



Wilson University Catalog

2023 – 2024

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Wilson University

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Message from the President

Action is the place where the quality of leadership (or lack thereof) is always revealed. While every leader understands that action is key, many have little concept of how much must be known prior to action in order for both leaders and followers to experience high quality results. Things must be learned. Learning is the door to ever-deepening revelation.

So . . . WELCOME! We have great confidence in the quality of education available at Wilson University. Course content has been carefully curated to ensure the highest learning opportunities. The student support team is superb, and the schedules and online nature of classes are carefully customized to fit the needs of our students. We believe Wilson University is your best choice, and we look forward to walking together with you on your educational journey!

I hope to see you soon!

*Dr. Nathaniel J. Wilson
President*

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ABOUT THE UNIVERSITY

University Mission Statement

Wilson University empowers students to become world-class leaders through spiritual formation and Christian higher education in an environment that embodies the Pentecostal ethos.

Vision Statement

Wilson University will be the university of choice for Apostolic Pentecostal churches and individuals and others seeking a biblically based approach to education. We will be recognized for excellent, widely accessible programs that develop dynamic, spiritually mature leaders with the gifts and professional skills necessary to succeed in their respective callings and chosen careers.

Core Values

As a Christian university, we are committed to these core values:

1. To equip leaders in their chosen professions to contribute authentic help and hope to their world in contextually appropriate ways.
2. To remain overtly apostolic in faith and practice and Pentecostal in ethos.
3. To be responsible stewards of the resources entrusted to us.
4. To provide a context for engaging intellectual, ethical, lifestyle, and cultural issues by discerning and formulating Christ-centered responses to these challenges.
5. To provide academic programs, delivery systems, and organizational and physical infrastructures that are exceptional in every way.
6. To conduct research to act as a change agent in communicating the unmatched potential for human wholeness, which is found in the Christian message.
7. To serve as a leading center of excellence for Christian thought and action.

Philosophy

Wilson University has a foundational philosophy that provides a contextual framework for the pursuit of its mission.

1. Humans, as citizens of an amenable universe, are uniquely bearers of potential which is greater than the sum of finite individuality. Herein is the source of human dignity, destiny, and responsibility.
2. Individual wholeness originates in the human spirit.
3. Full individuality is possible only through full participation in one's world.
4. Individual human worth assumes a distinction that transcends mere survival, making creative and substantive contributions to the greater society a worthy and fulfilling pursuit. Society is more than a collective effort to survive. Herein is the meaning and nobility of work.
5. Human potential is to be developed. WU is an agent of exploration and development of this potential by facilitating

individual efforts to bring this potential from abstract vision to concrete reality.

6. As a Christian university, WU attempts to lead the student to explore these challenges and possibilities in the anticipation, direction, and understanding of the Christian message.
7. WU is established on the premise that the public good is affected most enduringly by focusing on individual good. Public character of the community is the cumulative total of individual character, knowledge, and wisdom. Thus, WU is committed to, at the highest standard possible, optimum development of individual student character, learning, understanding, and application of these principles to everyday life.

Christian Faith: What We Believe

Wilson University, in its endeavor to bring authentic education to its students, which, in turn, can provide genuine hope to the people to whom they minister, shall forever maintain the Bible as its primary and foundational textbook. Because human hope—as well as treatment of all seminal questions and issues of ultimacy—are found therein, all courses of study and classroom activities, as well as the conduct of the entire university, shall be in harmony therewith.

The university is founded upon the truth that:

1. The Bible is a revelatory, divinely inspired, inerrant book. It is the only written document that contains the full and final revelation of God's provision and will for man.
2. God, the Father of all, is revealed to man in the person of Jesus Christ, who is the incarnated revelation of God to mankind as presented in the Bible.
3. Jesus Christ reconciles mankind from historic estrangement from God. A way is thus provided for reinstatement of man to his rightful place as the bearer of the image of God. This reinstatement is salvation.
4. By this reinstatement of relationship "all things become new." Through this reinstatement, new dignity is attached to all things, including, God, others, work, and self.
5. The University embraces the lordship of Jesus Christ and further believes that the apostles revealed the mind of Christ. The consequence of this belief is that their teaching on any matter takes precedence over what may have been or may be taught by churches historically or currently.
6. It is the mission of the church to make known to all this gracious provision and to:
 - a. Make known how one can appropriate these benefits to oneself and avoid negative judgment on one's life.
 - b. Provide guidance for exploring and grasping the meaning of life and world and one's relationship to this world.
 - c. Supply a place for fellowship, encouragement, nurturing, course corrections, and ongoing assistance and instruction.
 - d. Make known the ongoing importance and ultimate benefits of adherence to a life transformed in Jesus Christ.

The above brief statements involve an entire worldview as broad as life itself. As a result of their breadth, these statements have many implications and conclusions. It is the role of Wilson University to provide insight and understanding, to shed light on these seminal truths of life itself, and to equip graduates to minister this hope to their world in a healthy and optimally beneficial way.

Academic Freedom Policy

General Academic Freedom Policy

"Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition" (1940 *Statement of Principles on Academic Freedom and Tenure*).

Within Wilson University, we believe that all truth is from God and can be identified as God's truth. Furthermore, the shape and manner of man's creation allows man to seek, to find, and to grasp truth. While the truth is pristine, its pursuit, regardless of the degree of qualifications of the human seeker, cannot but always be, to varying degrees, partial.

We also affirm that the knowledge of truth will always be incomplete due to human fallibility which is endemic to the race, regardless of educational or academic credentials. Academic freedom thus guarantees freedom of inquiry in this ongoing search for, and of, truth. As a Christian university, such inquiry shall be carried out from a Christ-centered perspective with maturity, careful judgment, and civility, within the comprehensive representation of the Christian faith that is present within this university. Accordingly, Wilson University affirms its commitment to freedom of inquiry and expression in academic undertakings.

The university acknowledges that historically, academic freedom is defined both by generally accepted academic standards, as well as by the institutional mission and character.

Wilson University is committed to an academic community characterized by the freedom to engage in rigorous scholarly inquiry and expression within an intellectual context shaped by the Pentecostal Christian tradition. Wilson University encourages and supports the pursuit of scholarly inquiry and expression in and by the faculty and students. The school also encourages this pursuit of scholarly inquiry and expression in a manner that extends and enriches the academic disciplines out of the unique resources provided by our institution's identity.

Thus, at Wilson University, academic freedom is defined both by the commonly accepted standards of the academy as well as by those commitments articulated in the documents that are central to the university's identity as a Christian university. These documents articulate the central commitments which shape the academic community, and thus the practice of academic freedom, at Wilson University: a belief in God who is Creator of all things through the divine Word and Spirit which became incarnate in the person of Jesus Christ who is Savior of the world as the creator of all things, and in personal abiding in individuals by the Holy Spirit. These truths are exhibited in Scripture, which is God's authoritative and infallible revelation, and in the Christian community as an expression and vehicle of God's redemptive work in this world.

Principles for Students

The student is responsible for learning and demonstrating mastery the content and skills of a course of study, while participating actively in the course's intellectual community, according to standards of performance established by the faculty.

The student has a right to academic evaluations that represent the course instructor's good faith judgments of performance. Course grades shall represent the instructor's professional and objective evaluation of the student's academic performance. The student shall have the right to know all course requirements, including grading criteria, and course procedures at the beginning of the course.

1. To overcome the presumption of good faith, it must be demonstrated that an evaluation was based entirely or in part upon factors that are inappropriate or irrelevant to academic performance and applicable professional standards.
2. The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.
3. The student shall be free to take reasoned exception to information and views offered in the instructional context, and to reserve judgment about matters of opinion, without fear of penalty or reprisal.
4. The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.
5. The student has a right to be governed by educationally justifiable academic regulations and professional standards. The administering unit shall inform students in writing of such regulations, including codes of professional behavior, at the time of the student's entry into the academic program.

6. The student has a right to accurate, timely, and clear information in writing at the time of entry into an academic program concerning (a) general academic requirements for establishing and maintaining an acceptable academic standing, (b) the student's academic relationship with the university and the details of any special conditions that may apply, and (c) graduation requirements for the student's academic program.
7. Students are responsible for informing themselves of university and department requirements as stated in publications and in the university catalog. In planning to meet such requirements, students are responsible for consulting with their Success Coach.
8. The student has a right to protection against improper disclosure of his/her education records and personal information such as values, beliefs, organizational affiliations, and health.
9. The student has a right to be protected from personal exploitation and to receive recognition for scholarly assistance to faculty.
10. The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility.

Location

Wilson University offers distance education programs and coursework is completed at a location determined by the student. The administrative office of Wilson University is located at 9735 Dino Dr., Elk Grove, California. The administrative facility consists of offices, a conference room, a recording studio, and storage areas. University equipment includes computers, laptops, desks, chairs, tables, studio equipment, and servers. Student technology requirements to participate in a distance education program can be found under University Academic Information, Learning Environment.

History

Wilson University has its roots in leadership training and biblical studies classes that began informally in 1985. As the school grew and became more widely known, demand dictated an expansion of course offerings and a further development of the administrative infrastructure. In 1994, the campus became a satellite of Patten University, Oakland, California, and the course offerings became part of the accredited courses of Patten University.

The school continued to grow and, to meet national and international demand, began to develop courses designed for delivery online. In 2009, Apostolic School of Theology (AST) became an institute within Hope International University (HIU), Fullerton, California, as an outreach to apostolic churches. AST continued to expand its course offerings while serving its core constituency of apostolic Pentecostal students.

In 2013, Apostolic School of Theology (AST) applied to the Bureau for Private Postsecondary Education (BPPE) of the State of California, with the intent to operate as Wilson University. In November 2016, Wilson University received approval to operate from the BPPE. The university is presently approved to offer two degrees and multiple certificates.

Approval to Operate

Wilson University is a private institution and is approved to operate by the Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225, Sacramento, CA 95834, www.bppe.ca.gov, (888) 370-7589 (toll-free telephone number), or (916) 263-1897 (fax).

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet website www.bppe.ca.gov.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370- 7589, option #5, or by visiting osar.bppe.ca.gov.

Accreditation

Wilson University is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for federal financial aid programs. Wilson University is presently seeking accreditation with the WASC Senior College and University Commission (WSCUC).

Wilson University does not participate in federal or state financial aid programs.

A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

Financial Standing

Wilson University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Wilson University is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Wilson University to determine if your credits, degree, or certificate will transfer.

2023 – 2024 University Calendar

The Catalog is effective for the academic year of 2023–2024, which begins July 1, 2023, and ends June 30, 2024.

FALL TERM 2023

Independence Day – *University Offices Closed* July 4
Labor Day Holiday – *University Offices Closed* September 4
Thanksgiving Holiday Break November 23
University Offices Closed Nov. 22, 23, and 24
Christmas Holiday Break December 18 – January 1
University Offices Closed Dec 25 – 29

SPRING TERM 2024

Martin Luther King, Jr. Day Holiday January 15
University Offices Closed
President’s Day Holiday – *University Offices Closed* February 19
Easter Holiday (Observed) – *University Offices Closed* April 1
Memorial Day Holiday – *University Offices Closed* May 29

2023 – 2024 Academic Calendar

Wilson University
Undergraduate

FALL TERM 2023 July 1 – December 31, 2023

- Session 1 July 3 – August 14
- Session 2 August 14 – September 25
- Session 3 September 25 – November 6
- Session 4 November 6 – December 18

Spring 2024 Registration November 14 – 18

SPRING TERM 2024 January 1 – June 30, 2024

- Session 1 January 1 – February 12
- Session 2 February 12 – March 25
- Session 3 April 1 – May 13
- Session 4 May 13 – June 24

Fall 2024 Registration May 13 – 17

2023 – 2024 Academic Calendar
Wilson University at Jessup University
Graduate

FALL TERM 2023 August 21 – December 10, 2023

- Session 1 August 21 – October 8
- Session 2 October 16 – December 10

SPRING TERM 2024 January 8 – April 26, 2024

- Session 1 January 8 – February 25
- Session 2 March 4 – April 21

SUMMER TERM 2024 April 29 – August 16, 2024

- Session 1 April 29 – June 16
- Session 2 June 24 – August 11

(Note: For a full catalog for Jessup University, visit <https://jessup.edu/academics/registrar/academic-catalog/>.)

Academic Information

Catalog: Academic Role

This catalog is designed to provide authoritative academic information and guidance to students, alumni, faculty, and staff of Wilson University, as well as to the public. For the student investigating his or her academic future, it provides all the basic information about programs, admissions, finances, and requirements for academic progress and graduation. With this information, a potential student may make a wise and informed choice regarding university attendance. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

For currently enrolled students, this catalog outlines the requirements necessary for the successful achievement of educational goals. The information should be used for “mapping out” an individualized academic plan and provides the parameters by which that plan may be implemented and accomplished. It serves as a contract between the university and the student. Although the catalog requirements may be revised periodically, it is the student’s right to remain under the catalog in effect at the time of matriculation. Non-continuous enrollment or change of program will nullify this right. If a student is absent from the university for a calendar year, reentry will automatically be under the requirements applicable at the time of reentry. However, if it is to a continuing student’s advantage, he or she may provide a written request to be placed under the guidelines of new or modified degree requirements published in the most recent catalog.

