles and practices of starting and reproducing churches with concentration on missiological factors in quantitative and qualitative church development.
[Prerequisite: MIS 300 Introduction to World Missions]

MIS 330 Missions Practicum (3)
The student will be required to conduct a local or international missions activity. This will include preparatory reading and writing both before and after travel. The practicum provides experience alongside classroom learning to further develop the student for future ministry.
[Prerequisite: MIS 300: Introduction to World Missions]

MIS 421 Special Issues in Missions (3)
This course will focus on case studies of missionaries and examine different mission strategies, successes and failures, and lessons that can be applied across diverse cultural settings today.
[Prerequisite: MIS 300: Introduction to World Missions]

MIS 456 Missions Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

MIS 500 Introduction to Missiology (3)
This course conducts an in-depth investigation of biblical theology, the history of missions, intercultural scenarios, and global trends as they relate to missions and world evangelization.

MIS 510 Cultural Anthropology (3)
A review of historic and contemporary approaches to cross-cultural engagement, equipping the student for organizational effectiveness in the presentation of the gospel. This course focuses on sociological concepts of human culture, language, religion, and other community institutions.

MIS 520 Independent Study (3)
A specially designed course to fit the professional interests of the student in regard to world missions. A professor and mentor will be assigned who brings unique equipping and networking value.

MIS 654 Missions Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

MUSIC

MU 102 Music Appreciation (3)
A study of the development of listening skills acquired through an understanding of musical building blocks and characteristics of style and form.

MU 111 Keyboard for Worship – Level One (3)
A class designed to provide the student with basic techniques and practice in playing piano or keyboard for worship services in today's gathered worship services. The class objective is to teach the student basic keyboard chording techniques and group practice of those techniques adequate to launch the student to a level of ability that will allow them to play in most worship band contexts with some basic performance proficiency.

MU 115 Guitar for Worship – Level One (3)
This class provides students with more advanced techniques and practice for playing guitar in today's gathered worship services. The class objective is to guide the student into more advanced guitar techniques and practice the techniques the student needs to begin leading congregational singing while playing with medium performance proficiency in most worship band contexts.

MU 215 Guitar for Worship – Level Two (3)
This class provides the student with advanced techniques and practices for playing guitar in today's current gathered worship services. The class objective is to provide the student with advanced guitar techniques and practice of those techniques; the student needs to demonstrate excellence in leading congregational singing, and a demonstrated ability to proficiently prepare for, rehearse, and direct a worship band ensemble (at least a rhythm section and guitars) while leading gathered worship with the guitar.

ORGANIZATIONAL LEADERSHIP

OL 500 Critical Thinking (3)
This course provides a framework for gathering and evaluating the challenges leaders face globally. The need to distinguish between fact and fiction, sound principles and external biases, while developing solid strategies to address local, national, and global issues has never been greater. Students will be challenged to assess the basis of the information they receive and understand the biases in various sources. They will develop an organized, systematic approach to critically filtering the bombardment of data they receive as they lead their respective organizations.

OL 501 Biblical Principles for Global Leadership (3)
This course examines and analyzes the qualities and practices of the effective Christian leader, particularly across cultural boundaries. This study draws on principles in Scripture and related literature, with an emphasis on developing a personal philosophy of intercultural leadership.

OL 510 Ethical Leadership in Public Life (3)
This course surveys the development of ethical thought, both ancient and modern. The course covers various ethical systems and their proponents, including alternative Christian perspectives, and discusses contemporary ethical problems.

OL 520 Principled Leading in A State and Local Context (3)
Several seminars are conducted throughout the year; students must attend three seminars during their program. Special seminars will consider the opportunities and challenges of leading at the state and local government and corporate levels. Leaders from these levels will serve as guest speakers. Topical areas include education, NPOs, business and economics, and political leadership.

OL 530 Organizational Culture (3)
This course builds critical skills and competencies that enable leaders to achieve their organizations' mission and vision and is designed to help leaders understand why organizational culture matters and how to create, discover, and transform it. Topics include interpersonal group behavior, complex organizational behavior, leadership styles, the role of communication, and management's integrative role in organizations.

OL 540 Leading Through Change in a Corporate Context (3)
This course examines change and its relationship to conflict within an organization. This course focuses on enabling leaders to understand, anticipate, and direct change, as well as handle criticism in their organizations.

OL 550 Challenges and Opportunities of Leading in A National Context (3)
This course is a special seminar that will consider the opportunities and challenges of leading at the national government and corporate levels. Leaders from these contexts will serve as guest speakers. The course examines aspects of managing a national business or ministry, with particular focus on ethical dilemmas, legal and political considerations, and competitive market forces.

OL 560 Organizational Communication & Conflict Management (3)
This course develops the leader's ability to create and effectively communicate a strategic vision within an organization and understand an individual's impact on others. Students learn to identify and improve self-awareness of communication styles and abilities, and to engage, influence, and motivate employees. Topics include creating a unified organizational climate and culture, managing conflict, understanding team dynamics, and building strong, enduring teams.

OL 565 Business Risk Management (3)
This course is designed to explore the various risks that businesses face daily. Dealing with BR from a biblical basis can be challenging for those without a solid foundation; therefore, the course emphasizes a biblical basis for evaluating BR. Topics explored include insurance (warranties and indemnifications), corporate finance and risk management integration, managing the tension between risk and innovation, and investing in the business.

OL 570 Financial Statement Analysis (3)
Good decision-making, especially in complex matters, requires business leaders to review, analyze, and understand both qualitative and quantitative impacts on an organization. This course will equip students with tools to understand, analyze, and interpret company financial data and its implications for the organization. Key topics include financial statement analysis, operational analysis, budgeting, forecasting, capital structures, and investment analysis.

OL 575 Strategic Planning (3)
This course equips students with the core concepts, analytical tools, and language essential to crafting, implementing, and executing business strategies in today's competitive business environment. The curriculum blends well-established management principles in business strategy with recent research findings and contributions to the scholarly literature on the topic. Class discussions will focus on case studies of real-world companies led by active practitioners in the field.

