Forgive Us
Our Debts
I Pray I Was
Worthy
Strong Team
of Educators
Up to
Something Big
Forgive Us Our Debts

One of the greatest enemies other than Satan himself is educational debt.

I Pray I Was Worthy

I remain totally convinced that public education matters and that a Christian teacher has a ministry like no other.

Strong Team of Educators

The more time I spend in the classroom, the more I recognize just how blessed I was to have my education and training at Johnson.

Up to Something Big

God reasserts his reign and rule upon the earth as his children address problems humans have caused around the world.

THE PROBLEM OF STUDENT DEBT

Among the many issues facing higher education today, the student loan debt remains at the top of the list. That’s true nation-wide and equally true in Christian higher education. R. Albert Mohler Jr., president of The Southern Baptist Theological Seminary, warned his denomination, “If your concern is to get young people into the churches or on the mission fields, the greatest enemy other than Satan himself is educational debt because there are far too many young people graduating who are slaves to that debt when they need to be unfettered slaves to Christ.”

That problem certainly affects our national economic health. Many see student debt in the United States as troubling as the bank and mortgage crisis of 2008. Two-thirds of graduates in the United States in 2011 finished school with student debt, and the average was $26,600, 5% more than 2010 graduates. Even more startling: 20% of all households in the United States have student debt, a number more than twice as large as in 1989. The total student debt today totals over $1 trillion, more than the total in credit card debt. And, the default rate of repayment increases annually. Those numbers, though, strike most of us as so abstract to be meaningless. The media anesthetize us with such numbers that never relate to our daily lives.

Families, or 18-year-old freshmen, can’t relate to $1 trillion. But they can understand the impact of starting life after college with a debt often greater than their annual salaries. To face those tasks with such indebtedness adds significant stress to the otherwise normal challenges of the new chapter in their lives. Unfortunately such awareness often occurs only after the fact.

HOW DID WE GET HERE?

How did we, our country, our colleges, and our families get in this predicament?

We did not do so all at once. But at the heart of the incremental move was the ease of getting into debt. And the federal government has made that extremely easy. In 1965 (the year I graduated—thank goodness!), the federal government initiated the Federal Family Education Loan Program (FFELP) that began guaranteeing loans of private lenders to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default.

We did not do so all at once. But at the heart of the incremental move was the ease of getting into debt. And the federal government has made that extremely easy. In 1965 (the year I graduated—thank goodness!), the federal government initiated the Federal Family Education Loan Program (FFELP) that began guaranteeing loans of private lenders to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default. The private lenders then, bearing virtually no risk, enjoyed the benefits of the interest returned to college students whether credit-worthy or not, subsidizing these lenders enrolled in the program, and insuring them against default.

Get Connected

Simply use a QR Code reader on your smart phone to scan the code and launch the Johnson University website in your browser.

On the Cover

Photographer: Gary Weedman
Captured this 2011 winter scene before footprints and shovels decreased the beauty.
program. But nothing was done until New York Attorney General Andrew Cuomo exposed blatant corrupt relationships between the private lenders and many of the colleges that participated in the program. Several lenders had been “buying off” loan officials in the colleges to push their loans.

Congress tried to reform the FFELP, but the economic crisis of 2008 caused the private lenders to back away from participation in great numbers. The result was that on March 30, 2010, President Obama signed the “Student Aid and Fiscal Responsibility Act (SAFRA),” which transferred the source of funds loaned to students from private lenders to the federal government, all in the name of efficiency (that’s their explanation, not mine). The federal government jumped directly into the banking business. The U.S. Treasury transfers the monies for SAFRA to the Department of Education, which then transfers funds through the institutional financial aid offices to the students. You know where the Treasury received that money—from you and me. Any student enrolled half-time or more who is a U.S. citizen and who has demonstrated need can borrow from this Federal Direct Loan Program at interest rates much lower than conventional loans. I don’t imply that everyone who acquires these loans acts irresponsibly. In fact, most do pay them back and on time. But that fact does not prevent the program from creating such a major problem for the U.S. economy.

**HOW DOES IT AFFECT US?**
What does all of this have to do with Johnson University? Much the same as with every other college that participates in the Federal Direct Loan Program. And it ties directly to our mission of education “to extend the kingdom of God among all nations.” The data should trouble all of us.

- Slightly more than 70% of Johnson students take out student loans each year, and that percentage creeps upward every year.
- Those loans averaged $20,600 for 2012 graduates who had loans. That number creeps upward most every year. When parents’ loans factor into the statistics of loan averages, the total amounts to over $24,000.
- When two of these “average” graduates who have loans marry and combine their loans, they face a debt of $40,000-$50,000. How, then, can they become independent of their parents and start a new family, relocate and provide for a new home, and start a new job with such a “Damocles’ sword” hanging over their heads?
- Most graduates enter lower-paying vocations with congregations or with mission and other parachurch agencies. Many who work with these agencies must raise their own support. Reality hits. How can students who have planned to teach in China or Africa or the Middle East, or to work with a U.S. urban church plant, or to start graduate education make such a choice when needing first of all to attend to repaying their student loans?
- Most schools depend on alumni for continued financial support. Yet, when the expense of college education stretches years, sometimes many years, beyond graduation, alumni don’t have the means of supporting their alma mater to the extent that previous alumni did before the expansion of student loans. Decreasing alumni support lessens the colleges’ ability to keep tuition and fees low, thus adding to problem of costs.

**WHAT CAN WE DO ABOUT IT?**
Frankly, colleges don’t like to talk about this problem of student loans. Most schools depend on student tuition, and the student loan process happens mostly outside of our control. But we must talk about it. It is an unsustainable model. But talk must lead to change, and we can’t do it by ourselves. As with many complex social issues, no easy answers emerge. Together, we could start with these practices:

- Parents should begin early preparing for the financial realities of their sons’ and daughters’ higher education expense. Only a small percentage of parents give evidence they have systematically saved for their sons’ and daughters’ education.
- Parents and students should explore shortening the time spent working toward a baccalaureate degree. I graduated in three years almost 50 years ago, and I was not an honor student. I could do it, most anyone can. (In light of full disclosure, I must confess my motivation was not economic as much as it was marriage!) With the availability of online courses, hybrid courses, and on-the-ground summer courses, a baccalaureate degree can be finished fairly easily in three years with creative scheduling. Academic counselors can help facilitate such a plan.
- Students should learn to adjust their lifestyles realistically to fit their financial resources. Prioritizing college and living costs over against designer clothes, late model cars, the latest media equipment, and entertainment budgets could go a long way to reducing student loan debt.
- Students should learn to work. They should start early in high school with a job that requires punctuality and productivity. They should plan to work 14-20 hours per week in college to help offset their living expenses incurred from the choice of being a resident student. Students who work during college have a higher
retention and graduation rate as a student category than those who do not work.

- Colleges should continue to work hard at keeping tuition low and increasing funded aid to worthy students. We have done that at Johnson through the help of many supporters, good fiscal management, and our own extensive work-study program. Our tuition and fees rival those of most public universities’ in-state tuition and fees. Students can attend our campus at about the same costs as if they attended and lived on the campus of the public universities in their home states. Johnson ranks among the least expensive accredited institutions in Tennessee, with undergraduate annual tuition and fees of $10,250 this year.