For the graduates of the university, this catalog serves as a resource for providing definition and detail of the nature of work completed. This information may be accessed by employers, certifying boards, or other educational institutions for verifying the content and scope of Wilson University academics.

Wilson University reserves the right to change without notice any statement in this publication concerning, but not limited to policies, tuition, fees, curricula, and classes.

Family Educational Rights and Privacy Act of 1974

Wilson University permits enrolled students’ visual access to educational records such as high school transcripts, college transcripts (*if a transfer student*), and a transcript of their coursework completed at Wilson University. * This policy complies with the Family Educational Rights and Privacy Act (*FERPA*) of 1974. To obtain official transcripts of coursework completed at *WU*, all financial obligations to the university must be paid in full.

**An appointment with the Registrar’s Office staff may be required.*

WU considers the following to be “Directory Information” and may disclose such information to third parties without the consent of the student unless the student has directed the university in writing not to release such information about him/herself: Name, enrollment status (*including current enrollment, dates of attendance, full-time/ part-time status, graduation (anticipate or actual)*), withdrawal, honors received (*e.g. Honor’s List*), permanent address, dates of enrollment, classification, degree program(s), major(s), participation in officially recognized university activities, and the most recent previous educational institution attended by the student. No other information contained in the student’s permanent educational record is released to others, including parents or spouse, without the written consent of the student, unless the student is claimed as a dependent.

Exceptions that permit the release of information without consent in each case include disclosure:

- a) to school officials who have a legitimate professional right to the information.
- b) for purposes already authorized by the student.
- c) in cases of legal compulsion (*i.e., court order or subpoena*).
- d) in a situation where the safety of a person or property is involved.

A school official is defined as:

- a) a person employed by the university in an administrative, supervisory, academic, research, or support staff position.
- b) a person or company with whom the university has contracted as its agent to provide a service instead of using University employees or officials (*such as an attorney, auditor, or collection agent*); a person serving on the Board of Trustees
- c) a student serving on an official committee such as a disciplinary or grievance committee or assisting another school official in performing his/her tasks.

Wilson University reserves the right to contact a student’s parent(s) or guardian(s) when a situation, (*e.g., discipline, health, etc.*) is deemed extreme, endangering the student or the *WU* community. A student’s academic record and placement file will be kept confidential by responsible campus personnel.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures of Wilson University's compliance with FERPA. The Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4605.
Website: <http://www.ed.gov/policy/gen/guid/fpco/index.html>.

Retention of Student Records

The following items from a student's record are retained permanently:

- Application
- Statement of Purpose
- All transcripts
- References
- Test scores
- Acceptance letter(s)
- Grade reports
- Requests for information (i.e., transcripts, verifications of any kind)
- Disciplinary correspondences

Student records retained for five years:

- Registration forms
- Financial records

Access to Records

All requests for access to records shall be presented in writing to the Registrar. That office shall specify the time and way records may be inspected. The administrator shall provide any necessary explanation or interpretation of the records. Copies of any records, except academic records and test scores, may be obtained at the current copying rate. The release of permissible academic records will require a written/signed request in advance and will be subject to copying fees. As a matter of professional courtesy and standard operational procedure, it is the university's policy not to release copies of academic records from other institutions, either to the student or to a third party. The student should request such records from the institution of origin. The student has the right to challenge records that he/she thinks are inaccurate or misleading. Such appeals must be submitted in writing to the Registrar.

Diplomas

All degree requirements must be completed and certified by the university Registrar and all financial obligations cleared with the responsible University offices before diplomas are made available to students.

Non-Discrimination Statement

As a Christian community, Wilson University is committed to a biblical perspective that values reconciliation, inclusion, and equity. By encouraging an environment that includes people from all backgrounds, and treating every person with respect, dignity, and love, the university seeks to foster an understanding and appreciation of diversity that is consistent with scriptural teaching and prepares one to serve effectively in a global community. The university pursues ideas, practices, programs, and relationships that facilitate interaction with those different from one another to expose members of the university community to the benefits gained from living in a pluralistic society.

As a private religious institution, the university reserves the right to exercise preference based on religion in all its employment practices and student admissions.

Wilson University, in accordance with applicable federal and state laws and university policies, does not discriminate based on race, color, national origin, gender, age, disability, or status as a veteran. This nondiscrimination policy covers admission, access, and operation of university programs and activities. (*This policy is in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act; Title III and Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975*).

The Vice President for Student Affairs is the Compliance Officer for Title IX issues. Inquiries regarding such related non-discrimination policies should be directed to the Vice President for Student Affairs, Phone: 916-681-2768.

Policy on Harassment and Non-Discrimination

Wilson University is committed to providing a work environment free of unlawful discrimination and harassment. University policy prohibits harassment and discrimination based on pregnancy, childbirth, or related medical conditions, race, religious creed, color, gender, national origin, or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other status protected by federal, state, local law, ordinance, or regulation. All such discrimination or harassment is unlawful and will not be tolerated. The university's anti-discrimination and harassment policy applies to all persons involved in the operation of the University and prohibits unlawful harassment or discrimination by any student, employee, supervisor, manager, vendor, customer, or other persons. Discrimination and harassment based on the perception that a person possesses the characteristics of, or belongs to, a legally protected status or class of persons is unlawful. Similarly, harassment based on a person's association with a person who has, or is perceived as having, the characteristics of, or who belongs to a legally protected status or class of persons is unlawful. Wilson University operates in compliance with all applicable federal and state nondiscrimination laws and regulations in conducting its programs, activities, and in its employment decisions. Such laws and regulations include:

- **Title VI of the Civil Rights Act of 1964**, which prohibits discrimination based on race, color, and national origin in the programs and activities of the university. This policy of non-discrimination also complies with Internal Revenue Service Revenue Ruling 71-447 required for maintaining the university's tax-exempt status.
- **Title VII of the Civil Rights Act of 1964**, prohibits employment discrimination based on sex, race, religion, color, or national origin.
- **The Age Discrimination in Employment Act of 1967** prohibits age-based discrimination against persons aged 40 and over regarding employment decisions.
- **Section 504 of the Rehabilitation Act of 1973**, prohibits discrimination based on disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of its programs and activities.
- **The Age Discrimination Act of 1975**, prohibits age-based discrimination against persons of all ages in programs and activities of the University.
- **Title IX of the Education Amendments of 1972**, which prohibits all forms of discrimination based on gender (including sexual harassment) in programs and activities of the university, except where the university has been granted exemptions based on its religious tenets.
- **The Americans with Disabilities Act of 1990 (Public Law 101-336)**, the purpose of which is to afford the disabled equal opportunity and full participation in life activities and to prohibit discrimination based on disability in employment, public service, public accommodations, telecommunications, and transportation.

As a religious institution, the university is exempt from certain provisions in the above-stated laws and regulations relating to discrimination based on religion. Federal civil rights laws make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. It is unlawful for the University to retaliate against an individual for bringing concern about a possible civil rights problem to the university's attention. It is also unlawful to retaliate against an individual because he or she made a complaint, testified, or participated in any manner in an Office of Civil Rights investigation or proceeding. Thus, once a student, parent, faculty, staff, or other individual complains formally or informally to the university about a potential civil rights violation or participates in an Office of Civil Rights investigation or proceeding, the recipient is prohibited from retaliation (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual's complaint or participation.

Prohibited unlawful harassment or discrimination includes, but is not limited to, the following behavior:

- Treating a person differently, on any of the basis listed in the paragraph above, with respect to using, accessing or benefiting from the University's educational program. Example: the university may not subject students or employees to different standards of conduct in connection with a disciplinary matter on any of the basis listed above.
- Verbal conduct such as epithets, derogatory jokes or comments, slurs on any of the basis listed above, unwanted sexual advances, graphic verbal commentaries about an individual's body, sexually or otherwise degrading words used to describe an individual on any of the basis listed above, suggestive, obscene letters, notes, invitations, or comments.
- Visual displays such as derogatory posters, photography, cartoons, drawings, or gestures on any of the basis listed above.
- In the case of sexual harassment claims, physical conduct including assault, unwanted touching, intentionally blocking normal

movement, or interfering with work because of gender, race, or any other protected basis.

- In the case of sexual harassment claims, threats, and demands to submit to sexual requests as a condition of appointment, admission, academic evaluation, or administrative consideration in return for sexual favors; submission to or rejection of such conduct is used as a basis for a personnel decision, an academic evaluation, or administrative consideration affecting an individual, and retaliation for reporting or threatening to report harassment.

Disability Accommodations Services

The policy of Wilson University concerning students with learning disabilities is as follows:

Learning disabilities shall be any documented physical, mental, emotional, or cognitive impairment that has an adverse effect on the student's ability to acquire, process, and/or recall typical college class content. Documentation must be recent, within three years of enrollment, and must have been completed by an appropriate professional (*e.g., State Licensed Psychologist or School Psychologist*). Documentation shall include both appropriate tests of learning abilities as well as interview material. It is recognized that some students have learning disabilities that have not been documented, and they may meet admission criteria and therefore may be admitted without such disclosure.

Students with known learning disabilities will be admitted to *WU* if they meet all admission criteria. *WU* does not have any special programs designed to meet learning disability needs.

Students with current professionally documented learning disabilities may be given the following considerations:

- Permission to test verbally, or in smaller increments than otherwise scheduled, but no smaller than one chapter of the text at a time.
- Permission to have extended time to complete tests.

Students seeking accommodation should obtain a Disability Verification Form from the Disability Accommodations Coordinator. This office can be reached by emailing accommodationservices@wilsonu.org. Each case will be evaluated individually based on the documented learning disability. The Disability Accommodations Coordinator will prepare a written response to the student's request, naming the disability and stating what accommodation will be provided. The Disability Accommodations Coordinator will send an electronic copy to the student. The student will be responsible for presenting this document to their instructor at the beginning of each course.

Learning Environment

To be successful, students need to be able to obtain or have access to two key tools. First, since the academic programs of Wilson University are offered completely online, students are responsible for having access to a computer that meets the minimum technical requirements to ensure success in the program. Technology requirements are as follows:

Windows Users

Windows 7 or greater
10/100 Ethernet
connection Soundcard &
Speakers
Firefox, Chrome, Safari or Microsoft Internet Explorer

Mac OS User

Mac OS X or higher (in classic
mode) 10/100 Ethernet connection
Soundcard & Speakers
Apple Safari, Firefox, Chrome

iPad Users

iOS 5.1 (or latest)

Screen Resolution

We recommend setting your screen resolution to 1024 x 768 pixels.

Software

Adobe Reader (8 or higher)
Adobe Flash Player (18 /higher)
Microsoft Word (2007 higher)

Internet Connection

Broadband: (LAN, Cable, or DSL) connection is highly recommended for optimal student experience and is required for all technical programs.
Satellite and/or Cellular (3G/4G) may also be used.

Second, students are expected to obtain the required books for each course. Instruction typically consists of readings (using texts and online links), lectures (usually recorded lectures and audio lectures with PowerPoint presentations), and threaded discussions. Graded assignments may include papers, quizzes, projects, journals, and practicum assignments. A computer with Internet access and the required texts are necessary tools for a successful educational experience.

Community standards are in place for the express purpose of creating an environment conducive to learning and personal growth. Such standards include a professional instructional climate and a classroom environment that promotes positive learning experiences. Students are encouraged to conduct themselves in a professional manner, with respect for both fellow students and faculty. The university reserves the right to act in situations where student behavior violates established policy, detracts from the ability of students or faculty to function effectively in the learning environment, or is disruptive to the teaching-learning process. Such action may include disciplinary procedures issued by the faculty or may lead to suspension from class or expulsion from the university.

Only regularly enrolled students may attend classes unless advance permission is secured from both the instructor and the university administration.

Course Appropriate Communication

Active involvement in courses and regular communication with other students and instructors, directly or by electronic media (dashboard, threaded discussions, text messages, and email communications within Populi) and any other form of electronic communication, are consistent with *WU's* expectations and essential to academic success. However, students should take care that their communications and the content of electronic messages remain consistently relevant to the course and supportive of one another. At times, even personal messages requesting prayer or offering encouragement can be appropriate. Students are to refrain from forms of inappropriate communication such as: forwarding "junk mail," selling products or services, sending messages of mere personal interest, or misusing contact information for malicious or sexual communication.

Participation in Educational Effectiveness Research

Wilson University seeks to continuously improve its programs and services to better meet student needs. Accordingly, students are expected to complete course evaluations and student surveys and may be asked to provide valuable feedback through focus groups and interviews.

Admissions

Admission requirements for students are outlined below. Personnel from the Admissions Office assist students through the admission process.