OL 590 Dynamics of Leading in An International Context (3)
This course is a special seminar that will consider the opportunities and challenges of leading at international government and corporate levels. Leaders from these levels will serve as guest speakers. The course examines strategic aspects of managing a global or multinational business or ministry, with particular focus on cultural dynamics, legal and political considerations, and competitive market forces.

OL 599 Capstone Project (3)
This is a leadership project, selected by the student, which will pertain to a particular opportunity or problem in their organization or ministry. The purpose of the Capstone course is to help the students apply the organizational leadership elements they learned in the program. The student will develop this project throughout the program, guided by a program professor.

OL 654 Organizational Leadership Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

ORIENTATION

ORI 101 Orientation (1)
This course is designed to provide students with a thorough introduction to the University, including policies and procedures, academic expectations, and financial matters. Focus will be given to time management and study skills that will enhance the student's opportunity for academic success. The course will also include information about the use of technology in the classroom. This course meets for two four-hour sessions. All degree-seeking students must complete Orientation with a passing grade during the first six months of enrollment before they register for courses that begin after that period.

ORI 501 Orientation (0)

PERSONAL DEVELOPMENT

PD 100 Skills for University Success I (3)
This course is designed to develop strong writing skills used in academic subjects. It focuses on implementing strategies to increase reading comprehension, applying grammar and usage rules, completing assignments, taking tests, and writing essays. Students will respond to oral and written questions after reading passages. Students will also prepare a persuasive business speech and essay for their final project.

PD 101 Goals, Priorities and Attitudes (3)
A study of the setting of goals, as well as the priorities necessary to attain these goals, with an emphasis upon how goals and priorities relate to the realities and aspirations of life and the workplace. The individual's attitude, including other aspects of psychological makeup and how they affect the ability and willingness to set goals and establish priorities, will be discussed.

PHILOSOPHY

PHI 213 Making of the Modern Mind (3)
An understanding of philosophical concepts, beginning with the Greeks through Augustine and concluding with the significant philosophical systems of the Western world and Eastern philosophy. Evaluation of these systems relative to personal faith and values will assist the individual student in developing a statement of philosophy.

POLITICAL SCIENCE

PS 210 The Founding Documents (3)
A close examination of America's founding documents including their classical roots as well as the intersection of Enlightenment and Judeo-Christian thought in 18th century America. The documents will include, but are not limited to, the following: The Declaration of Independence, the U.S. Constitution, the Bill of Rights, the Federalist Papers, the Magna Carta, the Emancipation Proclamation, and Letter from a Birmingham Jail.
[Cross-listed with HIS 210]

PS 350 American Government (3)
This course explores the intricacies of American government and its socio-economic environment. Particular attention will be paid to the three branches of government (judicial, executive, and legislative), the policy process, and their influence on and by the American people.
[Cross-listed with PA 350]

PS 360 Political Science and Politics (3)
This course examines American government through a social science lens. It will focus on the three levels of government (local, state, and federal), the electoral process, political parties, and political philosophy.
[Cross-listed with PA 360]

PS 450 Business Law (3)
This course will introduce several areas of legal responsibility, risk, and exposure to small and medium-sized businesses. Students will learn how to select and work with an attorney and form and work with a board of directors. Exposure to operational liability, insurance, and bankruptcy protection will equip students to recognize and mitigate business risk. Students will also study the processes of buying and selling a business entity. Several guest lecturers will cover essential topics in contract law, employment law, and business formation.

PS 456 Political Science Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

PUBLIC ADMINISTRATION

PA 102 Introduction to Public Administration (3)
An overview of the functional areas of public administration, including, but not limited to, general principles of public governance, public budgeting, public relations, and the nonprofit sector. This course is designed for students who have no background in public administration.

PA 260 Public Communications (3)
The principles and practices of modern written professional communications are studied. Emphasis is placed on writing a variety of memorandums, letters, and reports. (Prerequisites: ENG 101 and 102).
[Cross-listed with BUS 260].

PA 275 Applied Leadership Project (3)
This course will consist of designing, implementing, and evaluating projects or seminars designed to teach students and community leaders the principles of leadership, entrepreneurship, free enterprise, and/or personal financial management.

PA 290 Career Search (3)
This course will teach students tools and techniques for conducting a successful job search. Topics include, but are not limited to, resume preparation, interviewing skills, and methods for finding potential employment opportunities.
[Prerequisite: 24 credit hours / Cross-listed with BL 290, BUS 290]

PA 295: Special Topics in Public Administration (3)
This course provides students with the opportunity to examine emerging, specialized, and contemporary issues in public administration that extend beyond the standard curriculum. Topics may vary according to current public-sector challenges, faculty expertise, student interests, and developments in government and nonprofit leadership. Areas of study may include public policy analysis, local government administration, nonprofit leadership, emergency and crisis management, public budgeting and finance, grant writing and administration, economic and community development, rural leadership, intergovernmental relations, ethics in public service, public sector innovation, civic engagement, homeland security, healthcare administration, or other selected topics relevant to public administration and governance. Through research, case studies, applied projects, and critical discussion, students will evaluate complex public issues and develop practical leadership, management, and decision-making skills for service in governmental, nonprofit, and community organizations.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

PA 300 Introduction to Community Development (3)
This course introduces students to the principles, practices, and challenges of community development in diverse contexts. Students will explore the historical foundations, theoretical frameworks, and practical strategies that shape how communities organize, grow, and thrive. Emphasis is placed on participatory approaches, asset-based development, and the integration of economic, social, cultural, and environmental dimensions. Through case studies, field observations, and applied projects, students will develop skills in community assessment, stakeholder engagement, and strategic planning. By the end of the course, students will be equipped to critically analyze community needs, identify local assets, and propose sustainable, inclusive solutions that foster long-term well-being.

