



Wilson University Catalog

July 2019 - June 2020

Wilson University

9735 Dino Dr., Elk Grove, California 95624 U.S.A

Phone 916.681.2768 • FAX 916.681.2772

www.wilsonuniversity.org

For Admissions Information call 800.762.5990

Message from the President

Welcome to Wilson University and thank you for taking the time to review the catalog. It is designed to provide you with helpful information in a clear and thorough manner.

Whether through vocational or liberal studies, whether it is purely practical or highly abstract, the pursuit of truth and knowledge has intrinsic value. However, at Wilson University, we are also very aware that human life transcends its own finite environment and possesses an infinite component. Each individual is not only a part of earth but also of the universe—not only physical, but also psychical and spiritual.

Any education is seriously incomplete that does not take into account the above realities. An education should entail the exploration of elemental questions and issues of deepest concern—issues that are seminal in nature. These are issues that Jesus Christ not only addressed but forever positively and dramatically altered. Consequently, any education, to be complete, must include a grasp of the radical rearrangement of human life which was affected by the historic death, burial, resurrection, and ascension, of Jesus.

Here at WU, every course, every professor, and every aspect of the learning experience is carefully addressed in order to provide every student with the finest and highest quality education possible. Regardless of age, gender, or station in life, the goal is for everyone to be enabled to maximize their opportunities and potentialities.

I encourage you to take your time and prayerfully explore the possibilities that await you by enrolling in WU. We look forward to your being a part of the WU family!

Again, welcome!

Nathaniel J. Wilson, Ed.D. President

Table of Contents

Message from the President	2
About the University	4
University Mission, Vision, and Core Values	4
Philosophy	4
Christian Faith: What We Believe.....	5
Academic Freedom Policy.....	6
Location	7
History	7
Approval to Operate	8
Accreditation.....	8
Notice Concerning Transferability of Credit.....	8
Calendars	9
University Academic Information	11
Admissions.....	16
Undergraduate Programs.....	16
Graduate Programs	17
International.....	17
Financial Information	19
Student Services	24
University Community Standards	27
Student Grievance Policy	28
Academic Policies and Regulations	30
Academic Information	38
Message from the Dean	38
Academic Programs.....	39
Dept. of Ministry.....	40
Undergraduate Ministry Certificates	40
Graduate Ministry Certificates	42
Bachelor of Science Degree.....	43
Master of Arts Degree	45
Course Descriptions	53
Board of Trustees	61
Faculty.....	63
Contact Information	67

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 in 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 in order 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 peoples 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 also 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 searching 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 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 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 academic Advisor.
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, 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 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 of the State of California, with the intent to dissolve AST and open as Wilson University. In November 2016, Wilson University received approval to operate by the BPPE. Wilson University is presently seeking national and regional accreditation.

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 web site www.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 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.

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 an 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 of 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.

2019-20 University Calendar

The Catalog is effective for the academic year of 2019-2020, which begins July 1, 2019 and ends June 30, 2020.

FALL TERM 2019

Independence Day – University Offices Closed..... July 4
 Labor Day Holiday – University Offices Closed..... September 2
 Thanksgiving Holiday BreakNovember 28
 University Offices Closed 27th, 28th, and 29th
 Christmas Holiday Break.....December 17-January 6
 University Offices Closed December 24th – January 1st

SPRING TERM 2020

Martin Luther King, Jr. Day Holiday (*Observed*)January 20
 University Offices Closed
 President’s Day Holiday – University Offices Closed February 17
 Easter Holiday – University Offices Closed.....April 13
 Memorial Day Holiday – University Offices Closed.....May 25

2019-2020 Academic Calendar Undergraduate

FALL TERM 2019 July 1 – Dec.31, 2019

- Session 1..... July 1 – August 11
- Session 2..... August 12 – September 22
- Session 3..... September 23 – November 3
- Session 4..... November 4 – December 15

Spring Term Registration..... November 11-15

SPRING TERM 2020..... January 1 – June 30, 2020

- Session 1..... January 6– February 16
- Session 2 February 17 – March 29
- Session 3 April 6 – May 17
- Session 4..... May 19- June 28