Admissions Requirements (Degree and Certificate Programs)

Entrance into an undergraduate certificate or degree program is normally based on the following criteria:

- Submission of a completed application with an application fee (*\$40 non-refundable*).
- Submission of a 200-word Statement of Purpose in response to the following question:
 - *How will studying at Wilson University further my personal, professional, and educational goals?*
- Submission of transcripts.
 - High school transcript indicating completion of a high school diploma and a minimum cumulative grade point average (GPA) of 2.5 on a 4-point scale OR General Education Development (GED) with a status of Pass for the Total Score. The current requirement for a passing grade is a minimum score of 145 on each model and 580 on the entire test battery (all four parts combined) However, the requirements at the time of the test will be upheld.
 - Submission of official transcripts from all colleges and universities previously attended. Admission to Wilson University requires a minimum cumulative grade point average (GPA) of 2.0.

NOTE: Students may enroll in undergraduate programs without any prior college coursework. However, students may not start their Major Course Sequence until they have completed at least 36 college credits, including English Reading & Composition (48 credits prior to the Major are recommended). Students may earn such credits at WU, or they may complete the requirements elsewhere. For policies regarding transfer credits and credits by examination, see the "Academic Policies and Regulations" section in the Catalog.

- Students who have been placed on academic suspension, or disciplinary probation or suspension, by another educational institution within the past 12 months will not be admitted.

Any applicant not meeting the above-stated requirements may petition for special consideration by the Enrollment Management Committee (*see below under "Acceptance Process"*).

Financial Information

Higher education is one of the most important investments an individual can make. Cost should not be the final determining factor in selecting the right university; nevertheless, applicants should have a clear understanding of expenses in mind when making a final choice. The Student Accounts Department is available to assist students in answering questions related to cost and payment options at (916) 681-2768.

As an unaccredited institution, students enrolled in WU are not eligible for federal or state financial aid. If a student receives a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Tuition and Fees

Program	Application Fee Non-Refundable	Tuition	Technology Fee***	Portfolio Fee	Graduation Fee	Student Tuition Recovery Fund** Non-Refundable	Total Charges*
Apostolic Foundations Certificate	\$ 40	\$ 1,440	\$ 50	\$ 0	\$ 10	\$ 2.50	\$ 1502.50
Christian Counseling Certificate	\$ 40	\$ 1440	\$ 50	\$ 0	\$ 10	\$ 2.50	\$ 1,502.50
Leadership Essentials and Apostolic Principles Certificate	\$ 40	\$ 1,800	\$ 50	\$ 0	\$ 10	\$ 5.00	\$ 1,865.00
Associate of Arts in General Studies	\$ 40	\$ 11,880	\$ 500	\$ 100	\$ 25	\$ 30.00	\$ 12,535.00
Bachelor of Science in Christian Ministry	\$ 40	\$ 23,760	\$,000	\$ 100	\$ 25	\$ 57.50	\$ 24,942.50

* Estimated charges for the period of attendance and the entire program.

**\$2.50 for every \$1,000 rounded to the nearest \$1,000.

***If the program is spread across two semesters, another \$50 technology fee will be applied.

Estimated Tuition and Fees per Semester based on Degree Program Pace:

Undergraduate 2 Semesters Per Year	Pace Defined	Technology Fee	Tuition \$594 per 3-credit course	Estimated Charges Per Semester
Full-Time	At least 12-semester credits per semester.	\$100	\$2,376	\$2,476
Three-Quarter Time	At least 9-semester credits per semester.	\$100	\$1,782	\$1,882
Half-Time	At least 6-semester credits per semester.	\$100	\$1,188	\$1,288

Books

Students are required to purchase textbooks prior to the first day of the course. The estimated total cost of textbooks for each program is as follows:

- Apostolic Foundations Certificate (12 credits) \$180.00
- Christian Counselling Certificate (12-15 credits) \$240.00
- Leadership Essentials and Apostolic Principles (15 credits) \$300.00
- Associate of Arts in General Studies (60 credits) \$1,000.00
- Bachelor of Science in Christian Ministry (120 credits) \$2,000.00

Additional Fees, as applicable (non-refundable)

- Technology Fee – Certificates (per semester) \$50.00
- Technology Fee – Degrees (per semester) \$100.00
- Late Semester Registration Fee \$50.00
- Add/Drop Fee \$25.00
- Petition for Incomplete Fee \$50.00
- Service Charge for Returned Check \$25.00
- Late Payment Fee, 10 days after due date \$25.00
- Graduation Petition Fee (certificate programs) \$10.00
- Graduation Petition Fee (degree programs) \$25.00
- Transcript Fee per Copy \$5.00
- Student Tuition Recovery Fund Fee \$2.50 per \$1000

Legacy Scholarships

Students who are enrolled in certificate programs are eligible to receive a Legacy Scholarship. This is a scholarship funded by the university to make certificate programs highly affordable. The amount of the scholarship varies per program.

Payment Due Dates

All charges are due in full at registration. Enrollment is not complete, and students may not participate in classes until satisfactory financial arrangements have been made with the Student Accounts Department. Satisfactory financial arrangements involve choosing one of the payment plans detailed in the *Payment Agreement*.

Monthly Payment Plan Option

Students may elect to pay academic expenses through an interest-free monthly payment plan. The monthly payment plan enrollment fee is a 5% processing fee. There are no other fees or costs. However, past-due payment fees may be charged. Students should contact the Student Accounts Department to enroll in a payment plan.

Failure to meet payments due to the university as indicated on the Fee Schedule could result in students being removed from class and prohibited from taking finals and/or receiving final grades. Students must have a zero balance on their account by the end of each academic term. Students who select an installment payment plan option agree to make the payments indicated on the signed schedule. If the account is not paid when due, the student will be responsible for all costs incurred by Wilson University to collect the unpaid balance due and owing. Such costs may include, but are not limited to late fees, collections costs, attorney fees, and court costs.

Participation in commencement, registration for further courses, and the release of diplomas or certificates will be granted

only after all financial obligations to the university are satisfied. Any diploma or certificate shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or after any default by the debtor shall not be considered a binding precedent or modification of this policy.

Refund Policy

All fees are non-refundable. A tuition refund must be requested in writing. Refunds are processed 7-10 days after the request has been received and funds are on the student's account. A student shall be assessed tuition charges by the term. When a student withdraws from a course for any reason, the portion of the tuition considered earned shall correspond to the number of weeks the student attended.

For determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students, scheduled days is based on a five-day week which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code

This system (1) protects students from the burden of paying full tuition for a course in which they did not participate, and (2) provides *WU* with funds to cover expenses associated with preparing a course that students did not use.

Students Right to Cancel

The program in which you are enrolling is distance education-not offered in real-time. The institution will transmit the first lesson and materials to you electronically within seven days after the institution accepts the student for admission. You have the right to cancel this enrollment agreement and receive a full refund, less the application fee of \$40.00, if applicable, at any time prior to receiving the first lesson and materials.

Cancellation is effective on the date the written notice of cancellation is sent to the institution via email at registrar@WilsonU.org. Refunds will be paid within 45 days of cancellation unless the cancellation occurs after the institution has provided the first lesson and materials, but prior to receipt of those documents, in such cases, the institution shall make the refund within 45 days after the materials are returned.

This Institution shall transmit all the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student but shall not be obligated to pay any refund after all the lessons and materials are transmitted.

Withdrawal from the Program

You may withdraw from the school at any time and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period, which is the current semester, in your program through the last day of attendance. The refund will be less than an application fee not to exceed \$40.00, if applicable, within 45 days of withdrawal.

To determine the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students scheduled days is based on a five-day week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code (specific holidays in the list below).

Section 6700 of the California Government Code 2023-234 Holidays	
Day Observed	Holiday
July 4, 2023	Independence Day
September 4, 2023	Labor Day
November 10, 2023	Veterans Day (Observed)
November 23–24, 2023	Thanksgiving Holiday
December 25, 2023	Christmas
January 1, 2024	New Year's Day
January 15, 2024	Dr. Martin Luther King Jr. Day
February 19, 2024	President's Day
March 31, 2024	Cesar Chavez Day
May 27, 2024	Memorial Day

For programs beyond the current “payment period,” if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, pre-paid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589. To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the

institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Student Services

New Student Orientation

The New Student Orientation (NSO) exists to support new students as they transition into the WU community. The orientation provides success coaching and academic advisement that will provide helpful information as students begin their collegiate journey. This may take place in a virtual group format or 1:1. Additionally, a Wilson 101 tutorial is available to students on the learning management system (Populi).

Success Coaching

Each student is assigned a Success Coach who assists and guides them from initial enrollment through graduation. Once a student is accepted, their Success Coach registers students for classes, and monitors each student's academic progress along the way. Success Coaches guide and offer support for students academically, spiritually, and personally. If a student is at risk of failing a course, an Early Alert system is in place so the Success Coach can coordinate with the instructor to support and encourage the student to complete his/her course and program.

Financial Services and Student Accounts

There are options for financing a college education. At WU, we work with each student to individually customize a program that fits his/her needs and situation. The staff of the Student Accounts department is experienced at helping students through the financial process.

Virtual Student Services

Virtual services are available to enhance the academic and personal well-being of students.

- Writing Center: Offers tutorials and free resources to support students' writing skills through the library. Additionally, degree-seeking students are provided with online access to software to improve their writing ability, receive high-quality feedback, and avoid plagiarism.
- Wellness Center: Various resources are listed on the Wilson University website.
- Career Center: Various resources are listed on the Wilson University website.

Accommodations Services

Wilson University provides accommodation for students with disabilities. A student with a disability should submit official documentation, and then appropriate accommodation will be determined based on the needs of each individual student.

Library

Library Resources

Wilson University provides students with access to millions of resources including e-books and e-journal articles through a wide variety of online databases. The library can be accessed through the learning management platform. Students can access the Internet or local libraries for additional resources.

Library Services

Services include the following:

- Library Assistance:
 - Direct access to the library is embedded within all classes
 - Virtual library assistance is provided by the Wilson University Librarian by appointment
- General Research Support:
 - Special guides created at the request of an instructor
 - Internet search tools
 - Information regarding plagiarism, citation, and writing resources

Websites

Every student enjoys access to digital resources posted on two Wilson University websites:

- **University Website:** At WU's primary website (www.wilsonuniversity.org) students may access general information about the university, news and updates, the academic catalog, a link for the learning management platform, and a variety of other resources and services.
- **Learning Management System (LMS):** Students attend courses online through Populi located at www.WilsonU.PopuliWeb.com. When students enroll in online courses, they receive a password and instructions to access their courses. Additionally, in Populi, students have access to a personal portal in which they can view their records, request a transcript, view, and pay their school bill, and more.

Technical Support

Technical support for the learning platform is available through a Help Desk ticket system, and tickets can be submitted at any time. A knowledgeable representative answers students' questions and assists them with solving technical issues. Additionally, the student orientation includes tutorials regarding use of the learning management platform.

Registrar

The Registrar's Office serves students, faculty, staff, administration, and alumni by maintaining records and providing information regarding academic, registration, statistical, and personal data.

Retention

Students who have questions or concerns regarding their experience at WU are encouraged to contact their Success Coach. Students considering withdrawal should meet with their Coach to explore their options and, if necessary, begin the withdrawal process.

Textbooks

Students are responsible for obtaining their own textbooks and classroom materials from the vendor of their choice. Students should order books for their next course no later than two weeks prior to the course start date to ensure sufficient time for shipping.

Placement

Wilson University **does not** provide career or placement assistance. Wilson University does not and cannot promise or guarantee neither employment nor level of income or wage rate to any student or graduate.

STUDENT LIFE

Online Community

Students can connect with other students through WU's Facebook and Instagram.

Spiritual Formation

The spiritual formation of leaders receives attention across the university. Both curricular and co-curricular activities focus on the spiritual formation of students. Scheduled devotional messages, spiritual life events, and a variety of co-curricular programs contribute to this goal. Within the curriculum, programs, and courses are reviewed and presented for their contribution to the formation of the person as a servant leader. Faculty and staff are readily available to mentor and engage in dialogue with students regarding issues of spiritual formation. The university also encourages students to actively participate in a local church.

Spirit Life Chaplain

The Spirit Life Chaplain serves as a key member of WU's team to guide, nurture, and enhance spiritual life at the university. The chaplain works alongside and with students to support a powerful sense of community and promote spiritual wellness that is consistent with the values of the university.

Housing

Wilson University does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to rentals.com for Elk Grove, CA, rental properties start at approximately \$1,722 per month.

University Community Standards

Faculty and Staff Conduct

University employees are bound by the standards of behavior outlined in Wilson University's Faculty Handbook and Employee Handbook. They should conduct themselves in a manner appropriate for servant leaders who represent both Christ and this Christian University.

Student Conduct

Wilson University has chosen to set itself apart for the purpose of training and equipping students for Christian leadership. By their voluntary membership in this Christian community, students assume responsibility to abide by all the regulations, values, and moral standards of the University, as well as to use personal discretion involving any activities that may be morally or spiritually destructive or reflect poorly on the campus community. All students represent WU; it is crucial, therefore, that student attitudes and behaviors support WU's commitment to Jesus Christ in all their activities, both on and off campus.