PA 310 Introduction to Economic Development (3)
This course introduces students to the theories, policies, and practices that shape economic development at local, national, and global levels. Students will explore the historical evolution of development thought, examine key indicators of economic and social progress, and analyze the roles of governments, markets, and communities in fostering sustainable growth. Emphasis is placed on understanding the challenges faced by developing economies, including poverty, inequality, infrastructure, governance, and environmental sustainability. Through case studies, data analysis, and applied projects, students will develop the analytical tools needed to evaluate development strategies and propose context-sensitive solutions.

PA 320 Economic Development Certificate (3)
A basic economic development course taught by economic development practitioners, in cooperation with supporting agencies, associations, and organizations.

PA 330 Economic Development Internship (3)
A program providing practical experience in the field. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public and private enterprises.
[Prerequisites: 30 credit hours]

PA 340 Public Leadership Certificate (3)
The program equips participants with the skills to lead effectively, foster economic development, and strengthen community well-being through high-impact leadership training designed for key decisionmakers and influencers. Stakeholders will learn how to encourage vibrant community growth by adopting bottom-up development approaches. By focusing on systems thinking, participants can help create solutions to complex issues and lead holistic initiatives within an asset-based framework to help their community achieve the American Dream.

PA 350 American Government (3)
This course explores the intricacies of American government and its socio-economic environment. Particular attention will be paid to the three branches of government (judicial, executive, and legislative), the policy process, and their influence on and by the American people.
[Cross-listed with PS 350]

PA 360 Political Science and Politics (3)
This course examines American government through a social science lens. It will focus on the three levels of government (local, state, and federal), the electoral process, political parties, and political philosophy.
[Cross-listed with PS 360]

PA 370 Public Policy (3)
This course utilizes a Christian perspective to understand historical perspectives, political theory, and policy processes. The course explores faith and history from a Christian framework to understand the successes and failures of public policy. Coverage of critical public policy theories and terms will help guide the class discussions and assignments. Assignments will consist of generating either practitioner-based documents or an academic paper. Students have the freedom to choose which writing assignment best suits their professional development.

PA 380 Christian Civility (3)
This course studies applied Christian theology through the context of a modern, diverse, and international urban environment. Through the unique working conditions in their public leadership externship or internship, students explore the importance of government operations and public policy implications to discover how Christians can respond to this unique political moment in history. Through practitioner presentations, site visits, online activities, discussions, and reading and writing, students will develop spiritual presence, faith formation, and cultural etiquette. Students will reflect on their personal and professional experiences to answer important questions regarding their spiritual gifts, vocation, and calling.
[Prerequisite: 60 Credit Hours / WU GPA of 3.0 or better]

PA 390 Values and Justice in Democratic Capitalism (3)
This course will examine the moral, pragmatic, religious, and philosophic arguments for democratic capitalism. The course will systematically review the rise of free enterprise and discuss what it assumes about human nature, society, the means of production, and the possibilities and limitations of public policy. The course will explore foundational arguments about what Scripture informs us about the economy, human dignity, worker rights, property rights, wealth and compensation gaps, and some of today's most pressing U.S. public policy issues.
[Cross-listed with ECON 390]

PA 395: Special Topics in Public Administration (3)
This course provides students with the opportunity to examine emerging, specialized, and contemporary issues in public administration that extend beyond the standard curriculum. Topics may vary according to current public-sector challenges, faculty expertise, student interests, and developments in government and nonprofit leadership. Areas of study may include public policy analysis, local government administration, nonprofit leadership, emergency and crisis management, public budgeting and finance, grant writing and administration, economic and community development, rural leadership, intergovernmental relations, ethics in public service, public sector innovation, civic engagement, homeland security, healthcare administration, or other selected topics relevant to public administration and governance. Through research, case studies, applied projects, and critical discussion, students will evaluate complex public issues and develop practical leadership, management, and decision-making skills for service in governmental, nonprofit, and community organizations.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

PA 400 Hospitality and Tourism Management (3)
This course provides an introduction to the principles, practices, and economic impact of the hospitality and tourism industry. Students will examine the management and operation of organizations within the lodging, restaurant, event, recreation, travel, and tourism sectors while exploring the role of hospitality in community and economic development. Topics include customer experience management, service excellence, tourism planning, destination marketing, event management, hospitality operations, sustainable tourism, cultural and heritage tourism, leadership, and emerging industry trends. Through case studies, applied projects, and industry analysis, students will develop the knowledge and skills necessary to create exceptional guest experiences, manage hospitality organizations effectively, and contribute to the growth and vitality of tourism destinations. This course is beneficial for students pursuing careers in hospitality management, tourism development, event planning, community and economic development, nonprofit leadership, business administration, public administration, and related fields. Special attention is given to the role of tourism and hospitality as drivers of economic growth, community engagement, and regional development.
[Cross-listed with BUS 400, MGT 400]

PA 456 Public Administration Internship (3)
A program providing practical experience in the field. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public and private enterprises.
[Prerequisites: 75 credit hours]

PA 490 Externship or Internship (9)
The core public leadership experience centers on a semester-long externship (job-shadow) or internship where students gain real-world skills. Resources are available to assist students with their organizational selection to ensure appropriate and timely placement. The externship or internship usually starts the third week of the semester and lasts 12 weeks. Students are expected to work at their internship site at least 20 hours per week. Students can expect to benefit greatly from the experience as it mimics full-time job responsibilities. Through the course, students can better discern a career path, participate in career advancement opportunities, develop practical personal and professional skills, and build long-term relationships and connections. With a learning mentor's help, students can connect their public leadership experience to their personal and professional goals and begin their professional careers.
[Prerequisite: 60 Credit Hours / WU GPA of 3.0 or better]