- Colleges should have financial management courses and workshops available, if not required, for all students early in their college experience. Many students have no experience with or knowledge about the impact of such loans.

- Colleges should consider alternative delivery models for educating students. While I believe that the four-year residential model will continue for years to come, this delivery system does not fit all students. Many schools have done a good job creating a new system for adults with two or more years of college. We’ve also created such degree completion programs for needy students to close the gap between the family contribution and the total expense of the education.

We don’t know what impact the November election will have on the national problem of student debt. But whatever that outcome, no easy solution remains. While we can’t impact greatly the national problem, we have the corporate means of making a dent in this problem for our constituency. Whether we have the will remains to be seen. Our mission compels us to try.

- Alumni should begin soon after graduation including their alma mater in their charitable giving, however small the gift might be to fit their income. Even a token gift acknowledges the significant financial contribution that the schools and their constituencies made to the graduates’ education.

- Friends, churches, and foundations should continue to establish permanent scholarship funds for needy students to close the gap between the family contribution and the total expense of the education.

In 2006, I retired from 41 years of teaching—18 years of teaching literature and composition at Johnson Bible College and Lincoln Christian College and 23 years of teaching grammar and literature in public schools in Illinois, Tennessee, Florida, and Indiana.

It has been six years since I walked into a public school; I don’t miss the thousands of hours spent grading papers, endless discussions about TCAP, FCAT, or ISTEP, in-services, faculty meetings, pep rallies in the hot Florida sun, appearing before a juvenile court official about a student’s behavior, discussions about evaluation instruments (and the subsequent evaluations), and so much more. But, I miss those kids—Marisol, smuggled in from Cuba at age 15 with her baby, yet graduating as valedictorian of her class two years later; Marie, smuggled in from Haiti and headed to Wellesley on full scholarship; Bill with special needs, making every class a delight with his unusual wit; La’Keisha, proudly going to Howard University as the first in her family to attend college; Tameka, beginning her senior year with a three-week-old baby and a four-year-old son, yet determined to make such education be cut, while maintaining quality. The costs to students could be cut for one or two years. Then, those students could transfer to a campus residential program if they chose or finish with alternative delivery systems such as online or degree completion programs. Some of the Christian community colleges could possibly be joint efforts of several existing schools. Perhaps, some existing schools would even find it more feasible to follow this model than the traditional residential one.

- Some of the Christian community colleges could possibly be joint efforts of several existing schools. Perhaps, some existing schools would even find it more feasible to follow this model than the traditional residential one.

- Alumni should begin soon after graduation including their alma mater in their charitable giving, however small the gift might be to fit their income. Even a token gift acknowledges the significant financial contribution that the schools and their constituencies made to the graduates’ education.

- Friends, churches, and foundations should continue to establish permanent scholarship funds for needy students to close the gap between the family contribution and the total expense of the education.

We don’t know what impact the November election will have on the national problem, we have the corporate means of making a dent in this problem for our constituency. Whether we have the will remains to be seen. Our mission compels us to try.

- Friends, churches, and foundations should continue to establish permanent scholarship funds for needy students to close the gap between the family contribution and the total expense of the education.

- Alumni should begin soon after graduation including their alma mater in their charitable giving, however small the gift might be to fit their income. Even a token gift acknowledges the significant financial contribution that the schools and their constituencies made to the graduates’ education.

- Friends, churches, and foundations should continue to establish permanent scholarship funds for needy students to close the gap between the family contribution and the total expense of the education.

We don’t know what impact the November election will have on the national problem, we have the corporate means of making a dent in this problem for our constituency. Whether we have the will remains to be seen. Our mission compels us to try.

- Alumni should begin soon after graduation including their alma mater in their charitable giving, however small the gift might be to fit their income. Even a token gift acknowledges the significant financial contribution that the schools and their constituencies made to the graduates’ education.

- Friends, churches, and foundations should continue to establish permanent scholarship funds for needy students to close the gap between the family contribution and the total expense of the education.

We don’t know what impact the November election will have on the national problem, we have the corporate means of making a dent in this problem for our constituency. Whether we have the will remains to be seen. Our mission compels us to try.

- Alumni should begin soon after graduation including their alma mater in their charitable giving, however small the gift might be to fit their income. Even a token gift acknowledges the significant financial contribution that the schools and their constituencies made to the graduates’ education.

- Friends, churches, and foundations should continue to establish permanent scholarship funds for needy students to close the gap between the family contribution and the total expense of the education.

We don’t know what impact the November election will have on the national problem, we have the corporate means of making a dent in this problem for our constituency. Whether we have the will remains to be seen. Our mission compels us to try.

- Alumni should begin soon after graduation including their alma mater in their charitable giving, however small the gift might be to fit their income. Even a token gift acknowledges the significant financial contribution that the schools and their constituencies made to the graduates’ education.

- Friends, churches, and foundations should continue to establish permanent scholarship funds for needy students to close the gap between the family contribution and the total expense of the education.

We don’t know what impact the November election will have on the national problem, we have the corporate means of making a dent in this problem for our constituency. Whether we have the will remains to be seen. Our mission compels us to try.

- Alumni should begin soon after graduation including their alma mater in their charitable giving, however small the gift might be to fit their income. Even a token gift acknowledges the significant financial contribution that the schools and their constituencies made to the graduates’ education.

- Friends, churches, and foundations should continue to establish permanent scholarship funds for needy students to close the gap between the family contribution and the total expense of the education.

We don’t know what impact the November election will have on the national problem, we have the corporate means of making a dent in this problem for our constituency. Whether we have the will remains to be seen. Our mission compels us to try.
America came as Christian, Jew, Muslim, Hindu, self-proclaimed atheist and non-religious. It came from farming communities, from inner-city pockets of poverty, from boats smuggled onto Florida shores from Cuba and Haiti, from mansions, from blue-collar homes, from cars, from migrant worker shacks. It came pregnant, abused, addicted to drugs or alcohol, supporting a family, accepted in prestigious universities, active in church and school activities, involved in community work with non-profits, on probation from the juvenile courts, wearing ankle bracelets. And, this America did not come alone; on its back was carried the family and the culture from which it came.

“America itself walked into my classrooms.... And, this America did not come alone.”

It has become easy for some Christians to dismiss public education as being too expensive and too prone to public pressures that do not always reflect a Christian worldview. Of course, what I taught in my classes was largely dictated by the materials that have to be taught and federal, state, and local objectives that have to be reached (and often interrupted by pep rallies, special assemblies, administrative absences, behavioral crises) and yes, government programs do not always reflect the realities of the modern classroom. Yet, despite the limitations, I remain totally convinced that public education matters and that a Christian teacher in the American public school has a ministry like no other: to reach and to affect the lives of young people in a profound and lasting way.

In an article entitled “Preparing the Soil: The Mission of Christian Teachers in Public Education” for the fall 2009 Stone-Campbell Journal, Carrie Birmingham of Pepperdine University points out three ways that Christian teachers can carry out the Great Commission initiative and reach the young people with whom they come in contact. She suggests surrounding the students with God’s love, teaching students to love nonmaterial goodness, and to understand and to respect the power of narrative. To those three I would add the opportunity to present oneself as the ultimate professional—well-prepared, well-read, well-grounded in the pedagogy, and, most importantly, well-grounded in the Scriptures. In my experiences, the opportunity to reach students and colleagues in these ways presented themselves all the time.