Fall Term Registration May 11-15

2019-2020 Academic Calendar Graduate

FALL TERM 2019 July 1 – Dec.31, 2019

- Session 1.....July 1 – August 11
- Session 2.....August 12 – September 22
- Session 3..... September 23 – November 3
- Session 4.....November 4 – December 15

Spring Term Registration.....November 11-15

SPRING TERM 2020..... January 1 – June 30, 2020

- Session 1.....January 6– February 16
- Session 2 February 17 – March 29
- Session 3April 6 – May 17
- Session 4.....May 19- June 28

Fall Term RegistrationMay 11-15

Wilson University at William Jessup University

(Note: for a full catalog for William Jessup University, see [William Jessup 2019-2020 Course Catalog](#).)

University 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 the matriculated (*or current*) student, this catalog outlines the requirements necessary for 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 Registrar’s Office staff may be required.*

WU considers the following to be “Directory Information” and may disclose such information to third parties without 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 (anticipated or actual), withdrawal, honors received (e.g. Dean’s List recognition), 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 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 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 manager of the office that maintains the records. That office shall specify the time and manner in which 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 appropriate Academic Dean.

Diplomas and Transcripts

All degree requirements must be completed and certified by the university Registrar, and all financial obligations cleared with the responsible University offices, before diplomas or transcripts bearing posted degrees are made available to students. All financial obligations to the university must be cleared with the responsible university offices before official transcripts will be released.

Diversity and Non-Discrimination Statement

As a Christian community, Wilson University is committed to a biblical perspective that values diversity as multi-ethnic, multi-cultural, multi-generational, and multi-national. By encouraging an environment that treats 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 in order 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 on the basis of religion in all of its employment practices and student admissions.

Wilson University, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of 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.

The President, who oversees the division of Business and Finance, is the Compliance Officer for all other issues. Inquiries regarding related non-discrimination policies should be directed to the division of Business and Finance, 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, supervisors and managers, vendors, customers, and any 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**, which prohibits employment discrimination based on sex, race, religion, color, or national origin.
- **The Age Discrimination in Employment Act of 1967**, which prohibits age-based discrimination against persons aged 40 and over regarding employment decisions.
- **Section 504 of the Rehabilitation Act of 1973**, which prohibits discrimination on the basis of 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**, which 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 on the basis of 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 on the basis of 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 a 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, teacher, Advisor 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 benefitting 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 or obscene letters, notes, or 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.

Students with Learning Disabilities

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 Disabilities Services Coordinator. Each case will be evaluated individually based on the documented learning disability. The VPSA will prepare a written response to the student's request, naming the disability and stating what accommodation will be made. The VPSA will send an electronic copy to the dean of the school in which the student is enrolled, and also send a copy to the student. The student will be responsible for presenting this document in communication with each instructor at the beginning of each course.

Learning Environment

In order 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 in order 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, 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 relevant to the course and supportive of one another—especially when e-mailing an entire class group. At times, even personal messages requesting prayer or offering encouragement can be appropriate. However, forwarding “junk mail,” selling products or services or sending messages of mere personal interest clutter up an already busy course schedule. Students are to refrain from such behavior.

Participation in Educational Effectiveness Research

Wilson University seeks to continuously improve its programs and services to better meet student needs. Accordingly, students may be required to participate in certain assessment activities, such as reviewing courses or posting work in electronic portfolios.

Admissions

Undergraduate Programs

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

Non-Degree Student Admission

Non-degree students enroll in the desired courses and pay the appropriate tuition fees. If students later decide to pursue a degree from *WU*, then they must complete the admission process (*described below*).