PA 495: Special Topics in Public Administration (3)
This course provides students with the opportunity to examine emerging, specialized, and contemporary issues in public administration that extend beyond the standard curriculum. Topics may vary according to current public-sector challenges, faculty expertise, student interests, and developments in government and nonprofit leadership. Areas of study may include public policy analysis, local government administration, nonprofit leadership, emergency and crisis management, public budgeting and finance, grant writing and administration, economic and community development, rural leadership, intergovernmental relations, ethics in public service, public sector innovation, civic engagement, homeland security, healthcare administration, or other selected topics relevant to public administration and governance. Through research, case studies, applied projects, and critical discussion, students will evaluate complex public issues and develop practical leadership, management, and decision-making skills for service in governmental, nonprofit, and community organizations.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

PA 499 Honors in Public Administration (3)
Students will choose a societal problem, propose a solution, and present their findings publicly. This course is an honors course for Public Administration Majors only and will complete the requirements of honors in the major. The designation of "Honors in Public Administration" will be displayed on the student's transcript.
[Prerequisites: 90+ credit hours / WU GPA 3.5+ / Major GPA 3.75+ / Instructor's Permission]

PA 500 Public Sector Financial Management (3)
As an introduction to the theory and application of today's public finance, this course examines the rationales for government intervention in the marketplace, analyzes methods of resolving conflicts over the size and nature of the public sector budget, extensively analyzes the rationales and issues of various sources of public revenue, and reviews the effects of public sector spending and taxing on the economy. Other topics include the history and trends of how government acquires and distributes funds, and the government's accountability to taxpayers and other governing bodies. The course will also examine the "politics" of the public budgeting process in depth.

PA 510 Contemporary Political Philosophy (3)
This course introduces contemporary political philosophy as it applies to today's public administration, policy formulation, and implementation, examined through major political philosophers of the Western tradition. Four broad themes that are central to the understanding of the political life that oversees today's government efforts and activities, including the polis experience (Plato and Aristotle), the sovereign state (Machiavelli, Hobbes), constitutional government (Locke), and democracy (Rousseau, Tocqueville), will serve as the foundation of the course. The course also examines how different political philosophies have shaped various forms of political institutions and our current ways of life.

PA 520 Political Power Versus Public Service (3)
This course explores the core concepts of Political Science—the attainment, retention, and exercise of power, and Public Administration—the effective delivery of public services. Drawing on Aristotle's view, it examines how power and authority are established and exercised at local, national, and international levels. It also incorporates Woodrow Wilson's definition of Public Administration as the structured implementation of public law, emphasizing policymaking, service delivery, and the management functions of planning, organizing, directing, and controlling within government systems.

PA 530 Public Administration (3)
This course introduces students to the intellectual, historical, and practical foundations of public administration as both a field of study and a profession. Students examine the evolution of the administrative state, core theories of governance and bureaucracy, the role of public values, ethics, and accountability, and the dynamics of public management in democratic societies. Through scholarly readings, applied assignments, and case-based analysis, students develop a foundational understanding of how public institutions function, how administrators make decisions, and how public service contributes to the public good.

PA 540 Nonprofit Management (3)
This course will explore the principles and practices of management and administration as they apply to nonprofit and faith-based organizations. This course uses a strategic management perspective and an organizational behavior framework to understand and apply leadership theories to organizational issues such as board-staff relations, recruiting and motivating volunteers, public and private accountability, organizing for and managing growth, and strategies to respond to political, economic, cultural, and religious challenges.

PA 550 Nonprofit and Social Enterprise Start-Up (3)
This course evaluates the principles, practices, and pitfalls of forming a nonprofit organization and social enterprise. This course will then explore the nature and scope of the nonprofit sector, including historical developments, ethics and legal matters, social justice, community relationships, and emerging trends such as data analytics and technological advancements. Organizational theory and strategic management concepts will provide a lens to analyze issues such as recruiting and motivating volunteers, board and staff relationships, transparency and accountability, managing change, decline, and growth, and innovative responses to complex socio-cultural and political-economic environments. You will plan and propose a feasible and responsible nonprofit organization that responds to a market failure. The proposal will outline the need for the organization and its sustainability in the forecasted market.

PA 560 Social Entrepreneurship (3)
This course explores entrepreneurial philosophies, concepts, and skills needed to create social change and economic impact. Using knowledge from organizational development and missiological theory, you will be able to respond to your community's needs through program leadership, project management, team building, negotiation, and an understanding of complex social and cultural environments. You will learn from successful cases of social entrepreneurs, income-generating social enterprises, and self-sustaining community organizations. This course will help you identify funding sources for social enterprises, and you will propose a social project or program that positively impacts your community and the Kingdom of God.

PA 570 Program Evaluation and Strategic Planning (3)
This course explores strategic planning principles, practices, and pitfalls. Particular attention will be paid to the planning process and the role of program evaluation in organizational research and assessments. Both theoretical and pragmatic applications will be considered. You will learn to collaborate and participate effectively in organizational decision-making. You will prepare or evaluate an organizational strategic plan or program.

PA 580 Grant Writing (3)
This course equips graduate students with the knowledge and applied skills necessary to identify funding opportunities, develop competitive grant proposals, and manage awarded grants within public and nonprofit organizations. Students learn the full grant development lifecycle, including needs assessment, program design, budgeting, narrative construction, evaluation planning, and compliance. The course emphasizes evidence-based practice, strategic alignment with organizational mission, and ethical stewardship of public and philanthropic resources. Students will produce a complete, submission-ready grant proposal tailored to a real or simulated funding opportunity.

PA 590 Rural Policy Administration and Analysis (3)
This course equips students with the frameworks, analytical tools, and interdisciplinary perspectives needed to understand and evaluate public policy in rural contexts. Students examine demographic, economic, infrastructural, and governance challenges unique to rural communities, with attention to equity, sustainability, and regional development. Through case studies, applied research, and policy simulations, students learn to assess policy impacts, interpret rural data, and design evidence-based strategies that strengthen rural resilience and advance the public good.