Most importantly, a teacher becomes a “silent witness” of God’s love in relationships with his/her students, with their parents, and with other faculty and staff members. In fact, some of the strongest Christians I have ever encountered were colleagues in all five school districts where I worked, all of whom saw the need to demonstrate love and mercy to hurting, angry, apathetic, abused students. Christian teachers also become models of high expectations for performance, for behavior. Students who came into my classes knew clearly that rules would be followed, profane and crude language would not be allowed, and papers would be turned in on time and then thoroughly assessed. If someone challenged my correction of language use, I always explained that I was a Christian and that his/her language offended my beliefs and that I had a right to live by my beliefs. As students, they had an obligation to respect the rights/beliefs of those in authority. I have sat in parent-teacher conferences with tears in my eyes as terrible stories were poured out by hurting parents; I have prayed silently for those people, for the crises they faced, and, most importantly for their souls. For me, another important ministry was the mentoring of younger teachers and the participation in many important decision-making committees, including textbook selection.

Teachers also affect the moral and ethical development of their students. Middle school and high school students particularly are seeking for answers and are not afraid to ask questions. For me, teaching literature allowed for discussions of values, ethics, and ideologies. A lesson on Marvell’s “To His Coy Mistress” one innocuous afternoon with a group of very bright AP seniors led to a very frank and revealing discussion on their attitudes about sexuality. I certainly had the opportunity to explain what the Bible says about purity and what I, as a Christian, believe. My stance led some of the Christian kids in the class to speak up as well; I like to believe that we had some impact. I recall other discussions about racism, materialism, abortion, etc. These opportunities arise daily in all classrooms.

Likewise, teachers help students understand where they fit within the larger story of God’s work in creation. I have been reflecting on the importance of “story” this fall because of the theme for Johnson University this year, taken from Psalm 107: “Let the redeemed of the Lord tell their story.” I was so vividly reminded of this in an Honors Senior British Literature class at Lake Worth High School, Lake Worth, Florida. There were 34 students in class, with 12 countries represented in the student population. In the introduction to our unit on Beowulf, I was not getting a very enthusiastic response. In a moment of inspiration, I asked the students to come back the next day with a story indigenous to their cultures/countries. They responded, and we spent two days listening to stories from 12 countries. At the end, I told my story—the biblical story of Creation. Two things resulted immediately: these students who had never connected with each other gained an identity through the power of narrative, and the whole climate of the classroom changed. That led to further discussions and questions, which then led to most of them reading and enjoying Beowulf, which is a profoundly Christian meditation on living out our “story” in the face of loss and evil.

I am glad that God placed me in the lives of approximately 3,200 kids in those public schools, and I pray that I was worthy. I am grateful for the strong Christian foundation I received here at Johnson these many years ago. Now I am grateful for the excellence of the teacher education program here at Johnson University, and I ask your prayers for the many Christian teachers who have chosen teaching in public schools as their ministry.


About the Author: Janis Woodman started college at age 16 and earned Bachelor of Arts degrees from Johnson Bible College and The University of Tennessee-Knoxville. She earned a BEd in English Education from the University of Tennessee. Janis taught literature and composition at Johnson and Lincoln for a combined 16 years and taught grammar, literature, and writing in public schools in Illinois, Tennessee, Florida, and Indiana in 25 years. Currently she is a Ph.D. student at Johnson University. Janis and husband Gaye have four adult sons.

“...a Christian teacher in the American public school has a ministry like no other: to reach and to affect the lives of young people in a profound and lasting way.”
Strong Team of Educators

By Jeff Bond

Fall semester 2012 brought an invigorating wave of new and returning students to Johnson University as displayed by the University’s record enrollment. The School of Education also enjoyed a record freshman class with 61 bright, energetic freshmen who answered the Lord’s leading and selected Johnson as the location for their professional preparation. These new students have come from 19 states and from countries as far away as China, Japan, and Canada. The total enrollment of both graduate and undergraduate students has surpassed 200.

As a part of the university-wide restructure and the incorporation of the hub and spoke model, eight departments or schools were established in order to organize current program offerings more efficiently and effectively; at the same time each is better positioned for future growth. These changes brought about the transition from the Teacher Education Department to the School of Education. As the newly appointed dean of the School of Education, my priority was immediate organization of the existing faculty based on experience and expertise with consideration given to grade level licensure and the University’s continuing work in international situations.

As a result, three areas and the University’s continuing work in international situations. As a result, three areas have been named to position the University as displayed by the University’s wave of new and returning students to Johnson.

Dr. Rachel Patten has been named Director of Elementary Education, and Dr. Nikki Votaw has been named Director of Secondary Education. Each of these directors serves on the School of Education Cabinet, providing guidance and expertise in the decision-making process as we monitor current programs and plan for the development of new ones. I am excited to be working with such a strong team of educators and believe that we will continue to see the Lord’s blessings in the years to come.

Current program offerings in the School of Education include licensure for elementary, middle, and high school. Specific grade licensure combinations for undergraduate candidates are Preschool—Kindergarten, Preschool—3rd grade, Kindergarten—6th grade, 4th—8th grade; also available are ESL (K-12) and Gifted (K-12) licensures. As part of the Master’s Post-Baccalaureate program, designed for graduates of non-teaching areas who want to transition to the teaching profession, we offer license in elementary and middle school with the additional option of high school licensure in one of the following content areas: English 7-12; Social Studies 7-12; Mathematics 7-12; Biology 7-12; Physics 7-12; World Languages (Chinese, Greek, and Spanish) PK-12. Also offered through our master’s program is the Master’s in Education Technology, providing well-rounded preparation for technological practices incorporated in today’s schools.

Planned future program offerings include an Associate of Science in Early Childhood Education, K-12 Special Education, K-12 Physical Education, and endorsements in ESL and Gifted Education. Also under consideration are an Administrative Licensure program, a Master of Arts in Teaching, an Education Specialist degree (Ed.S) in Curriculum and Instruction; in addition, there is long-term consideration of Ph.D./Ed.D. programs.

The School of Education mirrors the Johnson University mission statement “to extend the kingdom of God to all nations,” and views teaching as one of the “strategic vocations” by which the mission can be accomplished. The structural changes which address our continued growth and future programming opportunities have not changed who we are and what we believe. We will continue to focus on teaching that results in meeting the individual needs of the students by utilizing methods and strategies that view learning from a holistic perspective and continue to require strong expertise in content knowledge from a global and multicultural perspective. We will also focus on delivering rigorous academic preparation embedded in the relevance of current practice but surrounded by strong and supportive relationships that last a lifetime.

Most importantly, we will retain the emphasis on teaching that is rooted in the life of a dedicated, committed Christian whether that ministry occurs in an American public school or private Christian school; an international Christian school in Puerto Rico, China, Korea, England (places our graduates have served) or in a university in China (where one of our graduates currently serves). Susan Dalton (B.S., ’89) recently observed, “The more time I spend in the classroom, the more I recognize just how blessed I was to have my education and training at Johnson. Not only was I learning how to be a proficient teacher in my classes, but I was seeing the traits and characteristics needed from the faculty both in and out of the classroom. This has helped me understand that my students are more than their academic grades and that I am called to be more than just a teacher who presents the lessons.”