- Submission of a completed Enrollment Agreement, Payment Agreement, and application fee (*\$40 non-refundable*)
- Submission of an official transcript from one of the following:
 - 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
 - General Education Diploma (GED) with a score of 145 on each module and 580 on the entire test battery (all four parts combined)
- Confirmation of Payment Schedule

Undergraduate Admission Requirements (B.S. Degree and Certificate Programs)

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

- Submission of a completed Enrollment Agreement, Payment Agreement, and 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 official transcripts from all colleges and universities previously attended verifying 60+ credits of college coursework completed with a minimum grade point average (GPA) of 2.0. If an applicant has completed fewer than 60 semester credits with a cumulative grade point average (GPA) of 2.0., submit one of the following:
 - 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
 - General Education Diploma (GED) with a score of 145 on each module and 580 on the entire test battery (all four parts combined)
- Confirmation of Payment Schedule
- Completion of Online Readiness Questionnaire

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 24 college credits, including English Reading & Composition (49 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 credit by examination, see the "Academic Policies and Regulations" section in the Catalog.

For further information and an application packet, please contact an admissions counselor by telephone at (800)762-5990.

- 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"*).

Graduate Programs

Graduate Admission Requirements (*M.A.*)

Entrance into a graduate certificate or degree program is based on the following criteria:

- Submission of a completed Enrollment Agreement, Payment Agreement, and application fee (\$40 *non-refundable*).
- Submission of a 500-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 official transcript from a regionally accredited college or university or other approved institution confirming completion of a bachelor’s level degree with a minimum cumulative grade point average (GPA) of 3.0 on a 4-point scale
- Submission of official transcripts from additional schools if student wishes to use transfer credits from those schools to fulfill prerequisite or degree requirements
- Submission of reference letters from two (2) persons familiar with the applicant’s personal character and professional experience
- Submission of a research paper writing sample that is 10-15 pages in length (acceptable to use a paper from the bachelor’s program).
- Confirmation of Payment Schedule
- Completion of Online Readiness Questionnaire

For further information and an application packet, please contact an admissions counselor by telephone at (800)762-5990.

- 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, except the prior education requirement, may petition for special consideration by the Admissions Committee (*see below under “Acceptance Process”*).

International Students

In addition to the application materials mentioned above, international students must submit the following documents no later than eight weeks prior to the start of the *WU* program:

- *Transcript Translation and Evaluation.* Transcripts from colleges or universities outside the U.S. must be accompanied by an English translation and detailed evaluation completed by an independent agency specializing in foreign academic credentials (*at the applicant’s expense*). All foreign college/university transcripts must be sent to an agency that evaluates and translates transcripts into the United States grading system. We recommend five international Academic Credential Evaluation Services: 1. World Education Services; 2. American Education Research Corporation; 3. Global Services Associates; 4. International Educational Research Foundation; and 5. Academic Credentials Evaluation.
- *English Proficiency.* International students must submit proof of English language proficiency in the form of *either* the required TOEFL score (*Test of English as a Foreign Language*) or required IELTS score (*International English Language Testing System*) earned within five years of the admission date:

English Language Proficiency Standards Online Undergraduate and Graduate Students

	Full Acceptance	Provisional Acceptance
TOEFL internet-based test	86	71-85

IELTS (other programs)	6.5 overall band score 6.0 sub-score	6.0 overall band score
------------------------	---	------------------------

Students admitted on a provisional basis may take one course per session provided that they are maintaining a GPA of 3.0. Students' classification will change from provisional acceptance to full acceptance when they earn the required TOEFL or IELTS score, or when they fulfill the requirements of the exemption policy (*below*). All other requirements must be met, including the minimum GPA for the *WU* degree program.

International students may apply for a waiver of the English proficiency requirement if one of the following conditions is met:

- The student is from a country or region that has English as its official or educational language.
- The student has successfully completed higher education studies in an English-speaking country or institution.

Any waiver application must be approved by the VP for Student Affairs and the Vice President for Academic Affairs.

Visa Services

Wilson University does not offer visa services to prospective students from other countries or English language services. Wilson University will vouch for student status within the FERPA guidelines at no cost. Wilson University does not offer English as a Second Language instruction. All instruction occurs in English. English language proficiency is documented by:

1. The admissions interview
2. Receipt of prior education documentation as stated in the admission policy
3. If applicable, documentation stated under International Students

Application Procedure

You may contact the Admissions Office at any time to receive further information about programs or to determine your eligibility (1-800-762-5990). Wilson University does not accept ability-to-benefit applicants/students.