PA 595: Special Topics in Public Administration (3)
This course provides students with the opportunity to examine emerging, specialized, and contemporary issues in public administration that extend beyond the standard curriculum. Topics may vary according to current public-sector challenges, faculty expertise, student interests, and developments in government and nonprofit leadership. Areas of study may include public policy analysis, local government administration, nonprofit leadership, emergency and crisis management, public budgeting and finance, grant writing and administration, economic and community development, rural leadership, intergovernmental relations, ethics in public service, public sector innovation, civic engagement, homeland security, healthcare administration, or other selected topics relevant to public administration and governance. Through research, case studies, applied projects, and critical discussion, students will evaluate complex public issues and develop practical leadership, management, and decision-making skills for service in governmental, nonprofit, and community organizations.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

PA 600 Rural Business Retention and Expansion (3)
Examines strategies to sustain and grow existing rural businesses. Topics include business visitation programs, local supply chain development, and community-business partnerships. Students will design a business retention and expansion (BR&E) plan for a rural community.

PA 610 Rural Enterprise and Small Business Development (3)
Focuses on fostering enterprise ecosystems in rural areas. Covers access to capital, incubator/accelerator models, mentorship networks, and policy frameworks that encourage small business growth.

PA 620 Rural Workforce Development Strategies (3)
Addresses workforce challenges in rural economies, including skills gaps, educational pipelines, and industry alignment. Students will develop a workforce development plan that integrates education, training, and employer engagement to support the development of a skilled workforce.

PA 630 Rural Entrepreneurship-Led Economic Development (3)
Explores how entrepreneurship can drive rural economic transformation. Emphasizes innovation, community-based ventures, and leveraging local assets to achieve a competitive advantage. Students will develop an entrepreneurship-led development proposal.

PA 640 Public Leadership Theories and Practice (3)
This course examines leadership theory through its historical development and applicability to current leadership trends. Because leadership is grounded in the complexities of human nature and our value systems, this course uses a pragmatic, interdisciplinary approach to leadership issues that incorporates theological, sociological, and political perspectives. In this course, you will critically examine your own leadership traits and practices. This course will challenge you to integrate your understanding of servant-leadership practices through the Christian faith.

PA 650 Organizational Fundraising and Development (3)
This course explores the principles, practices, and pitfalls of philanthropy and fundraising. The course concepts apply to social enterprises and nonprofit organizations. You will evaluate effective sponsorship strategies, successful funding proposals, and determine appropriate sources of monetary support and in-kind donations. Particular attention will be given to planning a capital campaign, fundraising project, and marketing ministries, including promotions and public relations. Strategic management issues relating to recruiting and managing volunteers, and the strategic messaging of an organization's mission, vision, values, and goals.

PA 654 Public Administration Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

PA 660 Organizational Behavior and Theory (3)
This course examines the dynamics of organizational structure and the theoretical applications of human behavior in organizational settings. The course examines organizational theories and human behavior at all levels of organizational research and analysis. This course is interdisciplinary and draws on relevant literature and theory from management, economics, sociology, religion, public policy, and political science. You will develop analytical techniques to assess and evaluate organizational opportunities and build the skills to identify and create or maintain an organizational structure that fosters innovation, information sharing, and effective decision-making. This course will challenge you to integrate organizational management principles and strategies through the Christian faith.

PA 670 Public Management and Public Policy (3)
This course examines how public policy affects management in both not-for-profit and for-profit organizations. Public policy issues such as social justice and activism, religious freedom, personal liberty, individual decision-making, public health, civic engagement, and the common good are evaluated through the lens of Christian leadership and ethics. Students will explore the policy-making process and develop a deeper understanding of how organizations intercede, influence, and advocate for change. You will also think critically and strategically to positively impact your community and apply sound Christian leadership and management practices.

PA 680 Organizational Culture and Change (3)
This course explores organizational culture in pluralist contexts, focusing on structural power, interoffice politics, conflict management, and resistance to change. This course focuses on leading and facilitating organizational change processes in a highly competitive market. As such, you will utilize cultural theories and practices related to structural leadership, team dynamics, and effective communication to initiate and manage organizational change. You will develop analytical techniques to assess and evaluate organizational constraints and build the skills to identify and create or maintain an organizational culture grounded in a shared mission, vision, goals, and values. This course will challenge you to integrate organizational management principles and strategies through the Christian faith.

PA 690 Public Administration Internship or Practicum (3)
This course allows you to apply the knowledge, skills, and abilities gained in your graduate program to professional, hands-on experience in work settings. You must complete an approved practicum or internship with graduate-level responsibilities and submit a journal or summary and an evaluation of your experience. Your faculty mentor and employer will determine your scope of work.

PA 695: Special Topics in Public Administration (3)
This course provides students with the opportunity to examine emerging, specialized, and contemporary issues in public administration that extend beyond the standard curriculum. Topics may vary according to current public-sector challenges, faculty expertise, student interests, and developments in government and nonprofit leadership. Areas of study may include public policy analysis, local government administration, nonprofit leadership, emergency and crisis management, public budgeting and finance, grant writing and administration, economic and community development, rural leadership, intergovernmental relations, ethics in public service, public sector innovation, civic engagement, homeland security, healthcare administration, or other selected topics relevant to public administration and governance. Through research, case studies, applied projects, and critical discussion, students will evaluate complex public issues and develop practical leadership, management, and decision-making skills for service in governmental, nonprofit, and community organizations.
[Topics will be announced prior to registration and may reflect emerging issues and opportunities in the business environment]

PA 700 Public Administration Capstone Project (3)
In this course, you will successfully demonstrate your ability to research, synthesize, analyze, and communicate information at a graduate level. As a degree candidate, you will complete a project in accordance with your degree plan and concentration. As a final demonstration of the knowledge gained throughout the program, you will collaborate with or research an organization, for-profit or nonprofit, to develop actionable administrative solutions. Your faculty mentor will help you determine an appropriate project.