Academic Integrity

The principal rule of academic integrity is that each member of the University community will do his/her own work, executed to the best of his/her own ability, exclusively for the assignment for which it is presented. Because Wilson University seeks to develop mature Christian leaders and scholars, the university acknowledges the principle of academic integrity.

Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the university's educational objectives and the student's best interests.

Plagiarism is "stealing" the unique ideas or the wording of another, including information retrieved from the Internet, and then presenting those products as one's own. Examples of plagiarism include cheating on examinations; copying others' work; cutting and pasting from Internet sources without proper citations and purchasing, renting, borrowing, or otherwise appropriating the research, projects, or assignments of others, and presenting them as one's own work.

It is also an egregious violation of academic integrity for students to offer for sale (or without cost) directly to other students or through a "middleman" for papers, examinations, quizzes, or other academic products. Such violations are grounds for academic dismissal.

Breaches of academic integrity carry one or more of the following penalties, depending on the severity of the infraction:

1. Repeat or substitution of assignment
2. Zero (0) credit for the violated assignment
3. Zero (0) credit ("F") for the course involved
4. Academic dismissal

Student Grievance Policy

Student Grievance Overview

Wilson University has established a process by which students may file a grievance for formal review and adjudication. The desired outcome of the university's grievance procedure is the just resolution of student grievances.

Grievances regarding violations of student conduct standards are governed by the Student Handbook. All other student grievances, academic or non-academic, are governed by the policy set forth in this section of the Catalog. If this issue relates to sexual harassment, it will be referred to the Title IX Coordinator.

A grievance should be filed only after all informal means of resolving the problem have been exhausted. In the area of academics, student concerns about course curriculum, course policies, course delivery, or grading should be directed first to the class professor. Concerns unresolved by direct conversation with the professor or concerns about a professor's behavior should be directed to the Director of the Business Office. In areas other than academics, student concerns should be directed to the appropriate university department manager or, finally, to the supervising university vice president.

If informal efforts fail to resolve the problem, the student may file a formal grievance if there is justifiable cause. Justifiable cause for grievance is defined as any act which, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or is perceived as an arbitrary or unfair imposition of sanctions.

To file a grievance, the student must indicate in writing the nature of the grievance, the evidence on which it is based, and the redress sought. The grievance document(s) must be submitted to the Director of the Business Office. (*Guidelines for grievance documents are presented below.*) The Director of the Business Office will establish a Grievance Committee, which will follow the process articulated in the Grievance Procedure section below.

Student Grievance Procedure

The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (*i.e., conferring with the classroom instructor, staff member, or department manager as appropriate, or with the Department Chair or University Vice President*).

a. Timeliness of filing grievances

Except for grade appeals, the student must file a formal, written grievance no more than 30 working days after meeting with the individual the student believes has given him/her cause for grievance or no more than 45 working days after the incident or interaction occurred on which the grievance is based. In the case of grade appeals unresolved by direct conversation with instructor and chair of that department, a formal, written grievance must be filed within 60 calendar days of the end of the term (*marked by the final class meeting day, including the day of the final exam, if any, for the class*) in which the grade was received. The Director of the Business Office may extend these time limits if there is a compelling reason in his/her judgment to do so. Otherwise, the formal grievance must be filed within the time limits stated.

b. Grievance Committee membership

1. Committee membership for academic grievances shall consist of:
 - Department Chair functioning as Committee Chair
 - One faculty member
 - One student with advanced standing in the degree program
2. Committee membership for non-academic grievances shall consist of:
 - University Vice President (*not with direct oversight of the unit of the university from which the grievance has arisen*), functioning as Committee Chair
 - One faculty member
 - One student with advanced standing in the degree program

c. Required Elements of the Grievance Document.

The grievance document must include the following elements in writing:

1. Names of the parties involved.
2. A clear statement of the nature of the grievance.
3. A narrative of the incident including what occurred, when it occurred, where it occurred, and who was present.
4. The evidence on which the grievance is based.
5. Why the incident constitutes capricious or arbitrary action by a faculty or staff member that has harmed the student.
6. What has been done to attempt to resolve the grievance.
7. The desired outcome or outcomes.
8. Inclusion of any supporting documentation.

d. Grievance Committee Procedure

1. The Chair of the Grievance Committee will provide copies of the grievance document to each member of the committee, and to the university faculty or staff members involved, and to the Vice President overseeing the department of the university involved.
2. The Grievance Committee will meet at a time scheduled no more than 8 working days after the date on which the grievance was filed. The meeting must be scheduled when the principals involved may attend and testify.
3. Meetings of the Grievance Committee shall be attended only by parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the Vice President overseeing the department of the university involved.
4. Witnesses may only be present during the time in which they are presenting their testimony.
5. No one other than members of the Grievance Committee may be present during committee deliberations.
6. In cases of conflicting information, or when additional information is desired, the Grievance Committee may request the testimony of additional witnesses having information pertinent to the grievance.
7. Neither party may have legal counsel present or have any person act as legal counsel for them. The Grievance Committee may not have legal counsel present.
8. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. The minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. At the option of the Grievance Committee Chair, the proceedings may be recorded.
9. Except for essential communications with the Department Chair or university Vice President following the conclusion of the Grievance Committee's proceedings, and communications with students, faculty, or staff who are parties in the grievance advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
10. The committee will decide on the matter by consensus, if possible, by vote if necessary. The parties to the grievance will be notified, in writing, within 5 working days of the decision. The committee's decision shall be final.

Academic Policies and Regulations

Academic Standing and Advising

Success Coaches provide academic advising for students in undergraduate and graduate programs. Each Success Coach specializes in one or more programs; students are assigned accordingly. The coaches assist students in planning their educational programs by explaining requirements and procedures, and by suggesting coursework appropriate to students' career goals. However, students are ultimately responsible for their own academic progress. The following list outlines students' responsibilities in the advising process:

- Read the Catalog and other academic information provided by the university.
- Check email regularly for communications from the university.
- Know and comply with all current policies, procedures, and requirements for earning a degree including practicum requirements.
- Contact the Success Coach in a timely fashion for advising and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, Change of Registration (*audit, add, drop*), Petition to Graduate, and related matters, according to the deadlines set by the Registrar.
- Contact Success Coach immediately with concerns about academic progress, in particular courses or progress toward a degree.

Academic Classification for Undergraduates

WU classifies undergraduate students according to the number of credits they have earned:

Freshman:	0-30 credits
Sophomore:	31-60 credits
Junior:	61-90 credits
Senior:	91+ credits

WU recommends that students not enroll in a course more than one level above their academic classification (*e.g., freshmen should generally take 1000- or 2000-level courses, rather than 3000- or 4000-level courses*).

Student Enrollment Status

Undergraduate Programs

All undergraduate programs operate on a semester system, two semesters per academic year. Undergraduate students are considered full-time if they are registered for at least 12 credits per semester, three-quarter time if they are registered for at least 9 credits per semester, and half-time if they are registered for at least 6 credits per semester.

Applying Graduate Courses to Undergraduate Degrees

Wilson University may allow junior and senior undergraduate students to enroll in master's courses. The university allows a maximum of nine graduate credits to apply to both a master's degree and a bachelor's degree. In this way, students may complete their bachelor's degree while getting a "head start" on a master's program. To explore the possibility of participating in such "transition courses," student should speak to their Success Coach.

Auditing a Course

Students may audit *WU* courses for personal enrichment without seeking academic credit. Audit students sign a non-degree application. Written and/or graded assignments are optional at the discretion of the instructor. Students who audit a course do not receive a final letter grade. Audited courses may not be used to meet graduation requirements for any degree program. Students who choose the audit option pay the certificate rate for tuition. The number of audit students in each course may be limited at the discretion of the university, and no auditing students will be allowed in a course with a waiting list.

Directed Independent Study

Students wishing to enroll for an independent study course must fill out a Request for Directed Independent Study (DIS) available via Success Coach or the Registrar. This completed petition, including a proposed plan of study, grading, and evaluation is to be approved with the required signatures before the study begins. Directed Independent Study students are normally required to

have a cumulative 3.0 GPA to be eligible.

Challenge Examinations

There are no challenge examinations.

Late Entry into Courses

In rare cases, students in undergraduate programs may enter a course after the start date. Students are responsible for securing required textbooks and materials in a timely fashion.

Student-Initiated Add/Drop

- In consultation with the Success Coach, a student may submit a Change of Registration (COR) form to add or drop a course no later than the end of day 1. There will be no impact on the student's transcript or financial obligation.

Administrative Drop

- If a student does not access (log into) an actively enrolled course by the end of the 8th day of the course, then the student will be dropped from the course. There will be no impact on the student's transcript or financial obligation.
- If a course is dropped, it may impact course sequencing. Success Coaches will work with students to adjust their degree or certificate plan accordingly.

Student-Initiated Withdrawal

- Students may decide to drop a course or courses up until the 14th day of the course.
- The student is responsible for initiating the withdrawal. The student should consult their Success Coach and complete a Change of Registration (COR) form. Ceasing to attend class does not constitute withdrawal and may result in substantial grade and financial penalties.
- Students who fail to complete the entire withdrawal process will receive zeroes (0) for any unfinished assignments and a final grade computed on that basis.
- A "W" grade will be assigned for the course and will appear on their transcript.
- Depending on the student account payment status, students may owe or be refunded per the refund policy, calculated from the day of withdrawal.
- The date of withdrawal shall be the date on which a student notifies the university **in writing** (*via e-mail to the Success Coach or a completed [Change of Registration](#) form*) of their intent to withdraw.

Assignment Deadlines

It is the responsibility of each student to read and understand the syllabus and assignment deadlines for each course. Coursework is due according to deadlines posted in each online course. Some assignments (e.g., threaded discussions) require students to log in several times during the week to be effective.

If a student is unable to meet an expected deadline, it is the responsibility of the student to contact the instructor prior to the deadline to request an accommodation or extension. Instructors are not required to accept late assignments without prior approval. For approved extensions and unapproved late work, the number of points deducted for lateness is at the instructor's discretion. The instructor may also assign additional work (e.g., extra reading, written assignments, and/or online learning activities) that may help offset the reduction in points for late work.

It is possible for students to complete all of their coursework but fail the course due to multiple late assignments. For this reason, students are advised to budget their time to submit their work in a timely manner.

Instructors will grade and give feedback on all work submitted within 10 business days.

Grading System

Wilson University uses the following letter grade system, calculating grade point average (GPA) based on a 4-point scale:

A Excellent (4 grade points)	This grade is reserved for work of the highest caliber. The student demonstrates complete comprehension of course materials. Outstanding analysis and evaluation of assignment topics are communicated with excellence.
B Good (3 grade points)	This grade indicates good to very good work, including high comprehension of course materials and effective communication of perceptive analysis and evaluation of assignment topics.
C Average (2 grade points)	This grade indicates satisfactory work, including at least acceptable written work,

and adequate comprehension of course material.

D Below Average (1 grade point) This grade indicates unsatisfactory work with significant shortcomings in meeting expectations in effort, or in meeting minimally acceptable comprehension of course material, or in meeting minimal assignment and writing standards.

F Failure (0 grade points) This grade indicates an overall failure to meet the minimum standards expected in college level coursework. The quality and/or quantity of work are unacceptable.

The following special designations may also appear on student transcripts:

CR Credit For courses graded on a credit/no credit basis, the student receives a “CR” when at least the minimum requirements of the course are met.

NC No Credit For courses graded on a credit/no credit basis, the student receives an “NC” when the minimum requirements of the course have not been met.

AU Audit A grade of “AU” is given when students audit a course for personal enrichment without seeking academic credit.

W Withdrawal A grade of “W” is given when students withdraw within the period published for each term for withdrawal. “W” is completely neutral on the student transcript.

I An Incomplete or “I” grade is a temporary grade assignment granted only by student request and faculty approval. The “I” grade will lapse to an “F” if the work is not completed by the specified time agreed on by the professor and student.

Filing a Petition for Incomplete

In certain rare circumstances, students may file a [Petition for Incomplete](#), which extends the deadline for finishing assignments. Instructors should award Incompletes when students are confronted with unavoidable life situations, such as a major illness of the student or family member, death, job change, or sudden relocation. Instructors should not award Incompletes merely to allow students to improve on a bad grade due to poor performance to that point. The instructor decides if the student’s *Petition* falls within these guidelines. Normally, the instructor will not approve an Incomplete unless the student has finished at least 50% of the coursework prior to the end date for the course.

The *Petition* may be obtained via the above link or from a Success Coach. The student initiates the petition, which must be approved by the instructor and the Success Coach prior to the final class meeting. If the petition is granted, the instructor will record a grade on the petition that will be effective – if no further student work is satisfactorily completed – six weeks after the end of the semester. The instructor fills out the top portion of the *Petition for Incomplete* and records the *exact date* the assignments are due. The Incomplete may extend no more than 6 weeks beyond the last day of the course. The instructor must submit a new final grade within one week of the deadline on the *Petition for Incomplete*, based on all the work the student has submitted for the course.