About the author:
Jeffrey S. Bond, Ed.D. joined the teacher education faculty in 2011 and was recently named dean of the newly established Templar School of Education. Jeff grew up in Nashville, Indiana, and worked in the public schools as teacher, coach, assistant principal, principal, assistant superintendent, and superintendent. He and wife Sarah (Jones ’98) have four children.

Templar School of Education

The Board of Trustees, during their September 2012 meeting, enthusiastically resolved to name the newly established School of Education the Templar School of Education in recognition and honor of Chris Templar, Ph.D. Chris Templar has served Johnson for 36 years during which time she was instrumental in the design and delivery of Johnson’s undergraduate and graduate teacher education programs; preparing the University for four state visits for Tennessee State approval of the teacher education programs; the design of the Chinese studies program, and taking the Master of Arts in Educational Technology project to Zhengzhou, China. She has taught full-time in the teacher education program for 34 years. Chris’s distinguished career continues through her recent appointment as director of international teacher education, focusing her efforts on our current graduate students from The People’s Republic of China.
Johnson University
Structure of Schools

In May 2012 Johnson University reorganized its faculty into eight schools centered around professional areas and disciplines. Each school has its own dean who reports to the Vice President for Academic Affairs/Provost, Christopher A. Davis, Ph.D.

The Schools concentrate faculty subject matter experts within the various disciplines, giving them direct oversight of all programs related to their respective fields, whether undergraduate or graduate, traditional or non-traditional, on-ground or online. This approach yields many benefits, such as increased faculty collaboration across related programs, and better alignment of undergraduate and graduate programs. The new structure maximizes the University’s ability to pursue its mission in the most organized, efficient, timely, and effective manner possible.

Provost Christopher A. Davis, Ph.D.

School of Bible and Theology
Dean Carl B. Bridges, Ph.D.
• Bible Major (all baccalaureate programs)
• AA/AS Biblical Studies
• Graduate Certificate in Biblical Interpretation
• MA New Testament (online)
• Preaching Concentration
• Research Concentration
• Spiritual Formation and Leadership Concentration
• Customized Concentration

School of Congregational Ministry
Dean Daniel L. Overdorf, D.Min.
• Disability Ministry Certificate (online)
• BA/BS Ministry (second bachelor's degree)
• BA/BS Preaching and Church Leadership
• BA/BS Preaching and Youth Ministry
• BS Leadership and Ministry Preparation (degree completion)
• BS Ministry Leadership (online)
• Children’s Ministry Minor
• Youth Ministry Minor
• Children's Ministry with Preschool Daycare Director Emphasis

School of Arts and Sciences
Dean L. Thomas Smith Jr., Ph.D.
• Arts and Sciences Core
  (all baccalaureate programs)
• BA/BS History (Honors Program)
• BA/BS Literature (Honors Program)
• BA/BS Management of Nonprofit Organizations
• BA/BS Management of Nonprofit Organizations (degree completion)
• BA/BS Religious Studies (Honors Program)

School of Creative Arts
Dean Matthew B. Broadus, Ph.D.
• BA/BS Media Communication
  (pending ABHE accreditation)
• Audio/Radio Production Concentration
• Creative Arts/Media Ministry Concentration
• Digital Mass Media Concentration
• Digital Video Production Concentration
• BS Church Music
• BS Music and Worship Ministry
• Media Communications Minor

School of Education
Dean Jeffrey S. Bond, Ed.D.
• BS Child Development
  (Pre-Kindergarten and Kindergarten Concentration)
• BS History
• Middle School Education
  (Grades 4-8 Concentration)
• BS Interdisciplinary Studies
  (Early Childhood Education Pre-K—Grade 3 Concentration)
• Early Childhood (Grades P/K-3) and Special Education: Modified
  (Grades K-12)
• Elementary Education (Grades K-6 Concentration)
• Elementary Education Grades K-6 and English as a Second Language
  (dual licensure) Concentration
• English as a Second Language (Grades K-12) Concentration
• Special Education: Modified
  (Grades K-12) Concentration
• BS Literature
• Middle School Education
  (Grades 4-8 Concentration)
• MA Educational Technology
• MA Holistic Education
• MA Post-Baccalaureate Teacher Education K-6
• MA Post-Baccalaureate Teacher Education 4-8
• MA Post-Baccalaureate Teacher Education 7-12
• MA Post-Baccalaureate Teacher Education World Languages Pre-K-12
• Endorsement in English as a Second Language (continuing education)
• Endorsement in Gifted Education (continuing education)

School of Intercultural Studies
Dean Linda F. Whitmer, Ph.D.
• Intercultural Studies Certificate
• AS Bible and Intercultural Studies
• BA/BS Intercultural Studies (on-ground)
• Chinese Studies Concentration
• English as a Second Language (ESL)/English as a Foreign Language (EFL)
  Education Concentration
• Islamic Studies Concentration
• Latin American and Latino Studies Concentration
• Linguistics Concentration
• Missions Concentration
• Urban Studies Concentration
• BA/BS Intercultural Studies (online)
• MA Intercultural Studies (online—pending ABHE approval)
• Community Development Concentration
  (pending SACS COC approval)
• Customized Concentration
• Scripture Impact Concentration

School of Social and Behavioral Sciences
Dean Sean M. Ridge, Ph.D.
• BA/BS Human Services
• Counseling Concentration
• Community and Family Concentration
• MA Marriage and Family Therapy/Professional Counseling
• MA School Counseling

Center for Global Studies
Dean Alicia D. Crompton, Ph.D.
• Ph.D. Leadership Studies

Number of students per school
- Congregational Ministry – 265 (28%)
- Education – 213 (22%)
- Social and Behavioral Sciences – 127 (13%)
- Intercultural Studies – 81 (9%)
- Creative Arts – 104 (11%)
- Arts and Sciences – 51 (5%)
- Bible and Theology – 57 (6%)*
- Other – 40 (4%)

Center for Global Studies – 16 (2%)

TOTAL = 954
*every degree has a Bible major; every program has a ministry focus
Senior Saints will refuel your soul, tickle your taste buds, and have you rolling on the floor laughing.

Enjoy all this and more for a weekly price of $235 (early bird).

This price includes your room, meals, and program.

To Register:
865.251.2226
JohnsonU.edu/seniorsaints

Senior Saints
In the Smokies
TAILFINS & DRIVE-INS
May 20-24 • May 27-31 • June 3-7

“God is doing something BIG!”

By Linda Whitmer

“God is doing something big” is a phrase I have heard many times over the last few months at Johnson University. As I walk around campus and talk to students and faculty, there is a sense of expectation and urgency—a sense of doors being flung open to share the Gospel message around the world. Yes, there are lots of closed doors in the world today, lots of tension, but God is at work opening ways for believers to go through those doors, seeking those who do not know him. Johnson is responding to that sense of expectation and urgency by encouraging and preparing students, faculty, and staff for mission.

Experience, awareness of the need, and willingness to become involved and to commit to a life-long goal are becoming the normal for our students. They are preparing to teach English as a Second Language in China, plant churches in the Middle East, become development workers among the poorest of the poor in slums and shanty towns, and translate the Bible and plant churches among the Bible-less. With the new Latin American and Latino Studies concentration in the Intercultural Studies program, they are preparing to work in Latin American countries and here in the USA in Latino communities. Johnson students are making the effort to present the Message in a way that can meet today’s challenges.