PSYCHOLOGY

PSY 103 General Psychology (3)
A study of the fundamental concepts of psychology, including biological processes and development, behavior, learning and memory, personality, psychological disorders, and social psychology.

PSY 213 Introduction to Counseling (3)
This course introduces the biblical principles of counseling and outlines the process by which Christian leaders can counsel people with specific problems. The course also introduces the counseling profession from a Christian perspective, explores how biblical and psychological principles may be integrated and applied to counseling issues, and describes the nature and role of the counselor as a person and as a professional.
[Prerequisite: PSY 103]

PSY 303 Biblical Foundations of Counseling (3)
This course provides students with foundational biblical concepts of counseling and applies principles learned through lecture, small-group, and whole-class interaction, as well as self-study and oral presentation formats. The student will ultimately be challenged to examine his/her worldview toward counseling in the light of biblical principles.
[Prerequisites: PSY 103 and PSY 213]

PSY 313 Marriage and Family Therapy (3)
This course emphasizes the family as a foundational biblical and social institution. Students will develop an understanding of the biblical teaching on marriage and family, skills for assessment and counseling, and resources for referring as necessary to build healthy marriages and families.
[Prerequisites: PSY 103 and PSY 213]

PSY 323 Crisis Counseling (3)
This course gives students the opportunity to explore the dynamics, components, goals, and process of crisis counseling through practical application. This course will primarily focus on suicide, crisis within family dynamics, divorce crisis, and crisis arising out of grief and loss.
[Prerequisites: PSY 103 and PSY 213]

PSY 333 Conflict Counseling (3)
Students will be introduced to the basic components of conflict resolution, an invaluable tool in all aspects of life and ministry. Students will participate in role plays, practice writing agreements, and discuss the history and theory of mediation. The course will also emphasize developing and implementing a Christian framework for conflict resolution.
[Prerequisites: PSY 103and PSY 213]

PSY 343 Holy Spirit in Counseling (3)
This course is designed to challenge students to seek a place of intimacy with the Holy Spirit, and to regard the Holy Spirit as the actual Counselor as we seek to minister to those in need. Guided by the Holy Spirit through Scripture and the insights of godly men and women who have sought and found that place of intimacy and direct communication, students will grow to understand, appreciate, and apply this aspect of the role of the Holy Spirit in counseling settings. This course will address the person and work of the Holy Spirit, as well as the Holy Spirit's power, gifts, and fruit in Christian counseling.
[Prerequisites: PSY 103 and PSY 213]

PHYSICAL SCIENCE

PSI 115 Introduction to Earth Science (3)
A study of earth science including physical and historical geology, meteorology, and descriptive astronomy. The course explores the economic, social, and philosophical aspects of the subject matter. The course includes lectures and demonstrations.

PSI 116 Introduction to Earth Science Lab (1)
The lab is primarily a series of experiential learning exercises that students can complete individually and submit on-site, remotely, or online. The focus is flexibility, with students free to choose based on their learning styles and what they want to learn more about. The lab aims to provide directions toward meaningful learning and lesson application. The goal of the lab is to provide an engaging and enjoyable experience for adult learners.

SOCIOLOGY

SOC 201 Introduction to Sociology (3)
A study of how socialization, culture, organizations, institutions, and change influence social interaction.

SOC 311 Social History of the 20th Century United States (3)
A study of significant changes in American society during the twentieth century with emphasis on both famous and ordinary people who have made these changes happen. Key topics include transportation, inventions, the economy, commerce, politics, family life, and civil rights.
[Cross-listed with HIS 311]

SOC 400 Rural Sociology (3)
This course examines the social structures, institutions, cultures, and dynamics that shape rural communities and regions. Students will explore the demographic, economic, political, educational, religious, and cultural factors influencing rural life, as well as the opportunities and challenges facing rural populations in a rapidly changing society. Topics may include community development, rural poverty, population migration, agriculture and natural resources, healthcare access, education, workforce development, civic engagement, faith communities, social inequality, and rural economic resilience. Through the study of sociological theory, contemporary research, case studies, and applied analysis, students will develop an understanding of the complex relationships between individuals, communities, institutions, and broader social forces affecting rural America and rural communities around the world. Special attention is given to strategies that promote community vitality, sustainable development, and effective leadership in rural settings. This course is valuable for students pursuing studies in sociology, public administration, leadership, business, ministry, community development, agricultural sciences, and related fields. It may also serve as foundational preparation for careers focused on rural engagement, public service, nonprofit leadership, and economic development.

SPEECH

SPT 243 Public Speaking (3)
The course covers the principles of speech composition, outlining, and delivery. Students practice preparing and delivering speeches that can inform, persuade, demonstrate, and actuate. The student will be encouraged to make immediate application of principles within the current work environment.

SPT 301 Communication Concepts (3)
An introduction to the concepts of effective oral and written communication, including functioning in teams and other organizational settings as well as interpersonal exchanges, is studied.

WORSHIP

WOR 221 Theology of Worship (3)
A study of the basic issues of the Theology of Worship, starting with God's revelation of Himself through Creation, to His worship training through the establishment of the Sacrificial System given to Israel, to an evaluation of the worship life of Jesus, and on into the development of worship instruction given in the New Testament epistles and the Revelation of John.

WOR 231 Theology of Imagination and the Arts (3)
This course will acquaint students with a general view of the Arts as seen in modern Western culture; comparing that view to a biblical view of "imaginative" and artistic expression. Students will then consider the biblical teaching on "imaginal intelligence" and its role in the worship of GOD specifically, in the life of His Church and Her global ministries, and in human experience and culture generally. They will also be encouraged to develop a "vantage point" on how imaginative and artistic expression—in the marketplace and the faith community, as well as the elite arts world —is part of everyday life. The class will conclude by suggesting six (6) important questions related to biblical standards for evaluating artistic expression.