Students should work through their Success Coach, who will obtain the necessary approvals, submit the approved *Petition* to the Registrar’s Office, and arrange for a charge of the fee to the student’s account.

Academic Leave of Absence

A [Leave of Absence \(LOA\)](#) may be granted by petition for up to one year. Doing so enables students to return and complete a degree program under the requirements in place at the time they took the leave. If the student does not resume classes at the end of the LOA period, he/she will be withdrawn from the university and must reapply to return.

An LOA is available to students on academic probation only with the approval of the Department Chair. An LOA will be granted to any student not on academic probation provided the student intends to complete the degree at WU. If such is not the student’s intention, an LOA will not be approved.

Students who leave the program but do not petition for an LOA, or who discontinue study for more than one year, must reapply for admission. Such students must complete their degree program under the requirements in place at the time of their

return.

Withdrawal from the University

Students who withdraw from the university must coordinate the withdrawal with their Success Coach and participate in an [exit interview](#).

Retaking Courses

A student may repeat courses in which grades of “D” or “F” have been assigned so that the higher grade alone will be used in computing the student’s GPA. In such cases, the lower grade will remain, as recorded, on the transcript, but it will be omitted from GPA calculations. Only courses repeated at WU, up to a maximum of 9 credits, qualify for this “grade forgiveness” policy. The [Petition to Repeat](#) a Class, with all required signatures, must be filed by the student with the Registrar’s Office. Students may obtain petitions from their Success Coach or via the above link.

Academic Probation

A student will be placed on academic probation when his/her cumulative grade point average at WU falls below minimum requirements (2.0 for undergraduate programs; 3.0 for graduate programs). The cumulative grade point average is either the Resident or Overall GPA. Specific policies for academic probation for each of the three types of programs are shown below.

In no case will students qualify as degree candidates until the minimum GPA has been achieved.

In addition to the provisions for academic probation below, the Department Chair may immediately dismiss a student without the benefit of probation if, in the judgment of the Department Chair, the student has evidenced a substantial failure to engage in the learning process and is unlikely to progress in further academic endeavors at *WU*.

A student will be placed on academic probation when his/her cumulative grade point average at *WU* falls below 2.0. The cumulative grade point average is either the Resident or Overall GPA. In the following probationary semester, the student must achieve a 2.0 grade point average for that semester or be subject to academic dismissal. The student will be removed from academic probation only when the cumulative GPA has been raised above 2.0.

Academic Dismissal

A student may be academically dismissed from Wilson University for violation of academic integrity (*as defined in this Catalog’s section on Academic Integrity*), or by failing to meet conditions of academic probation (*as defined in this Catalog’s section on Academic Probation*), or for behavior that disrupts the learning process (*at the discretion of the Department Chair*). When academic dismissal occurs, a student must wait at least one semester before petitioning to re-enter the university.

Readmission

Students who have been academically dismissed from the university may apply for readmission after a minimum period of six months from the date of dismissal. Such students must complete a new application. When submitting the application, the student must also submit official transcripts from other institutions if additional coursework was completed.

The application must be approved by the following, in this sequence:

- Vice President for Student Affairs, indicating that there are no outstanding behavioral issues that would prevent readmission.
- Student Accounts, indicating that Student Accounts has cleared the student for readmission
- Vice President for Academic Affairs

An application does not guarantee admission. If Student Affairs and Student Accounts approve the readmission, the Vice President for Academic Affairs will decide whether to grant the application based on the student’s prior academic experience at the university, current circumstances, and motivation.

Transfer Credit

Wilson University does not grant credit for remedial coursework, college orientation, high school level courses (*apart from the Advanced Placement and International Baccalaureate programs described below*), challenge examinations, experiential learning, or General Education Development (GED) tests. The university also does not grant credit for duplicated courses (*e.g., Beginning Composition completed at one college and Freshman English completed at another*). If a course has been repeated for credit, the last grade earned will be used in the evaluation of the acceptance of credit.

Undergraduate Programs

Students in undergraduate programs are limited to two, course substitutions within the Major Course Sequence of the bachelor's degree through transfer credits or credit for prior learning. Otherwise, Wilson University accepts an unlimited number of credits for prior learning within the bounds of the university's residency requirements.

Credit from Accredited Institutions

For high school graduates and GED recipients, baccalaureate level courses taken at a regionally accredited college or university, and in which the student earned a grade of "C" or better (*or NP" if the courses were offered on a Pass/Fail basis*), are eligible for transfer toward a Wilson University degree. College courses taken by high school students must meet the following accreditation criteria to be transferable to a Wilson University degree: The college or university must be an institution of higher education accredited by a regional accrediting body, national accrediting body, or professional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Credits earned at vocational or technical institutions, which are equivalent in content to required Wilson University courses may be transferred according to the policies stated above. A maximum of 12 such credits may be applied as General Electives. If students have completed vocational programs based on clock hours, rather than credit hours, then transfer credit will be computed based on 50 clock hours equaling 1 credit hour.

Credit from Unaccredited Institutions

Courses taken at an unaccredited institution will be considered on a case-by-case, course-by-course basis. Applicants may be asked to provide course syllabi or other evidence needed to make those judgments. If deemed appropriate, then the Registrar's Office may place an institution on a list of "approved colleges," which will facilitate the transfer process. Wilson University reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet reasonable academic standards.

Once admitted to WU as a degree-seeking student, students must petition in advance to take courses at other colleges. An approved Petition to Take Coursework Elsewhere grants permission to transfer such courses to Wilson University for degree program credit. This petition is available from the Registrar's Office. Courses taken concurrently that are not pre-approved will have no guarantee of being accepted for credit toward a Wilson University degree but will be evaluated for suitability for transfer.

Credit from International Institutions

Students who transfer credits from non-English-speaking countries must provide Wilson University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive evaluation of the transcripts performed by Global Credential Evaluators (www.gcevaluators.com). World Education Services (<https://www.wes.org/>) or International Education Services (<http://ies.aacrao.org/>). If students elect to use this process, choose the course-by-course evaluation and request that the evaluating company send a copy of its evaluation directly to Wilson University's Registrar. The Registrar will then use the evaluation to determine which courses will be accepted to fulfill the degree requirements. A copy of the transcript in the native language must accompany the certified translation.

Wilson University has an articulation agreement with William Jessup University and plans to pursue articulation agreements with other institutions.

Credit for Prior Learning

Life Experience Credit

Students with substantial life experience may pursue Life Experience Credit (LEC). Wilson University follows the Policy for Credit for Prior Experiential Learning (CPL) from WASC Senior College and University Commission (WSCUC). The University follows the standards of the Council of Adult and Experiential Learning (CAEL) to evaluate these demonstrations of learning. The detailed policies and procedures for evaluating Life Experience Credit can be found in the Life Experience Credit Manual. Speak with your Success Coach to explore this option further. Students can earn credits equating to 25% of their degree through LEC.

Credit by Examination

Credit toward graduation may be granted by examination and from non-traditional sources. Scores should be reported by the appropriate testing service. Wilson University does not grant duplicate credit for subject areas covered by multiple examinations (e.g., AP credit for English and CLEP credit for English). Credit may be granted for:

- a) Successfully passing Advanced Placement Exams of The College Entrance Examination Board (*APCEEB*). Wilson University students receive credits for AP exams completed with a score of 3 or higher. See the chart below based on the recommendation of the College Board.

AP Exam Score	College Board Recommendation	College Credits
5	Extremely well qualified	3
4	Very well qualified	3
3	Qualified	3
2	Possibly qualified	No transfer credit
1	No recommendation	No transfer credit

- b) Successfully passing *International Baccalaureate (IB) Examinations*. Wilson University students receive credits for IB exams completed with a score of 5 or higher.
- c) Successfully passing *College Level Examination Program (CLEP) exams*. Wilson University students receive credits for CLEP exams completed with a score of 50 or higher.
- d) Successfully passing *American Council on the Teaching of Foreign Languages (ACTFL) exams*.
- e) *DANTES, PEP, and Other Types of Credit by Examination*: Students who enroll at Wilson University may also secure credit through other standardized examinations. Examples include the U.S. military's Defense Activity for Non-Traditional Educational Support tests (*DANTES*) and the Proficiency Examination Program (*PEP*). Requests are managed on a case-by-case basis.

Credit for Military Training

Military training courses are evaluated according to the guidelines set forth by the American Council on Education (ACE) as published in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Students must have all pertinent transcripts sent directly to the Registrar's Office for evaluation.

- **For the Army, Navy, Marines, or Coast Guard**, go to the [Joint Services Transcript \(JST\) website](#). Fill out an Official Transcript Request to share your transcript with Wilson University.
- **For the Air Force**, go to the [Community College of the Air Force website](#). Submit a request to have your transcript mailed to Wilson University. You can pay for fast delivery if you're trying to meet a deadline.

Credit for Business and Industry Training

Business and Industry courses are evaluated according to the American Council on Education (ACE) National Guide to Educational Credit for Training Programs and/or the National Program on Non-College Sponsored Institutions (NPONSI). Students must submit all pertinent documentation to the Registrar's Office for evaluation.

Responsibility for Award of Credit Decisions

Decisions regarding the awarding of credit for prior learning are made by the Registrar's Office for Wilson University in consultation with the Vice President for Academic Affairs. The Registrar's Office provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Residency Requirements

Maximum number of credits that can be transferred by program:

Program	Maximum Semester Credits Accepted
Apostolic Foundations Certificate	None
Christian Counseling Certificate	None
Leadership Essential and Apostolic Principles Certificate	None
Graduate Certificate in Christian Leadership	None
Graduate Certificate in Restoration & Healing	None
Associate of Arts in General Studies	42
Bachelor of Science in Christian Ministry	78

Graduation Requirements

General Time Limit, Grade Point and Residency Requirements

To earn a degree or certificate through Wilson University, students must complete all required coursework, within the specified time limit, while maintaining a sufficient grade point average and fulfilling WU's residency requirements. Students must meet all financial obligations to receive their diplomas. Wilson University does not have a cumulative final test or examination required for the completion of any of the programs.

Course Requirements

For lists of required courses for each Wilson University program, see the Academic Information section of this Catalog.

Minimum Grade Point Average

To earn an undergraduate certificate or degree, students must earn a minimum cumulative grade point average (GPA) of 2.0. To earn a graduate certificate or degree, students must earn a minimum cumulative grade point average (GPA) of 3.0.

Time Limit for Completing Degrees

Students must complete all AA degree requirements within 3.5 years of initial enrollment, inclusive of any Leaves of Absence. Students must complete all BSCM degree requirements within 7 years of initial enrollment, inclusive of any Leaves of Absence, and they must complete the final 24 credits of degree requirements during the 5 years immediately preceding the granting of the degree.

Catalog Rights

Although the university fully intends to offer all the programs and courses described, it retains the right to alter or cancel programs or course offerings. Specifically, the university reserves the right to make substitutions if courses required under a given degree program are significantly altered or removed from the curriculum.

Students enrolling in a certificate or degree program enter under the Catalog requirements in effect at the time they enroll in the university. Students who do not enroll in courses for a full year return under the requirements in force at the time of re-enrollment.

Graduation, Academic Honors, and Commencement

Commencement vs. Graduation

Students graduate when Wilson University certifies that they have completed all degree requirements and notates degree conferral the student transcript. Commencement is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. WU holds a commencement ceremony once each year in September.

Graduation

Students nearing the end of their degree programs follow five steps to complete the graduation process:

Step 1: Students submit an online Petition to Graduate to the Registrar. Petitions must be received by August 1 to participate in Commencement.

Step 2: The Registrar conducts a preliminary degree audit to verify the students' readiness for graduation. If students are not ready, then the Registrar notifies the Success Coach to assist the students in revising their plans for completion.

Step 3: The Registrar's Office then confirms the degree posting date for which the student is eligible. The processing period from the time of approval to the actual posting of the degree is between 30 to 90 days for both undergraduate and graduate degrees. The posting date is the last day of the month following official documentation that all degree requirements have been met. Once the degree is posted, students' transcripts show that they have "graduated" from Wilson University.

Step 4: Transcripts may be ordered immediately, and graduates should receive their diploma or certificate via certified U.S. mail within 90 days of the degree posting.

Step 5: In the case of delayed documentation, the Registrar's Office notifies students of the next eligible posting date and deadline.

Honors List

The Honors List is for undergraduate students only. Following each semester, the Honors List is published. To qualify, students must have completed 12+ credits in that semester for which they earned at least a 3.5 grade point average. Honorees receive a letter and certificate signed by the Vice President for Academic Affairs in recognition of their achievement. Qualifying for the Honors List is not a determining factor for receiving the graduation honors described below.

Graduation Honors

Undergraduate Programs

Wilson University awards three types of graduation honors to bachelor's degree graduates. The university recognizes students who have achieved these honors at its commencement ceremony held each September.

Latin Honors: Wilson University awards Latin honors to undergraduate students who demonstrate academic excellence throughout all their WU coursework.

- Students with a 3.5-3.74 GPA graduate *cum laude* ("with honors"). They receive a gold seal on their diploma, along with a silver cord to wear at commencement.