Soon after the fall semester begins each year, the University sponsors a Missions Emphasis Week. In the Fall 2011 Missions Emphasis Week, 316 students came forward to commit to “breaking down the wall” by being personally involved in mission efforts among Muslims: 33 of them committed to becoming missionaries in a Muslim majority country! Those students continue to prepare for their future ministry, and many are already involved in ministry and mission, some even having already left for the field. The Fall 2012 theme for Mission Emphasis Week was “Living Sent.” Again Johnson students responded to the call, as over 136 students committed to work in specific areas of the world, such as the 47 who committed to work with an unreached people group and the 48 who specifically said they wanted to work with the poor. It takes courage and commitment to step out in faith to work with these people, so different and in such need. We are determined to stand side-by-side with these dedicated students, giving them tools to be successful in their endeavor for Christ.

We take being a “Great Commission University” seriously. God’s mission to reach out to a dying world and draw each and every person, from every culture, back into a holy and righteous relationship with him is our mission, too. When chaos occurs, people usually run away. Missionaries run toward the chaos. In every crisis juncture in history, new people who have never heard the Gospel are brought together with believers, and new churches are founded. We are at an intersection in history where the problems that people have caused in the world are being met by God’s people so that God can reassert his reign and bring glory to his Kingdom.

We understand our obligation to prepare our students who have committed to work in Muslim countries, among unreached people groups, with the poor and underserved, and we understand the need to help those already on the field. As a result, the School of Intercultural Studies at Johnson University is expanding to meet the needs of this generation of missionaries and cross-cultural workers. Over the past four years, we have added concentrations in the on campus programs in Missions, Islamic Studies, Urban Studies, Chinese Studies, English as a Second Language, and most recently Latin American and Latino Studies. Beginning this summer, we added a fully online Bachelor of Arts and a Bachelor of Science degree in Intercultural Studies so that students around the world can benefit from a well-rounded preparation for cross-cultural ministry. Added to that, the new Master of Arts in Intercultural Studies (recently accredited by SACS-COC) is fully online and has concentrations in areas such as Scripture Impact (Church Planting), Customized Study, and Community Development. Online students are in classes while they work in Mozambique, Zimbabwe, Brazil, East Asia, France, and more. These students are preparing to go where there is no church, no Bible, and no one to share the Gospel message. Instead of running away from the chaos, they run to those who need Christ.

There is a surge in missions right now. God is doing something big. We are blessed to share a part in it.

*Watch and share this YouTube message, JohnsonU.edu/missionsvideo

About the author:
Linda (Farthing ’94) Whitmer, Ph.D., joined Johnson University as the director of online Intercultural Studies programs in 2011. Recently Dr. Whitmer was named dean of the newly established School of Intercultural Studies. Before coming to Johnson Dr. Whitmer taught at Hope University on both the graduate and undergraduate levels through both on-ground and online delivery systems. Linda and husband Steven (‘79) are veteran missionaries, having served in Zimbabwe, Africa. They have three grown children.
By Marie Garrett

Thirty-six years ago, Ron Wheeler moved his wife and young children to Johnson Bible College to begin a career of teaching literature and composition at the College. This had not been his plan when he began his education at Kentucky Christian College hoping to become a youth minister, but he realized that he enjoyed teaching older students and that he enjoyed his English courses. So, Ron transferred to Morehead State University his senior year, completed a major in English, and then began a master’s program in the fall of 1976.

Hoping to teach in a Christian college setting, Ron applied to a number of colleges and received a number of rejections. About to decide that God might be leading him in another direction, he was surprised to receive a call from Dr. David Eubanks, president of Johnson Bible College, informing him that the College needed someone with a master of arts degree in English to teach literature and composition courses beginning in the fall of 1977. Ron drove to Knoxville the next day and introduction to Literature courses, as well as World Literature and American Literature courses. So, Ron transferred to Morehead State University his senior year, completed a major in English, and then began a master’s program in the fall of 1976.

Ron has taught the Introduction to Composition and Introduction to Literature courses, as well as World Literature and American Literature courses. Specialty courses such as Introduction to Shakespeare, 19th Century Russian Writers, and 20th Century British Literature courses have also been a part of his teaching load. A particular favorite has been the 20th Century British Literature course which focuses on the “Inkling”—C.S. Lewis, J.R.R. Tolkien, and Charles Lewis. This smaller class sometimes meets in the Wheeler’s home—in Ron’s “Hobbit Hole.” Former and current students are well aware of IBC (Introduction, Body, and Conclusion) and the accompanying root beer of the same name. Students may also recall, perhaps with less fondness, Ron’s insistence on writing in E-prime (avoiding be verbs—or, is, are, was, were, be, being, been—and using only action verbs).

Ron has also contributed strongly to the Capstone curriculum by collaborating with program director, Dr. Tommy Smith. In this capacity, he facilitates a section of the course which focuses on ethics and which integrates all parts of the University’s curriculum into the program. Ron coordinates faculty presentations, assists with instruction on the Capstone retreat, assesses group presentations, and team-evaluates project presentations.

Professor Wheeler’s longevity at Johnson stems from his continuing belief in its mission. He states, “The College, now the University, has engaged in forward thinking. That forward thinking, both in terms of delivery of education and in terms of outreach of the Gospel—that attitude and vision—began with Ashley S. Johnson. And I believe that the institution has maintained the spirit of his commitment to instruction of Christian leaders and workers. In some ways, our move to a university and the more descriptive purpose statement we now have recaptured the spirit of the School of the Evangelists.”

Ron’s ministry also includes a commitment to service in a local congregation, the Woodlawn Christian Church. Soon after moving to Johnson, this church ordained him to the ministry of Christian education. For 25 years he has taught an adult Sunday school class, enjoying discussing the Scripture’s significance with people from various backgrounds. He also served as an elder, as a leader in small-group ministry, and as a bass player in the worship band. He believes that such involvement is typical for the Johnson faculty; he notes, “When students take a class such as history, speech, or English, they’re getting those disciplines from the perspective of people who have served in Christian education, higher education, and in localized ministries to one degree or another. I think that combination of experiences adds a very positive and enriching depth to our curriculum.”

Professor Wheeler has a special message for Johnson alumni and supporters: “I cannot tell you how grateful I am for your faithfulness and your sacrifice to the work that goes on here.” Observing alumni at Johnson’s annual Homecoming led him to an appreciation for the mandatory attendance policy, both in the classroom and in chapel services. He states, “I hold my students accountable to come to class in part because people outside of this place sacrifice generously to support our students’ academic pursuits for the sake of the Kingdom. I remind my students that they have the privilege—in some cases, the leisure—of sitting in this classroom and taking the time to learn because somebody they may never meet on this side of the grave has sent money to help run the electricity, to keep the water going, to pay for salaries, and for all the unglamorous things that it takes to run an institution. We have had thousands of unsung donors over the years, and I think students need to be aware of and respectful of those sacrifices.”