WOR 313 Worship in the Old Testament (3)
This course will give the student an overview of the biblical and ancient historical foundations of Christian worship as reported in the Old Testament, noting worship encounters, contexts, music, signs and symbols; evaluating the purposes of Israel's sacrificial system, covenants, festivals, along with issues of sacred space and the role of the artist in developing worship contexts, all as elements revolving around God's purpose to create humans to glorify Him and enjoy intimate communion with HIM through worship, as individual worshipers and as a community of worshipers.

WOR 314 Worship in the New Testament (3)
A study of worship in the New Testament encompassing an evaluation of the worship life of Jesus, Jesus' specific teachings on worship, and the key apostolic teachings and New Testament passages on worship.

WOR 315 Personal Worship – Seven Biblical Practices that Liberate the Soul (3)
An overview of the "personal devotion practice" of Jesus– looking at these practices as 1) an incarnated reflection of the essence of God's mandated 'practices' for Israel's worship, 2) as a reflection of the 'great worship-focus' shift He inaugurated (from external to internal, e.g. John 4: 22-24); and evaluate seven (7) exercises that will help students develop a more consistent 'companioning worship walk' Christ for themselves.

WOR 334 Worship Leadership in the Church (3)
This course is a study of seven (7) basic elements that exist in practically any local church worship ministry. The class provides a generic blueprint for congregational worship, regardless of denominational or cultural context, describing seven fundamental aspects that interface with and relate to developing and administering a congregation's worship ministry. This course will also study five (5) biblical stewardships that any person involved in congregational worship leadership ought to practice. The course focuses on the heart and strategic vision of Worship Leaders and how they imagine their task.

WOR 450 Biblical Foundations of Worship in Evangelism & Missions (3)
This course will highlight the biblical dynamics of worship—the reverence toward and declaration of GOD's reality, supremacy, glory, love, compassion, forgiveness, and saving work through Christ—specifically as they relate to non-believers and marketplace communities and cultures. Attention will be given to worship evangelism possibilities outside the four walls of local church programming, as well as to the Bible's teaching of cross-cultural and global worship (ethnodoxology) mandates and principles that all worship leadership should constantly keep in view.

WOR 456 Worship Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

WOR 501 History of Worship (3)
This course is designed to address various aspects of congregational worship with special emphasis upon music worship. Students will review diverse approaches to music and worship throughout the history of the church.

WOR 521 Theology of Worship I (3)
Part 1 of this course focuses on the biblical and theological underpinnings of individual and congregational worship. Attention will be given to biblical and church tradition regarding the foundations of worshipping in Spirit and truth.

WOR 522 Theology of Worship II (3)
This course will give the student an overview of seven biblical practices of Christian personal worship. This class will specifically deal with seven practices later highlighted throughout the history of the Church. The class assignments will specifically emphasize "practicing the seven practices" that the class considers. The seven practices are as follows: Retreat (away from others), Meet (with God), Kneel (before God), talk and listen, confess and forgive. The purpose of the class is to ground the Worship Arts Leader in the practice of a daily companioning worship walk with God in Christ, the private foundation for leading public worship in the local congregation.

WOR 531 Theology of Imagination and Artistic Expression (3)
This course will take an advanced view of the Arts as seen in modern Western culture, comparing that view to a biblical view of "imaginative" and artistic expression.

WOR 550 Worship Trends in North America (3)
This course will occur in a large metropolitan area of the U.S. and will expose students to a variety of music worship styles. The course will focus on current trends in church music worship, including the positive and negative aspects of those trends.

WOR 560 Techniques in Contemporary Worship (3)
Students will study and experience various techniques that are evolving in contemporary worship.

WOR 565 Worship Elements of Congregational Worship (3)
This course will examine seven fundamental elements critical in congregational worship, regardless of the Church's denomination or faith tradition.

WOR 570 Leadership and Corporate Worship (3)
This class will examine effective leadership principles that are relevant to healthy and Christ-centered corporate worship.

WOR 580 Worship in the Global Context (3)
This course will use cultural anthropology to study music worship from a cross-cultural perspective, recognizing there are a variety of sounds and biblical mandates for the development of worship in context. The course will then emphasize the biblical implication that worship is always to be understood and expressed indigenously; therefore, it should be drawn from the cultural context of the congregation. Additionally, the class will consider the developing field of 'Ethno-doxology' and its implications for the need for indigenous Christian Community formation in every effort the Church makes across the world's multicultural landscape.

WOR 590 International Travel Course: Worship in Cultural Context (3)
This course will expose students to actual cross-cultural worship experiences in an international context.

WOR 600 Worship Leadership Capstone (3)
This is a leadership project or thesis, selected by the student in consultation with a faculty member, that will pertain to a particular opportunity or problem in an organization or church ministry. The purpose of the capstone is to help the student apply the elements of music leadership that the student acquired in the program.

WOR 654 Worship Internship (3)
A course providing practical work experience. The internship will be arranged with consent and in consultation with an internship coordinator or faculty advisor. Focuses on students' career goals through academic discussion and evaluations while placing students in professional internships with public entities and private enterprises.

FACULTY ROSTER

Teaching area and (first year) as WU Faculty.

ALEXANDER, SHELLY, *General Education (2026)*
B.A., Stephen F. Austin State University
M.A.B.S., Williamson University

BARNES, PHIL, *Intercultural Leadership (2026)*
B.A., Samford University
M.Div., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary

BIVINS, BETH, *General Education (*2014)
B.A., Milligan College
M.A.T., East Tennessee State University

BONNER, JEFFREY*, Business Administration (2012)*
B.S., Arkansas State University
M.B.A., Arkansas State University
Additional graduate hours at Golden Gate University and Christian Brothers University

CLUBB, DANIEL, *Ministry Leadership (2018)*
B.S., Bethany University
M.A., Fuller Theological Seminary

DENDY, NATALIE, *General Education (2014)*
B.A., Belmont University
M.A., Belmont University

DILLON, DAVE, *Ministry Leadership (2001)*
B.A., Faith Baptist Bible College
M.Div., Grand Rapids Theological Seminary
Doctoral work at Ohio State University in adult education, higher education administration, research, and evaluation.