- Students with a 3.75-3.89 GPA graduate *magna cum laude* (“with high honors”). They receive a gold seal on their diploma, along with a blue cord to wear at commencement.
- Students with a 3.9-4.0 GPA graduate *summa cum laude* (“with highest honors”). They receive a gold seal on their diploma, along with a white cord to wear at commencement.

Commencement

Wilson University holds a commencement ceremony once each year in September. Participation in commencement normally requires:

- A completed [Petition to Graduate](#) (including fee payment)
- A degree posting date closer to the imminent commencement than to the subsequent commencement.
- Financial clearance from all University offices (*Student Accounts, Library, etc.*) by August 15.

Early Commencement

Wilson University students who, at the time of commencement, have 6 or fewer credits outstanding beyond the current semester’s enrollment, may be approved to participate in the ceremony under the following conditions:

- Students must file a *Petition to Graduate* by July 1. The Petition must include the Graduation Petition Fee.
- Students must file a Petition to Participate in Commencement with Credits Outstanding with the Office of the Registrar. This request must be approved by the Success Coach.
- The anticipated completion date for all remaining coursework must be in reasonable proximity to the Commencement ceremony.
- The university must approve the Petition to Graduate, certifying that all other degree requirements have been satisfied.
- Students must receive financial clearance from all University offices for obligations incurred up to the time of commencement.
- The Registrar will make the final determination on a student’s request to participate in commencement with credits outstanding.

In all cases, degrees will not be recorded, nor will diplomas be mailed, until all degree requirements have been certified as successfully completed by the university Registrar.

*Please Note: Students who take advantage of this "Early Commencement" privilege cannot qualify for Academic Honors to be presented or announced at the time of Commencement. Such honors are based on students' **final** GPA, and the final GPA is unknown until all coursework is completed and the degree is posted. Academic Honors WILL be posted on the student's final transcript and will be noted on the diploma.*

Message from the Vice President for Academic Affairs

“Buy the truth, and sell it not; also wisdom, and instruction, and understanding.”

(Proverbs 23:23)

The mission of Wilson University (WU) is to equip Spirit-filled and empowered leaders with understanding, values, knowledge, and skills essential to bring authentic biblical hope and promise to every individual. At Wilson University, you will receive instruction to help you attain wisdom and understanding. It is our goal to equip you with knowledge, values, and skills to grow personally (in body, soul, and spirit) and to grow corporately as a part of the body of Christ.

You will be taught by qualified faculty members who care about your academic success, as well as your personal wellbeing. The educational content of your program will help you gain knowledge and understanding. The environment of your online courses will strengthen your faith. And you will engage with other students who share the same values and are committed to the same biblical vision.

Your education is something valuable, and it will come at a cost to you—taxing your finances, your time, and your energy. It will take diligence and commitment on your part. But what you will gain will be so valuable that the Bible admonishes us that it should *never* be sold or surrendered.

You are striving toward something of inestimable value, and we will be encouraging you every step of the journey.

Welcome to the Wilson University family!

Anna Ballinger, MBA

Vice President for Academic Affairs

Academic Programs

Comprehensive Listing of Programs

- Department of Arts and Sciences
 - Associate of Arts in General Studies
- Department of Ministry
 - Apostolic Foundations Certificate
 - Christian Counseling Certificate
 - Leadership Essentials and Apostolic Principles Certificate
 - Bachelor of Science in Christian Ministry

Department of Arts & Sciences

Mission Statement

The mission of the Department of Arts and Sciences is to equip undergraduate students, through Christian higher education (including excellent general education), for success in graduate school, chosen careers, and lifelong service to the church and society.

Goals

The Department of Arts and Sciences is committed to the task of teaching and leading students to achieve the following desired learning outcomes:

1. Students shall develop a mature worldview well-grounded in breadth and depth of knowledge and scholarship.
2. Students shall be well prepared by their undergraduate education to take the next steps toward their chosen career goals.
3. Students shall be well prepared to engage the enterprise of integrating Christian faith and learning by rigorous Biblical Studies coursework, general education coursework, and major studies coursework.
4. Students shall develop a mature sense of themselves as leaders.

Objectives

1. Students shall effectively articulate evidence-based assessments of the world around them, informed by academic scholarship and by biblical principles.
2. Students shall demonstrate competence in the areas of communication and critical thinking, humanities, history and social-behavioral science, math, and science.
3. Students shall effectively articulate and demonstrate integration of Christian faith and learning.
4. Students shall effectively articulate an accurate self-appraisal and a realistic self-strategy for servant leadership in various life arenas, such as career, community, and church.

Associate of Arts Degree Program

The Associate of Arts degree requires 60 credits of designated coursework, mostly at the lower division (*freshman, sophomore*) level, which can typically be completed in two years of full-time enrollment. The A.A. degree may be used as a platform from which a bachelor's degree may be completed.

Program Goals

1. Students will develop core intellectual competencies and practical skills.
2. Students will develop an academic grounding to prepare them for study in specialized disciplines.
3. Students will develop their character and strengthen their relationship with God as they seek truth and gain wisdom about God's world.

Program Learning Outcomes

1. **Written Communication:** Interact effectively by means of written language to achieve a specific purpose (informational, persuasive, or expressive).
2. **Oral Communication:** Interact effectively by means of spoken language to achieve a specific purpose (informational, persuasive, or expressive).
3. **Critical Thinking:** Examine diverse positions and evidence, expand understanding, and apply knowledge in the pursuit of truth to reach conclusions systematically and logically about what to believe or what to do.
4. **Quantitative Reasoning:** Interpret and analyze quantitative information in order to solve problems in a variety of settings and to create arguments supported by quantitative evidence.
5. **Information Literacy:** Obtain, evaluate, and ethically use information.

A.A. Degree Requirements

PREREQUISITE	CREDITS
LDR1104 Strategies for Success	2
TOTAL.....	2

COMMUNICATION AND CRITICAL THINKING

COM2211 Interpersonal Communication.....	3
ENG1115 English Reading and Composition.....	3
ENG2015 Introduction to Literature	3
PHI2500 Introduction to Critical Thinking	3
TOTAL.....	12

BIBLICAL STUDIES

BIB1225 History and Literature of the Early Christians	3
BIB1325 History and Literature of Ancient Israel	3
TOTAL.....	6

HUMANITIES

THE1250	Theological Foundations and Worldview	3
	<i>Humanities elective</i>	3
	<i>Humanities elective</i>	3
	TOTAL	9

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE

HIS2250	Ancient World History	3
POL2209	U.S. Government	3
	<i>History/Social science elective</i>	3
	<i>History/Social science elective</i>	3
	TOTAL	12

SCIENCE AND MATH

SCI1208	Biological Science	3
SCI1209	Biological Science Lab	1
MTH1103	College Algebra	3
	TOTAL	7

TOTAL GENERAL EDUCATION CREDITS **48**

GENERAL ELECTIVES CREDITS **12**

TOTAL CREDITS FOR THE DEGREE **60**

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one-degree program.
- Achieve full accreditation by November 1, 2026.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

Department of Ministry

Mission

The Department of Ministry equips students through Christian higher education to serve the Church and impact the world with the gospel through Spirit-empowered leadership.

Goals

1. Students will demonstrate a growing appreciation for knowledge of the Bible by the application of its truths for discipling the nations.
2. Students will demonstrate a deepening commitment of service to the Church as an instrument of God's will in the world.
3. Students will demonstrate preparedness for more demanding biblical studies at the graduate level and/or preaching/teaching ministry with a congregation or parachurch organization.

Undergraduate Ministry Certificates

Apostolic Foundations Certificate

Program Learning Outcomes

1. **Spiritual Formation:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of the priesthood of all believers.
2. **Biblical Principles:** Incorporate biblical principles to strengthen a Christian worldview.
3. **Defense of Beliefs:** Provide a rational defense of the Pentecostal ethos.
4. **Service:** Demonstrate the capacity to serve contextually the mission of Christ, embracing the concept of servant leadership.

The 12-credit undergraduate level Apostolic Foundations Certificate includes the following courses:

BIB1450	Biblical Principles	3
THE1150	Theological Essentials.....	3
LDR1205	Leadership Formation	3
ICS1460	Intercultural Studies	3

Christian Counseling Certificate

Note: The CCC program provides information and education regarding several fundamentals of congregational care. Upon completion of the program, students receive a certificate of completion that signifies their successful fulfillment of the requirements of the educational program. The certificate of completion does NOT certify or license students to practice counseling or therapy of any type.

Program Learning Outcomes

1. **Holistic Model:** Integrate a holistic model to promote wholeness in body, soul, and spirit.
2. **Biblical Principles:** Demonstrate professional, ethical, and culturally sensitive standards of conduct reflexive of Christian principles.
3. **Application:** Apply theoretical, research-based, and biblical concepts to contemporary problems and real-world situations to address specific needs of individuals, families, or groups.

The 12-credit undergraduate-level Christian Counseling Certificate includes the following courses:

Required

CNS2270 Principles of Soteric Counseling..... 3

Electives (Three of the following are required for program completion, but students may opt to take all four electives.)

CNS2271 Counseling Principles for Financial Stewardship..... 3

CNS2272 Counseling Principles for Grief and Loss 3

CNS2273 Principles for Couples Counseling..... 3

CNS2274 Principles for Addiction Counseling 3

Leadership Essentials and Apostolic Principles Certificate

Program Learning Outcomes

1. **Scripture:** Demonstrate accurate knowledge of Scripture, a strong exegetical approach to Scripture, and competence in appropriate application of the biblical text.
2. **Service:** Demonstrate the capacity to serve contextually the mission of Christ, embracing the concepts of servant leadership.
3. **Spiritual Formation:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of priesthood of all believers.

The 15-credit undergraduate level Leadership Essentials and Apostolic Principles Certificate includes the following courses:

BIB1225 History and Literature of the Early Christians.....3

BIB1325 History and Literature of Ancient Israel..... 3

LDR1205 Leadership Formation 3

THE1250 Theological Foundations and Worldview.....3

THE2800 Pentecostalism.....3

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one-degree program.
- Achieve full accreditation by November 1, 2026.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

Bachelor of Science In Christian Ministry

Program Goals

1. Students will demonstrate a growing knowledge of the Bible by the application of its truths in a lifestyle of service for discipling the nations.
2. Students will demonstrate a deepening commitment of service to the Church as an instrument of God's will in the world.
3. Students will demonstrate preparedness for more demanding biblical studies at the graduate level and/or preaching/teaching ministry with a congregation or parachurch organization.

Program Learning Outcomes

1. **SCRIPTURE:** Demonstrate accurate knowledge of Scripture, a strong exegetical approach to Scripture, and competence in appropriate application of the biblical text.
2. **SERVICE:** Demonstrate the capacity to serve contextually the mission of Christ, embracing the concepts of servant leadership.
3. **SPIRITUAL FORMATION:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of priesthood of all believers.
4. **SKILLS:** Demonstrate fundamental competencies in their chosen area of ministry.

Requirements for the Bachelor of Science in Christian Ministry. To earn the Bachelor of Science degree with a Christian Ministry Major, students must complete the following degree components:

	CREDITS
General Education Core	48
General Electives.....	24
Christian Ministry Major	48
TOTAL.....	120

General Education

General Education Core Requirements

The General Education Core, or “GE Core,” consists of 49 credits of study that meet the Bachelor of Science degree General Education requirements. It provides students with a broad-based foundation in the Liberal Arts.

PREREQUISITE	CREDITS
LDR1104 Strategies for Success	2
TOTAL	2
 COMMUNICATION AND CRITICAL THINKING	
COM2211 Interpersonal Communication.....	3
ENG1115 English Reading and Composition.....	3
ENG2015 Introduction to Literature	3
PHI2500 Introduction to Critical Thinking	3
TOTAL	12
 BIBLICAL STUDIES	
BIB1225 History and Literature of the Early Christians	3
BIB1325 History and Literature of Ancient Israel	3
TOTAL	6
 HUMANITIES	
THE1250 Theological Foundations and Worldview	3
<i>Humanities elective</i>	3
<i>Humanities elective</i>	3
TOTAL	9
 HISTORY AND SOCIAL-BEHAVIORAL SCIENCE	
HIS2250 Ancient World History	3
POL2209 U.S. Government	3
<i>History/Social science elective</i>	3
<i>History/Social science elective</i>	3
TOTAL	12
 SCIENCE AND MATH	
SCI1208 Biological Science	3
SCI1209 Biological Science Lab	1
MTH1103 College Algebra	3
TOTAL	7
 TOTAL GENERAL EDUCATION CREDITS	
	48
 General Electives	
	24
THE2800 Pentecostalism.....	3

*See course descriptions

Christian Ministry Major

Christian Ministry Program Overview This program helps men and women increase their understanding of Scripture, develop practical skills for various church leadership roles, prepare for professional Christian ministry, and/or pursue graduate studies in the field. Typically, about three-quarters of ministry students are already involved in volunteer or vocational ministry. They come to Wilson University to deepen their theological roots, strengthen their relationship with the Lord, and develop their ministry gifts.