Ron and Martha Wheeler recently celebrated 39 years of marriage, 36 of which have been spent on this campus! Together their contributions to Johnson University have been invaluable. In addition to being a creative homemaker and Marmee to her grandchildren, Martha has served the University as secretary, bookstore manager, and dorm mother. Their daughter Amber Hockman (’99, ’00) and her husband Chris (’99) live in Knoxville with their children Grace, Faith, and Garrett. Son Aaron and his wife Janet (Henrick ’02) and twins Nate and Alex live in Easthampton, New Jersey. Alumnus Jeff Gerkin (’90) and his wife Elizabeth became a part of the Wheeler family many years ago. The Gerkin children Meredith and Alex are also considered grandchildren, with Meredith planning to enroll in Johnson University in August 2014. In fact, Grandolf beams when he says, “That will be delightful to have her in class. I will enjoy that immensely.”

Annually Mark Pierce surveys alumni two and five years since graduation. When asked about a course that has proven most helpful since leaving Johnson one alumnus wrote about Ron, “His passion and knowledge of the subject was encouraging and made me want to learn more . . . “ Another wrote, “Anything Ron Wheeler taught because of his ability to encourage serious thought . . . “ Yet another graduate responded, “Ron gave us the tools we need not to just grow in our reading habits, but to grow in our spiritual lives as well.” The responses from these recent graduates suggest that Ron’s decision to pursue a career in teaching literature and composition at the college level was a great one.

About the Author

Marie Garrett has served as a librarian at Johnson and Milligan and recently retired from the University of Tennessee. From the mid-70s through most of the 80s, she worked in Johnson’s Library alongside Helen Lennon, Pat Gerkin, Sandra Phillips, and many other good people, including Terry Stones, Johnson’s first ever cataloging and cataloger. With Ron’s encouragement, Marie discovered that she enjoys writing and has contributed several bibliographic essays to reference books. Since all the wheelers, Hodkamins, and Gerkins are very special to her, she has particularly enjoyed writing this article.

One Great Decision
EmaIl

Missions and live in Bluff City, Tennessee.

2012. They serve with CrossRoads

in an outdoor ceremony at the White

New Harmony, Indiana, as an interpreter of history. Harold and Kay live at 215 Third Street,

2012. He pastored the Christian church

American Christian Convention. He was

3, 2012. He pastored the Christian church

The family requests that memorials be given to Johnson University

Dollar Store on Main Street in Carmi for

at Howard Christian Church, Howard,

of Portland, Indiana. The family requests that

 Hoskins (formerly Betty Sue) Knox, and

in Daisytown, Pennsylvania, the last 4

James Wilson Sosebee (’41) died August 28, 2011, in Atlanta, Georgia. His first pastorate was in Brookport, Illinois, before he enlisted in the Army in WWII and served five years of active
duty and an additional 28 years in the active reserves. He retired in 1979 as a colonel with 25 years of military service. Dr. Sosebee served as pastor of First

Christian Churches (DOC) in Columbia,

South Carolina, and Atlanta, Georgia; Central Christian Church, Waco, Texas; and Brookhaven Christian Church, Atlanta, Georgia. In 1970, Dr. Sosebee retired from full-time ministry and became the executive director of the

Christian Church in Springfield, Missouri,

alden's address is 430 Redling Road Apt 1807, Lexington, KY 40517.

from cancer. Sandy was owner

when he helped build

in the teacher education program.

because “he prayed.” Scott is survived

of a war veteran, and strong leadership in Christian church

beloved loved ones.

and in the teacher education program.

mented by the naming of the

in an outdoor ceremony at the White

was recently

and

led in an outdoor ceremony at the White

at Howard Christian Church, Howard,

in 1980, where he served Full Gospel

served the Full Gospel

of Portland, Indiana. The family requests that

Christian Church in Cincinnati, Ohio.

Christian Seminary; and the Hockley

Center Christian Church, Waco, Texas;

and in the teacher education program.

of Portland, Indiana. The family requests that

Christian Church, Cleves, Ohio. May

at Howard Christian Church, Howard,

Pennsylvania. You may send memorial

at Howard Christian Church, Howard,

Pastor. Sandy had a huge heart, was a

had fought a valiant battle against cancer

had been employed since 1999 in the

a loving mother, stepmother, grandmother,

37615. Nicolai's address is 212 Hillcrest St.,

of weddings, and Harold hosted a

30 years, have been involved in thousands

of the 1966 North American Christian Convention. He was

in 1964 when he helped build

of Courtesy Body Works in Knoxville

in the teaching profession. Sandy had a huge heart, was a

served as the senior minister

at Howard Christian Church, Howard,

and in the teacher education program.

at Howard Christian Church, Howard,

11. Scott served as the senior minister

for 50 years in the ministry and

they shared in the community at a reception for

of Portland, Indiana. The family requests that

by the naming of the

of Portland, Indiana. The family requests that

Christian Church in Springfield, Missouri,

kept connected with johnson alumni

and strong leadership in Christian church

in an outdoor ceremony at the White

served New Harmony, Indiana, as an interpreter of history. Harold and Kay live at 215 Third Street,

as an interpreter of history. Harold and Kay live at 215 Third Street,

Christian Church, Cleves, Ohio. May

Dear Anniversary.

of Portland, Indiana. The family requests that

Christian Church, Cleves, Ohio. May

served the Full Gospel

the Full Gospel

at Howard Christian Church, Howard,

at Howard Christian Church, Howard,

in 1980, where he served Full Gospel

in an outdoor ceremony at the White

served New Harmony, Indiana, as an interpreter of history. Harold and Kay live at 215 Third Street,

Christian Church in Cincinnati, Ohio.

Christian Seminary; and the Hockley

Center Christian Church, Waco, Texas;

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley

Christian Seminary; and the Hockley
Every believer is faced with the question: “How does a person become a character in the story of the redeemed?” The answer lies in the truth that every follower of Jesus can experience (be a character) in the story of the redeemed by claiming God’s intimacy, God’s concern, and God’s love.

The story of the redeemed is as vast as the people who are redeemed. Personally, God revealed the answer to me in Luke 15. A little background: Jesus is being questioned because he hangs out with sinners. The religious are astonished because Jesus is with these dirty, rotten, unholy people. The religious are rhetorically asking, “If Jesus is truly God, wouldn’t he know who he is with?” Then Jesus looks at them and tells them a story of a lost sheep. The lost sheep is found, and the shepherd rejoices...and another parable about a lost coin, and when the coin is found, the woman calls her neighbors to rejoice with her...and another teaching lesson about a lost son and an arrogant older brother. The lost son returns, and the father rejoices. The older brother does not rejoice, yet the father demonstrates intimacy, concern, and love towards this older son as well.

God’s Intimacy...It was in July of 2003, and having a “testimony” became a buzz phrase at Gethsemane Church of Christ where we were serving as music and worship minister. I recall a young man who had given his testimony about drugs, alcohol, and sex gone wild. Yet, he had found Jesus, quit his police job, and now was going to do great things for the Kingdom by going to Bible college. Everyone was impressed and celebrated his newfound faith. Our senior minister asked me to coach him and help him prepare a sermon to preach on a Sunday morning the senior minister was going to be out. “What? it was my job to preach for the senior minister when he was on vacation.”

Needless to say, my ego was a little bruised. The young Christian chose the text of the prodigal son. He had a good, solid text and sermon. As the young Christian developed his sermon, I began to have feelings of being scorned. I had thoughts such as, “I have never done the ‘bad’ things he has done, and I have never left God or the church. I do not have a testimony that people would even care to listen to.” A spiritual reality check was needed.