FULLER, AMBER, *General Education, Counseling, and Psychology (2025)*
B.S., Williamson University
M.A., Trevecca Nazarene University

GREEN, CHRIS, *Ministry Leadership (2022)*
B.A., Multnomah University
M.A., Trinity International University
Ph.D., King's College at the University of Aberdeen
Additional graduate credits at Western Seminary

GRIFFIN, STEVE, *Organizational Leadership (2024)*
B.A., Baylor University
M.A., Williamson University

HUDSON, BRANDI, *History (2015)*
B.A., Christian Brothers University
J.D., Regent University

HUDSON, KAREN, *Leadership and General Education (2009)*
B.A., Chapman University
M.A., Williamson University
Additional graduate psychology hours at Chapman University

HULKER, JAMIE, *Ministry Leadership (2026)*
B.S., Tennessee Tech University
M.A., Moody Theological Seminary

HUSTON, ROGER, *Business & Public Administration, General Education, Leadership* (2026)
B.A., Simpson College
M.A.R., Yale University
M.P.A., Iowa State University
Ed.M., Harvard University
Ph.D., University of Delaware

KRAUS, WILLIAM, *General Education and Public Administration (2022)*
M.P.A., University of Southern California
M.A., Occidental University
D.P.A., University of Southern California

LEVINE, LEAH *Business Administration (2024)*
A.S.S., Colorado Christian University
M.B.A., University of Wales
Additional graduate credits at Williamson University

LEWIS, STEVEN, *Ministry Leadership (2024)*
B.A., Welch College
M.A., Southern Evangelical Seminary
Ph.D., Southern Evangelical Seminary

MATTESON, JOSHUA, *Ministry Leadership (2022)*
B.A., International Baptist College
M.Div., Phoenix Seminary

MCCALL, DAVID, *Ministry Leadership (2017)*
B.S., Williamson University
M.A., Williamson University

MCCROSKEY, ROBERT LEE, *Business Administration (2015)*
B.A., University of Kansas
M.A., University of Kansas

MCLELLAND, KRISTI*, Ministry Leadership* (*2006)*
B.S., Delta State University
M.A.C.E., Dallas Theological Seminary

NORRIS, OBIE, *General Education (2026)*
B.A., University of Alabama at Birmingham
M.B.A., Western Governors University
M.S., Liberty University
M.A., Liberty University
Doctorate/Graduate Certificate in Exec/Public Policy, Liberty University

NOVAK, KRISTIAN, *General Education and Ministry Leadership (2019)*
B.S., Bowling Green State University
M.Ed., Cleveland State University
M.A.B.S., Williamson University

OWENS, JERRY, *General Education and Ministry Leadership (2019)*
B.S., Bethany University
M.A., The University of William and Mary

PATE, BEN, *Ministry Leadership (2024)*
B.A., California Baptist University
M.Div., Golden Gate Baptist Theological Seminary
Ph.D., Golden Gate Baptist Theological Seminary

PATTON, DEAN, *Business and Accounting (2025)*
B.A., Tennessee Technological University
M.B.A., Tennessee Technological University

PETAK, HEIDI, *Speech Communication (2011)*
B.S., John Brown University
M.A., University of Arkansas
Ph.D., Regent University

PURDOM, MATTHEW, *Biblical Languages (2021)*
B.S., Austin Peay State University
M.Div., Southern Baptist Theological Seminary
D.Min., Southern Baptist Theological Seminary

PYRON, LOGAN, *Ministry Leadership (2024)*
B.A., Bethel University
M.C.S. Union University

RIGGS, KEVIN, *General Education (2025)*
B.A., Welch College
M.A., Trevecca Nazarene University
Ph.D., Omega Graduate School

SEARS, CHASE, *Ministry Leadership (2025)*
M.Div., Masters Seminary
Th.M., Southern Seminary
Ph.D., Southern Seminary

SEVERINO, ROGER, *Ministry Leadership (2020)*
B.A., Vanderbilt University
M.Div., Trinity Evangelical Divinity School
D.Min., Beeson Divinity School

SNYDER, SHELL, *General Education (2026)*
B.S., Belmont University
M.A.T.B.L. Williamson University

SOLBERG, ROBERT, *Ministry Leadership (2022)*
M.A.T.S. Williamson University

SPRADLIN, BYRON, *Worship Studies (2010)*
B.A., University Of California at Davis
M.C.M., Western Conservative Baptist Seminary
M.Div., Western Conservative Baptist Seminary
D.Min., Liberty University Theological Seminary
Additional graduate credits at Fuller Theological Seminary

STARLING, THOMAS, *General Education (2025)*
B.A., Baylor University
M.Div., Southwestern Baptist Seminary
M.A., Vanderbilt University
Ed.D., Tennessee State University

STEWART, VIRGINIA, *General Education, Counseling (2024)*
M.Ed. West Chester University
Ph.D. Trinity University and Seminary

SWORDS, LEIGH ANN *Ministry Leadership, Theological Studies (2021)*
B.S. Samford University
M.Div. Southern Baptist Theological Seminary

TREMAINE, TIM, *Ministry Leadership (2024)*
B.A. Hardin-Simons University
M.A. Hardin-Simons University

WAGGONER, ERICA, *General Education, Earth Science (2023)*
B.A. Northwest University
M.S. Mississippi State University

WILKINSON, JOHN PAUL, *Biblical Studies, Christian Theology, and General Education (2017)*
B.S., University of South Carolina, Columbia, SC
M.A., Southern Baptist Theological Seminary, Louisville, KY
Ph.D., Southern Baptist Theological Seminary, Louisville, KY

WILLIAMSON, DANIEL, *Business Administration*
B.S., Liberty University
M.A., Liberty University

WOLLAS, ROBYN, *General Education (2009)*
B.B.A., University of Texas
M.S., University of Tennessee

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