The Christian Ministry Major is firmly grounded in God's ongoing effort to draw all nations to Himself. This divine mission gives purpose and guidance to every ministry we perform. Since 21st century ministry settings are more multicultural than ever before, the program incorporates contemporary approaches for engaging diverse groups in creative and culturally relevant ways. The Christian Ministry Major equips students to think and act "globally"—that is, to plan and carry out their *local* ministries in the context of God's *global* purpose.

Christian Ministry Major Course Sequence The Christian Ministry Major guides students, step-by-step, toward higher levels of knowledge and skill, devotion and service. It consists of the following sequence of courses:

BIB3707	Spiritual Formation.....	3
CHM4861	Field Practicum.....	1
BIB3750	Systematic Theology	3
THE3200	Apostolic Theology	3
BIB2140	Theology of Ministry.....	3
BIB3116	Literary Exegesis and Analysis	3
BIB3321	Prophets	3
BIB4402	Life of Christ	3
BIB4435	John's Literature and Theology.....	3
BIB4455	Paul's Literature and Theology	3
CHM3907	Early Church Models of Ministry	3
CHM3710	Strategic Leadership	3
CHM3420	Practical Ministry.....	3
ICS4335	The Church in Context.....	3
CHM3201	Homiletics	3
CHM4890	Ministry in Context [capstone].....	3
CHM4862	Field Practicum II.....	2

The faculty recommends that Christian Ministry students complete additional Bible courses as General Electives.

Wilson University occasionally allows senior undergraduate students to enroll in graduate courses. *WU* allows a maximum of 15 graduate credits to apply for a bachelor's degree. The university allows a maximum of 9 graduate credits to apply to *both* a master's degree and a bachelor's degree. Accordingly, *WU* strongly encourages seniors to complete graduate courses and apply them to their undergraduate degree. In this way, students may complete their bachelor's degree while getting a "head start" on a graduate program. To explore the possibility of participating in such "transition courses," speak with your Department Chair or Success Coach. Students enrolled in a *WU* bachelor's program may complete such "transition courses" at the undergraduate tuition rate.

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve full accreditation by November 1, 2026.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree

programs automatically suspended.

Course Descriptions

Field of Study In the course descriptions that follow, the first three letters in the course number indicate the general discipline into which that course falls. *WU* currently offers coursework in twenty fields of study:

BIB	Biblical Studies	MIN	Ministry
CHM	Christian Ministry	MTH	Mathematics
CNS	Counseling	MUS	Music
CML	Christian Ministry & Leadership	PHI	Philosophy
COM	Communications	POL	Political Science
ENG	English	RHS	Restoration & Healing
PSY	Psychology	SCI	Natural Sciences
HIS	History	SPT	Spiritual Formation
ICS	Intercultural Studies	SSC	Social Sciences
LDR	Leadership	THE	Theology

Course Level The four digits in the course number represent the course level, which relates to the degree of difficulty and/or level of specialization found in that course. Thus, courses numbered 1000-1999 are typically freshman-level courses. Those numbered 2000-2999, 3000-3999, and 4000-4999 are, respectively, sophomore-, junior-, and senior-level undergraduate courses. Those numbered 5000-5999 and 6000-6999 are graduate-level master's courses. Students should typically not enroll in a course more than one level above their academic classification (*e.g., freshmen should generally take 1000- or 2000-level courses, rather than 3000- or 4000-level courses*).

Credits Each course description includes in parentheses the number of credit hours earned by satisfactorily completing that course.

Prerequisites At the end of the course description, readers will find any prerequisites that may apply. To illustrate: Students must successfully complete BIB3116 Literary Exegesis and Analysis before enrolling in any other 3000- or 4000-level Biblical Studies courses. Prerequisites are for the students' benefit to ensure that they are well equipped to be successful in the coursework they undertake. Prerequisites also benefit faculty in that instructors may assume adequate preparation from students enrolled in an advanced class and effectively assist students in achieving the learning goals and objectives for that course.

BIB1225 History and Literature of the Early Christians (3)

This course provides a study of the background, principles, and teachings of the New Testament as they relate to a biblical worldview and the development of the early church. (*This course is a prerequisite to the BSCM major.*)

BIB1325 History and Literature of Ancient Israel (3)

This course provides an introduction to and overview of the history and literature of the Old Testament. Students will be introduced to basic resources and methodologies for study. The relationship and significance of the Old Testament to the New Testament and the church are emphasized. (*This course is a prerequisite to the BSCM major.*)

BIB1340 Pentateuch (3)

This course consists of a study of the first five books of the Old Testament within their historical and geographical contexts. Students gain an understanding of origins and early history from a biblical perspective. They trace major themes in the Pentateuch, including covenant and law. They examine the relationship between God and humanity in early history and understand its significance for the Christian today.

BIB1450 Biblical Principles (3)

This course teaches students to think critically about biblical principles and equips them to form a consistent and cohesive worldview. The course also provides an overview of the Bible with emphasis on the key events, primary figures, and principal themes.

BIB2140 Theology of Ministry (3)

In this course students will define the biblical view of ministry, discern the call of God upon their lives, discuss the importance of horizontal and vertical relationships, express the challenges of ministry, and assess the meaning of a fruitful ministry.

BIB2145 Theological Foundations (3)

Does human history have a plan and purpose? If so, how can it be discovered, and what is its shape? This course addresses these vital questions and explores the unfolding biblical movement and sequence of this revelation, including an examination of each progressive epochal shift and covenant. At the conclusion of this course, students should have a grasp of the meaning of human history, as well as their own role and responsibility therein.

BIB3116 Literary Exegesis and Analysis (3)

This course is an introduction to the tools, methods, and practice of biblical exegesis with a view towards understanding biblical texts in their historical and literary context. It culminates in the writing of an exegetical paper.

BIB3321 Prophets (3)

This course will explore the corpus of Old Testament prophets. Issues of genres, themes, and historical context will be examined. Students will gain an awareness of overarching themes and styles within the prophets as well as an understanding of the unique contributions of the individual books.

BIB3707 Spiritual Formation (3)

This course provides students with tools and practical approaches to strengthening their spiritual formation—defined as being with Christ, becoming like Christ, and living for Christ. It includes an examination of spiritual disciplines and their role in spiritual formation.

BIB3750 Systematic Theology (3)

This course includes continuing exploration of the five primary theological categories (*Theology, Christology, Pneumatology, Soteriology, and Ecclesiology*). It exposes students to an expanded, penetrating look at the content, as well as the implications of theology. The desired outcome is that students understand both and are enabled to utilize this knowledge to provide more effective, enduring ministry.

BIB4090 Apostolic Age (3)

Students examine the beginnings and systematic expansion of the Christian church. Topics include the Pentecostal outpouring of the Holy Spirit and its attendant effects, the apostolic doctrine, the ministries and miracles of the Apostles and their application to the church today, and the opening of the church to the Gentiles, and the life and missionary journeys of the Apostle Paul. Emphasis is placed on the development of the early church in the Roman Empire with its conflicts, influences, and persecutions.

BIB4401 Matthew (3)

This course is an exegetical study of the Gospel stressing Matthew's defense of Jesus' Messiahship to early Jewish disciples and potential disciples, noting Matthew's encouragement toward a mission that transcends ethnic boundaries.

BIB4402 Life of Christ (3)

This course provides an in-depth look at the life and ministry of Jesus Christ from the context of the four Gospels. The geographical, historical, and cultural background of Jesus' life and ministry will be covered. Additionally, attention will be given to the identity and purpose of Jesus as well as the significance of his death, burial, and resurrection. Furthermore, the relevance of the Gospels to the believer today will be covered.

BIB4435 John's Literature and Theology (3)

This course provides an overview of John's Gospel and epistles, along with a more detailed analysis of major themes in John's theology.

BIB4455 Paul's Literature and Theology (3)

This course provides an overview of the Pauline epistles, along with a more detailed analysis of major themes in Paul's theology, life, and ministry. The significance of his literary work and theology and how they affected his work and the Kingdom of God will be emphasized.

BIB5115 Bible Study Methods and Tools (3)

This course develops students' ability to interpret the Bible with confidence and accuracy. It introduces students to the basic principles of exegesis and hermeneutics as well as the tools and resources for studying the Bible. It provides a systematic method for studying the Bible in its historical and literary context.

BIB5303 Matthew (3)

This course is an exegetical study of the Gospel stressing Matthew's defense of Jesus' Messiahship to early Jewish disciples and potential disciples, noting Matthew's encouragement toward a mission that transcends ethnic boundaries.

BIB5773 Apocalyptic Literature (3)

Apocalyptic literature is a unique genre found in both biblical and extra-biblical sources. This course introduces students to the distinctive characteristics and features of apocalyptic literature, the authors and times from which it emerged, and its relevance for today.

BIB6333 Johannine Epistles (3)

This exegetical course analyzes the background, context, and distinctive themes of the three Johannine Epistles, making application to life, ministry, and the church today.

BIB6463 Ephesians (3)

In this course, students systematically study Paul's Epistle to the Ephesians, one of the most profound documents of the New Testament. The course gives special attention to this letter's background, structure, major themes, and relationship to Pauline theology. The course also encourages students to apply this epistle in their own lives and ministries.

CHM1110 Dynamics of Christian Ministry (3)

In this course, students examine various avenues and vocations of Christian service and apply fundamental theories of leadership to ministry. Students are equipped to recognize their calling in a thoughtful and self-reflective manner.

CHM2140 Evangelism and Church Planting (3)

In this course, students consider practical strategies for church planting in a theological framework. Attention is given to major strategies for evangelism, such as networking, small groups, home visitation, care ministries, cross-cultural ministry, and media.

CHM2700 Church Leadership and Administration (3)

This course is designed to introduce the two-fold mission of the church: to come together in worship and to go forth into the world with the gospel. This course will present the leadership gifts that operate within the church, consider administrative principles and practices, and relate these to denominational polity and local church organizational needs in support of this two-fold mission.

CHM2980 Challenges in Contemporary Apostolic Ministry (3)

This course addresses the challenges that are pertinent to apostolic ministry and to the apostolic movement. The content will vary with the contemporary challenges that are of importance to the church and will address subjects of survival, direction, and progress. (Residency course)

CHM3150 Dynamics of Church Growth (3)

This course provides an overview of church growth in the modern age against the backdrop of biblical principles and the *Missio Dei* (the mission of God). Attention is given to developing a practical theology of church growth and the responsibility of the believer(s) in implementing church growth methods in a contextualized setting.

CHM3201 Homiletics (3)

This course studies the theory and practice of preaching; applies the art of public speaking to both Christian and non-Christian audiences.

CHM3420 Practical Ministry (3)

This course focuses on common ministry demands. Topics include working with volunteers, basic communication skills, informal counseling and referral, ministerial taxes and finances, and human rites of passage (*births, weddings, and funerals*).

CHM3710 Strategic Leadership (3)

This course helps students develop practical skills for leading churches and other faith-based organizations. It gives special focus to analyzing organizational culture and dynamics, vision casting, team building, and strategies for dealing with change.

CHM3907 Early Church Models of Ministry (3)

This course is based upon the supposition that the models of ministry found in the early New Testament church are the most refined, desirable models of ministry for those seeking effectiveness in their present ministry. The course identifies the various models and examines them in an effort to ascertain how these models can be exercised in today's world.

CHM4861 Field Practicum I (1)

Field Practicum is a two-part class that nurtures ministry-mindedness and prepares students for lifelong ministry involvement. In Field Practicum I, students will develop a plan for their future ministry involvement. In this one-week course, students will learn how to document observations and assessments of their ministry setting and their own ministry strengths and weaknesses. This course will set the expectation for continual ministry involvement and the practice of personal spiritual formation over the course of the BS in Christian Ministry major courses, giving the student first-hand knowledge and experience in local church ministry.

CHM4862 Field Practicum II (2)

Field Practicum is a two-part class that nurtures ministry-mindedness and prepares students for lifelong ministry involvement. In Field Practicum II, students will reflect on their ministry involvement over the course of their BS in Christian Ministry major courses. They will be evaluated on their continual ministry involvement, their perception of personal growth, and their plan for future ministry growth and involvement.

CHM4890 Ministry in Context (3)

In this course, students write a capstone project, applying their biblical and theological studies to their specific ministry setting. Students will identify ways in which to better lead the church as a mission-driven community—a movement led by God's Spirit, continually relevant to the ministry context. Special Considerations: Due to practicum elements, this course is open only to Christian Ministry Majors and students in active Christian service. Consult the Department Chair for details.

CHM6303 Transforming Conflict and Crisis in Ministry (3)

This course examines the factors that produce conflict, the dynamics of conflict, and ways in which conflict can be appropriately managed, especially in the environment of the church. It includes an exploration of such matters as clashing expectations, incompatible visions, and conflicting values.

CNS2270 Principles of Soteric Counseling (3)

This course provides an introduction and foundation for the biblical principles of Soteric Counseling. Students will be introduced to basic resources and methodologies for the application of Soteric Counseling, pastoral care, and ethics from an Apostolic perspective.