I found time and took a day in solitude and prayer to seek God’s guidance. I discovered that the text known as the prodigal son is truly about the Father. I did not have a wow-factor testimony. I am the older brother working and laboring for the Father and striving to please my Father-God so that his Kingdom would grow and expand as he saw fit. I was also feeling left out because the crowds I served and loved were cheering a young man who had squandered all the years of labor in his early life. God was doing something in me that I was not even aware needed to be dealt with.

God used this experience to love on me and demonstrate to me a new awareness of God’s intimacy. In Luke 15:31, God reveals his intimacy for those who do not wander away from the fold. The father tells his older son, “You are always with me, and I love you my son; everything you can see is yours.” As the tensions melt between father and son, God looks into the eyes of his creation and says “How can we not celebrate? Your brother has come home!” I was changed, and I was being prepared for one of the hardest events I would ever be asked to face.

God’s Concern...The morning of September 17, 2003, Hurricane Isabel was headed for Richmond, Virginia. My wife Karen was nine months’ pregnant and was due any day. She had experienced a great pregnancy. All the tests came back, and the baby looked fine. The hurricane was coming, so the doctor decided it would be good to induce labor so that we would be safe in the hospital as the hurricane hit the city. The medicine was started at 7 a.m., and at 9 a.m. Karen had her first pain. Everything changed from that moment on. We started to lose the baby’s heartbeat. At 2 p.m. we hit critical mass, and an emergency C-section would have to be performed. At 2:43 p.m. we were in the operating room, and the doctor announced, “She has beautiful blond hair, but it’s a boy!” Our oldest son, Matthew Hinz, had entered our lives.
Less than an hour later we were told, “He has Down syndrome and a heart defect, and we are not sure what else to say at this point.” These words were not even in the discussion just 12 hours earlier. Hurricane Isabel arrived, and there was bad news on all fronts.

Around 11 p.m., I was called to the nursery to meet with the doctors. The neonatologist, the cardiologist, and Nurse Marie were standing over Matthew as I stood on the opposite side. Matthew had an A.S.D. and a V.S.D.—holes in his heart. They proceeded to tell me how bad he was and how things were very grim. At some point, I recall saying, “OK. I am the biggest guy here and no one leaves until I hear something positive about my son.” The neonatologist looked right at me and said, “I can’t do that for you.” I responded with, “You’re fired!” and looked over to the cardiologist and said “You’re next.” She looked at me and said, “I see this every day. You have a journey ahead, but we will get him through.” I said, “OK.”

As we began to leave, Nurse Marie leaned over and said, “I am going to give him his first bath around 3 a.m. Why don’t you come back, over and said, ‘I am going to give him his first bath around 3 a.m. Why don’t you come back, which was demoning his concern through Marie.

Just after midnight…only 18 hours earlier everything was so different. The hurricane passed and power was out, and there were passing trees and lightning glowing in the sky. I remember sobbing and praying, “God, where did you go?”

On my way out of the nursery from giving Matthew his first bath at 4 a.m., I went to the chapel and got on my knees and prayed, “Lord, just let us take him home, even for a little while.” I did not hear an audible voice, but in my spirit it became clear, “No, you cannot take him home.” Needless to say, I was not happy with God’s response. I went every day for four days to the hospital chapel; I prayed and each time God made clear his response, “No.”

God was quiet. He was making my family a part of his story and reminding us that “that all he has is mine. God was teaching me his concern. He was making me a member of the redeemed.

At ten days old, Matthew went into congestive heart failure. He would need heart surgery soon. We were transferred to the University of Virginia in Charlottesville, Virginia, 70 miles away from our home and church. When we arrived, the billing department called to inform us that UVA Hospital was not a participant in our health insurance. The reason we had chosen the original hospital was for its high quality and participation in our insurance program. Now we were at one of the best university hospitals in the United States, but they were not a participant in our insurance. I asked the woman, “Does this mean you will not do the surgery?” She informed me that they would do the surgery, that it would be very expensive, and that we would have to pay for it.

The elders came and prayed with us. They also told me to stay with my family. They told me there would be a job for me when I returned, but I needed to stay with my family. They would care of things at home, including a regular pay check. God was showing us his concern.

Matthew had his heart surgery and endured a staph infection. Matthew’s little one-month-old body suffered bouts of lung issues and collapse. This little one-month-old came close to death several times. Yet, God’s people showered us with cards, emails, and regular prayers. A fellow minister at the Cherry Avenue Christian Church visited us every day we were at the hospital.

Our sister church had a pitch-in dinner, and brought us meals from their gathering. We were receiving mail at the hospital. Frequently a nurse walked in with a pile of cards, notes, and gifts and proclaimed “Mail Call.” There were believers in 38 states and six countries praying for us. We were being humbled as only God can do. He was teaching us His concern.

God’s Love …God’s love is his strong affection he has for us as his creation. God’s love is like the father welcoming back the lost son while at the same time putting his arm around the older brother and demonstrating graciousness and sincere love for his older son. It is God’s unselfish, loyal, and benevolent concern that he grants us.

We were able to go home 42 days after Matthew’s birth. We went home with an antibiotic pump and a nasal feeding tube. It was Friday, October 31, 2003. On Monday, we received the hospital bill for over $473,000. We had no idea how we were going to pay that bill. On Tuesday we received a letter from our insurance company informing us of a clause in our policy that stated if we were transferred from a participating provider to a non-participating provider, the company would cover everything as if it were the original hospital.

Instantly, I recollected my original prayer 45 days earlier: “God, just let us take him home,” and God said, “No.” If we had left the hospital the insurance would have paid nothing. The right answer was, “No.” God’s love was willing to say, “No” so that God’s love could draw us in to his story of the redeemed.

The insurance paid everything but our co-pays. We had a ten dollar co-pay for every doctor we saw, and that bill alone was over $3000. The insurance paid the bills while church members and friends raised the funds to cover the co-pays. Every medical bill had been paid and cleared by the end of the month of November. We never asked for financial help; God just did what he does best and demonstrated the truth that “everything belongs to those who are redeemed.”

Matthew is nine years old now. Since his birth, God has continued to draw us into his story with four more children. We have a biological daughter who is six years old. Alice does not have Down syndrome and is special in every typical way. We adopted Nicholas Mark, who had Down syndrome and died in our arms at two months old from heart surgery complications. Nicholas is our treasure waiting for us in heaven. We adopted Kendyll Andrey who has Down syndrome. Kendyll is three years old. We also adopted Nathan Israel who has Down syndrome. Nathan is a year old.

I started this article with the question, “How can a person become a character in the story of the redeemed?” The answer is, “By spending time with Jesus. He will give you a story – not because of who you are, but because of who he is! When you have been with Jesus and have experienced God’s intimacy, God’s concern, and God’s love, you can’t help but tell your story as a member of the redeemed.”

*about the author:
Don Crane was born and raised in California and earned his first bachelor’s degree in church growth and church music from Pacific Christian College, in 1988. Don moved to Swannanoa, Tennessee, to serve with almost Mountain Christian Church. While there he attended Johnson University earning his second bachelor’s degree in leadership and preaching. Crane met his wife, Karen, while singing in the Gatlinburg Community chorus. Crane has held ministries in California, Tennessee, Virginia, and Indiana. He is currently serving with Paul Chapel Christian Church, Greenfield, Indiana, as Associate Minister - Fine Arts. He and Karen have four children.

Listen to Chapel sermons online at JohnsonU.edu
Intertwined...  
Reconciling Women’s Lives One Stitch at a Time  
By Melissa S.

“That one is one of mine,” Kadijah said quietly as we watched a lady try on a headband with a hand-stitched rose attached to it. Several of us had set up a booth at a local plant sale to sell the handicrafts of Intertwined, a refugee women’s sewing cooperative.

Kadijah, a widow whose husband was murdered before her eyes, is a gentle woman, friendly and outgoing. She loved sitting at the booth and helping sell the items. But seeing Americans choose to buy her handmade items—this was a new victory for her and the other women of the cooperative.

Hers had been a comfortable, secure life in her home country. Her husband had been important and fairly wealthy; he did not want her to go to college or to work outside of their home. Her siblings were doctors and engineers. Her parents wanted her to go to school as well, but she loved and respected her husband. Sadly, she admits he was wrong. How could he not know she was living in a low rent apartment in America!

Sadly, she admits he was wrong. How could he know the inevitable of it all! How could any of them have known? But she has survived, and despite great loss, she has chosen to come to this city. And out of the tens of thousands who have fled for their lives from her country, she and her two youngest children were chosen to come to the U.S. And out of the hundreds chosen to come to America, they were chosen to come to this city. And out of the tens and twenties of refugees brought to this city, she was chosen to be one of the ones the non-profit staff met. And out of the ones who were helped to resettle, Kadijah was one of six women chosen to enter into the program of Intertwined—one of the six who hears and experiences the Father’s love weekly through the staff of Intertwined.

The Father has claimed Kadijah; she has been chosen. She may not know it yet, but His love is surrounding her, hemming her in, bringing her to the day when she will either accept His love or reject it. We don’t control that, can’t manipulate that. We just place the opportunity before her, giving her small doses of truth, cooperating with the Father. And we wait, knowing the inevitability of it all!

“The Father looks beyond that “stuff” and whispers, “That one is one of mine.” Jesus says, “Suppose one of you has a hundred sheep and loses one of them. Does he not leave the 99 in the open country and go after the lost sheep until he finds it? And when he finds it, he joyfully puts it on his shoulders and goes home. Then he calls his friends and neighbors together and says...’that one is one of mine!’” (Personal translation)

What a wonderful privilege it is to be able to wear a headband or carry a bag made by “one of His” heroes. These brave women cope with death and great loss and are able, with hope and trust, to move boldly into their situations.

Kadijah is not a believer, but out of thousands of people who have fled for their lives from her country, she and her two youngest children were chosen to come to the U.S. And out of the hundreds chosen to come to America, they were chosen to come to this city. And out of the tens and twenties of refugees brought to this city, she was chosen to be one of the ones the non-profit staff met. And out of the ones who were helped to resettle, Kadijah was one of six women chosen to enter into the program of Intertwined—one of the six who hears and experiences the Father’s love weekly through the staff of Intertwined.

The Father has claimed Kadijah; she has been chosen. She may not know it yet, but His love is surrounding her, hemming her in, bringing her to the day when she will either accept His love or reject it. We don’t control that, can’t manipulate that. We just place the opportunity before her, giving her small doses of truth, cooperating with the Father. And we wait, knowing the inevitability of it all!

“That one is one of mine.”

Pray for the women of Intertwined and for the staff who loves them.

About the Author:  
Melissa S. (’15), the first graduate to complete the Intercultural Studies program with a concentration in Islamic Studies, has committed her life to work with Muslim women. Melissa has organized, with the help of her team, a women’s sewing cooperative among refugee women living in the U.S. Melissa works full time with the women, driving them to class, teaching them, and encouraging them to believe they can make a difference in their families, their city, and this country. For information about the work, go to beintertwined.org or visit them on Facebook.

Johnson University has been recently selected as a Military Friendly School. This ranks our school in the top 15% of all colleges, universities, and trade schools nationwide and enables us to be listed in the 2013 Guide to Military Friendly Schools.

We certify military personnel through the GI bill in many areas and have been accepted to work with students through GoArmyEd and HQ Army Continuing Education Division (ACED). Students who are active Army, reserves, and National Guard work through this tuition refund plan.

On April 27, 2012, President Obama signed Executive Order 13607 which established Principles of Excellence for educational institutions serving service members, veterans, spouses, and other service members. Johnson University received confirmation of compliance with the Principles of Excellence and will be listed as a campus that is committed to these Principles of Excellence and our nation’s veterans, service members, and dependents.

These programs are administered and certified through the Johnson Registrar’s Office.
Gifts to Remember

GIFTS RECEIVED FROM JULY 1, 2012 TO JULY 1, 2013

IN MEMORY OF

John A. Adams

Lori Adkins

John Addington

Ann Addington

Richard Addington

Audrey Addington

Junior Addington

John L. Addington

John A. Addington

James Addison

Bill Addison

James Addison

Alphonso Addison

Carol Addison

IN MEMORY OF

Richard Addington

Lori Adkins

John Addington

Ann Addington

Richard Addington

Audrey Addington

Junior Addington

John L. Addington

John A. Addington

James Addison

Alphonso Addison

Carol Addison

IN MEMORY OF

Dorothy A. Addington

Dorothy A. Addington

Dorothy A. Addington

Dorothy A. Addington

IN MEMORY OF

William A. Addington

William A. Addington

William A. Addington

William A. Addington

IN MEMORY OF

Evelyn Addington

Evelyn Addington

Evelyn Addington

Evelyn Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Michael Addington

Michael Addington

Michael Addington

Michael Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington

IN MEMORY OF

Addington

Addington

Addington

Addington
Gifts to these funds are permanently invested with a modest percentage (typically 4% to 5%) awarded each year for scholarships. Funds are established in the name of the donor or in honor or in memory of a loved one. For more information, call the Advancement Office at 865.251.2253 or email advancement@JohnsonU.edu.

Promoting Your Interests
Permanent scholarship funds may be designated to help students on a specific program that you would like to support or for international students. Scholarship funds have been established for preaching missions (intercultural studies), teacher education, youth ministry, international students, music, marriage and family therapy/professional counseling, and international Ph.D. students. The following funds have been established at Johnson since August 1, 2012.
Get Connected. Simply use a QR Code reader on your smart phone to scan the code and launch the Johnson University website in your browser.

Visit our social media sites for additional information and updates.

Smoky Mountain Women’s Retreat
May 17-18, 2013

Love In Every Room

Becky Hammond - Main Speaker
Mandy Watson - The Restoration House & Extreme Makeover Session

For Registration
DObrien@JohnsonU.edu
865.251.2289

For Developing Details
JohnsonU.edu/WomensRetreat

WORKSHOPS

March 23
Fayetteville Christian Church
Fayetteville, Georgia

April 6
Plymouth Avenue Christian Church
Deland, Florida

September 21
East Union Christian Church
Atlanta, Indiana

November 2
Johnson University
Knoxville, Tennessee

FESTIVAL

Eating with Sinners: Stories to Inspire / Gregg Jennings
Leading On Our Knees / Neil Wheeler
Created to Create: Utilizing God-Given Creativity in Your Ministry / Rachel Price
The Village / Todd Brown
10 Things That Have Spoken Gospel to Our City / Lucas Roughly
Beyond Church Walls: Proclaiming Christ in Your Community-Through the Performing Arts / Jill Lagerberg