CNS2271 Counseling Principles for Financial Stewardship (3)

This course examines financial stewardship from a biblical perspective. The focus is on the principles of blessing, stewardship, and money management, as well as ways to apply and teach these principles. This includes an exploration of the balance between materialism and asceticism, taking care of God's resources, and the role of preparation. Recognizing the role of money personality, behaviors, and habits, practical strategies are discussed to help people create a plan, budget, set healthy boundaries, and improve communication about financial issues.

CNS2272 Counseling Principles for Grief and Loss (3)

This course examines theories of grief and loss across the lifespan. The focus is on the experiences of loss, grief, and bereavement as viewed by individuals, families, and loved ones. Major topics include dying and bereavement, separation from a relationship, loss of a job, effects of a disaster, declines in functional health, acute illnesses, and chronic diseases. Specifically, the role of spirituality in the coping process is explored in order to increase the student's ability to implement Christ-centered faith modalities while mentoring or counseling those who have experienced loss.

CNS2273 Principles for Couples Counseling (3)

This course is an introduction to various approaches for providing couples counseling in the church setting. The course will focus on teaching a biblical conceptual model for understanding marriage and how dysfunction occurs and provides short-term methods and techniques to assist couples in crisis.

CNS2274 Principles for Addiction Counseling (3)

This course covers issues, challenges, and effective treatment strategies for people who are struggling with addictions. Students learn about current neurobiology research that supports the concept of addiction treatments and complete case study exercises based on clinical knowledge.

CML5173 Leadership Theology of Human Spirituality (3)

This course introduces students to the seminal subject of "being." Students examine God as "Being," explore human "being" and its implications and examine the ideal human "being" as found in the resurrected Christ. Students also analyze the remarkable journey inward and outward in personal development, including the role of courage, decision making, and interaction with the inward and outward world of the individual.

CML5320 Leadership Theology of Vision (3)

In this course, students explore both the ethereal and the practical aspects of vision—what it is, how it comes, and its primacy of place in effective ministry. The course also includes a discussion of the contrasts and interplay between visionary and managerial ministry. Biblical as well as historical models are researched, with emphasis on applicability to the individual.

CML5873 Leadership Theology of Mission (3)

Authentic mission always derives from vision and leads to action. Beginning with these connections, this course exposes the student to the origins, characteristics, and methods that are revealed biblically for the mission with the goal of equipping the student for effective missional activities.

CML6373 Leadership Theology of Process and Action (3)

In this course, the role and nature of process, program, and planning that lead to effective ministry are discussed. Students explore precedents to spiritual action, the nature of such action, and the results that one can expect. The goal is to assist students in avoiding ineffective actions and enhancing spiritual returns on efforts.

COM2211 Interpersonal Communication (3)

This course provides an interactive learning experience designed to equip students with a comprehensive understanding of self and the basic "listening-to-understanding" skills which facilitate improved interpersonal communications in establishing and maintaining relationships with God and others.

ENG1115 English Reading and Composition (3)

This course involves reading, interpreting, and composing a variety of texts. Instruction emphasizes reading and writing as discourse with a focus on purpose/setting/thesis formation, sentence and paragraph structure, and essay development.

ENG2015 Introduction to Literature (3)

In this course, students engage in a variety of expository writing exercises, including literary analysis, through the critical study of various literary genres, including poetry, short fiction, drama, and novels. (*Completion of ENG1115 with a C or higher is required as a prerequisite.*)

HIS2250 Ancient World History (3)

This course offers an introduction to the peoples of the ancient world. Students study the history, culture, geography, politics, literature, and religion of the major empires of the ancient Near East from 3000 BC to early Christianity (2nd century AD). Specific emphasis is placed on ancient Israel, emergent Judaism, and the Greco-Roman world at the time of Christ.

ICS1460 Intercultural Studies (3)

To develop a basic level of cross-cultural competency, this course will challenge students to learn about the way people from various cultural backgrounds think, behave, and communicate. The students will also explore foundational understandings of the field of missiology.

ICS4335 The Church in Context (3)

In this course, students explore how the triune influences of God's Word, the Cultural Context, and the Christian Movement come together to develop a healthy faith community within its culture. The course focuses on current trends, including proven methods for assisting and growing faith communities in the face of emerging globalism.

ICS5073 Preparing Short-Term Missions (3)

Short-term mission trips can be life-changing experiences for all involved. This course prepares individuals and church groups for these special ministries by offering a biblical perspective on the world's peoples and the Lord's call to go to the nations. Participants gain practical skills for cross-cultural ministry that benefit those who go, those whom they serve, and the host mission.

ICS5203 World Religions (3)

This course provides an overview of major world religions with particular attention to how they compare and interact with Christianity. It examines the origins and development of major world religions and their adaptation to present-day social and political situations.

ICS5573 Developing a Culture of Missions (3)

This course explores various means and methods of local church involvement in the foreign mission field. The approach is based on Apostle Paul's indigenous model of finding and facilitating. The course integrates theory and praxis and is designed to move the student to a more responsible understanding of basic missionary concepts.

ICS6373 Global Missions and Revival (3)

This course defines a biblical approach to fulfilling the Great Commission and communicates a vision for current global missions. Students develop a biblical approach to missions, examine specific fields of mission that are experiencing great growth and revival, and become aware of opportunities for ministry within the stream of an ongoing worldwide revival.

LDR1104 Strategies for Success (2)

This is a required initial course for all degree-seeking students. The course focuses on Christian stewardship of time, talents, and abilities for attaining personal, professional, and academic success. Topics include systems of compound growth, time management, interpersonal academic skills, learning styles and study skills, and effective team building processes. Students learn how to write in APA format and how to navigate Populi, the learning management system.

LDR1205 Leadership Formation (3)

In this course, students examine spiritual formation as an initial and ongoing foundation for the development of their leadership capacity. Students discover their strengths and explore God's calling in their life. Concepts include spiritual disciplines, spiritual authority, types of leadership, and passion for leadership.

MIN5733 Current Issues in Pentecostal Ministry (3)

This course provides a "public square" in which students discuss current and ongoing issues of relevance to Pentecostal ministry. Utilizing a variety of instructional and communicative aids, the course exposes students to current issues facing the church, provides a challenging place for the student to develop his/her understanding of these issues, and enables students to articulate their conclusions.

MIN5780 Challenges to Nurturing Growth (3)

This course is designed to explore current and ever-changing challenges to the growth and progress of individuals, the local church, and the broader faith communities, and provide substantive answers to these challenges. (Residency course)

MIN5783 Contemporary Challenges in Apostolic Ministry (3)

This course addresses the challenges that are pertinent to apostolic ministry and to the apostolic movement. The content will vary with the contemporary challenges that are of importance to the church and will address subjects of survival, direction, and progress. (Residency course)

MTH1103 College Algebra (3)

This course is designed to familiarize learners with fundamental mathematical concepts such as equations, systems of equations and inequalities, also linear, exponential, logarithmic, and rational functions, polynomials, analytic geometry, sequences, and probability with the counting theory. Upon course completion, learners will be able to apply a variety of problem-solving strategies to find solutions to an array of real-life problems. This course also provides the algebraic skills needed to pursue higher level studies in mathematics.

MUS1503 Practical Music Theory (3)

This course provides the fundamentals of music applied through the development of skills in music reading and writing. It includes the basics of tonal music: scales, diatonic seventh chords, intervals, triads and chords, secondary dominants, and modulation. The course also includes an analysis of various styles of music.

MUS2110 Music Appreciation (3)

This course consists of a study of great music and great composers from medieval times through the 20th century. It includes basic elements of music and an introduction to the orchestra. The course compares the qualities of music with those of visual and other art forms.

MUS3345 Worship Ministry (3)

This course focuses on the principles of worship music and its role in Christianity. It familiarizes students with various worship p forms and the history of church music to contemporary times, and it develops the church musician. Areas of emphasis include relationships, balance, spirituality, and practical applications such as department structure and growth.

PHI2100 Christian Worldview and Contemporary Living (3)

In this course, students gain a deeper understanding of the Christian worldview, how it differs from other worldviews, and how it answers the basic questions of life. Topics include biblical concepts of creation, humanity, redemption, and Christian living.

PHI2500 Introduction to Critical Thinking (3)

This course provides an introduction to thinking skills necessary for the identification, understanding, and evaluation of arguments. It includes studies of language, common fallacies, and formal and informal reasoning.

PHI3200 Contemporary Social Ethics (3)

This course addresses approaches to ethical and moral decision making. Students also consider the application of Christian ethics to contemporary issues in culture and society.

POL2209 U.S. Government (3)

In addition to American political philosophies, the U.S. Constitution, political institutions, political processes, political behavior, and public policy, this course examines the relationship between Christians and government and politics.

PSY2100 General Psychology (3)

This course is an introduction to the principal areas, problems, and concepts of psychology, including perception, thinking, motivation, personality, and social behavior.

PSY3100 Principles of Christian Counseling (3)

This course provides an introduction to basic principles and skills needed to minister to individuals through counseling. Various models of counseling are compared and critiqued.

RHS5803 Pastoral Care: Ethics and Boundaries (3)

In this course, students are introduced to basic biblical ethics pertaining to pastoral care. The course also raises the issues of confidentiality, examining the expectations and limitations of the pastor. Students identify referral requirements that pertain to notification of parents, family, police, or other authorities.

RHS5813 Pastoral Care: Listening and Assessing (3)

In this course, students identify and learn foundational listening skills. They also learn to identify the meta-message within a conversation and are introduced to various assessment protocols that guide them to know when pastoral care might require counseling, therapy, or other measures.

RHS6403 Family Crisis and Conflict (3)

This course equips students to deal with family crisis situations and to better manage conflict within marriages, families, and churches. The course helps the students identify core issues and speaks to the dynamics that precipitate crisis and conflict.

RHS6413 Couples Counseling (3)

This course provides students with foundational tools for couples counseling in both the premarital and marital contexts. The course equips students with tools for basic couples counseling.

SCI1208 Biological Science (3)

For non-science majors. This course is an introduction to the basic life functions of invertebrate and vertebrate organisms. Topics include history of biology; basic chemistry of life processes; the cell theory; cellular structure and respiration; mitosis and meiosis; DNA, RNA, and protein synthesis; genetics; embryology; animal and plant taxonomy; animal and plant anatomy and physiology of systems; and the life processes of change from an evolutionary and creationistic viewpoint.

SCI1209 Biological Science Lab (1)

This laboratory course is a 1-credit companion to demonstrate principles presented in SCI1208. Laboratory exercises are designed to demonstrate basic biological principles, as related to scientific study, cell structure and function, genetics, human physiology, evolutionary theory, biodiversity, and ecology. This course provides students with an opportunity to apply principles in experiments utilizing contemporary techniques and methods.

SPT5203 Balancing Ministry and Personal Life (3)

This course explores the principles of setting boundaries. It helps the student develop a realistic perspective of ministry, marriage, and family. The course also focuses on skills for maintaining a mutually meaningful marriage and guides the student to identify areas of weakness and develop strategies for strengthening.

SPT6403 Handling Personal Temptations (3)

This course helps students identify specific areas of vulnerability that could surface while involved in ministry. Students develop an understanding of how vulnerability develops, and what mechanisms have helped and hurt them in coping with those vulnerabilities. Students then form strategies for more effective protection and coping.

SSC3300 Sociology of Families (3)

In this course, students examine the family as a social institution. The course includes historical and cross-cultural perspectives, a discussion of social changes affecting marriage and the family, an analysis of American courtship and marriage patterns, and the psychodynamics of family life.

THE1150 Theological Essentials (3)

In this course, students analyze, defend, apply, and teach foundational theological topics and key doctrines of the Christian faith including salvation, the Godhead, and holiness.

THE1250 Theological Foundations and Worldview (3)

This course addresses vital questions concerning the unfolding biblical account of human history and God's divine plan and purposes. The epochal shifts in history and God's covenant with his people are examined. Students also gain a deeper understanding of their biblical worldview, how it differs from other worldviews, and how it answers the basic questions of life.

THE2800 Pentecostalism (3)

This course provides an overview of the history and antecedent development of the present-day apostolic church from its New Testament roots and the Azusa Street Revival. Students will be introduced to basic resources that show cultural foundations for lifestyle, doctrine, and New Testament theology for the modern apostolic church.

THE3200 Apostolic Theology (3)

This course explores the issues attendant on the praxis of New Testament theological teachings and contemporary society. Emphasis is placed on the importance of biblical ideals and the challenges and processes for bringing them from the timeless into the timely and from abstract thoughts to concrete reality.

THE5213 Church History: Past, Present, and Future (3)

In this course, students engage in disciplined reflection on the nature of the Church directed by three guiding questions: What are the basic biblical requirements for a group calling itself "church"? In what ways has the Church changed and developed over the centuries? And what are the implications for 21st-century Christian communities? Participants gain insights from a rich variety of biblical, historical, and contemporary perspectives.

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