Acceptance Process

Once applicants' files are complete (*application, application fee, references, and transcripts*), the Admissions Committee evaluates those files and notifies students of their Acceptance Status.

- If the Committee determines that applicants meet the admissions requirements, and that their chosen program is an appropriate fit for their educational and professional goals, then the Vice President for Student Affairs sends a letter granting "full admission."
- If applicants meet all admission requirements except for the academic criteria, then the Committee may grant "probationary admission" according to the following policy:
 - Applicants to online undergraduate programs must hold a 2.5 high school GPA or a 2.0 college GPA based on 12+ credits of study. Probationary status will be removed when the student has completed 9 credits with a 2.0 GPA. A minimum GPA of 2.0 is required for graduation with a bachelor's degree.
 - Applicants to graduate programs must hold a 3.0 undergraduate or graduate GPA. Probationary status will be removed when the student has completed 9 credits with a 3.0 GPA. A minimum GPA of 3.0 is required for graduation with a master's degree or credential.

The Committee does not grant "probationary admission" automatically, but only when evidence indicates that students have the ability to succeed in their chosen program.

- For planning purposes (*e.g. tentative enrollment counseling and academic advising, and financial aid estimates*), the Vice President may grant "provisional acceptance" based on *unofficial* transcripts. In such cases, the student's status automatically shifts to "full admission" or "probationary admission" if official transcripts confirm the information found in the unofficial transcripts.

Official transcripts are crucial for determining students' academic classification (*freshman, sophomore, junior, or senior*), the levels of financial aid for which they may qualify, and their remaining degree requirements. Without them, students may take courses they do not need, or they may pay more than necessary by losing financial aid. Accordingly, *WU* protects students by not allowing them to begin coursework until their application files are complete.

Instruction is provided in English only.

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	\$ 1,128	\$ 0	\$ 0	\$ 0	\$.50	\$ 1,168.50
Bible/Ministry Certificate	\$ 40	\$4,000	\$ 100	\$ 0	\$ 10	\$ 2.00	\$4,160.00
Christian Counseling Certificate	\$ 40	\$ 1,128	\$50	\$ 0	\$ 10	\$.50	\$ 1,228.50
Leadership Essentials and Apostolic Principles Certificate	\$ 40	\$ 990	\$60	\$ 0	\$ 10	\$.50	\$ 1,100.50
Graduate Certificate in Christian Leadership	\$ 40	\$ 3,600	\$ 100	\$ 0	\$ 10	\$ 2.00	\$ 3,749.00
Graduate Certificate in Restoration & Healing	\$ 40	\$3,600	\$ 100	\$ 0	\$ 10	\$2.00	\$3,749.00
Bachelor of Science in Christian Ministry	\$ 40	\$ 20,000	\$ 400	\$ 100	\$ 25	\$10.00	\$ 20,575
Master of Arts	\$ 40	\$ 10,800	\$ 200	\$ 100	\$ 25	\$ 5.50	\$ 11,130.50

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

**\$.50 for every \$1,000 rounded to the nearest \$1,000.

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

Undergraduate Lower Division 2 Semesters Per Year	Pace Defined	Technology Fee	Tuition \$500 per 3-unit course	Estimated Charges Per Semester
Full-Time	At least 12 semester credits per semester.	\$50	\$2,000	\$2050
Three-Quarter Time	At least 9 semester credits per semester.	\$50	\$1,500	\$1,550
Half-Time	At least 6 semester credits per semester.	\$50	\$1,000	\$1050

Graduate 2 Semesters Per Year	Pace Defined	Technology Fee	Tuition \$900 per 3-unit course	Estimated Charges Per Semester
Full-Time	At least 9 semester credits per semester.	\$50	\$2,700	\$2,750
Three-Quarter Time	At least 6 semester credits per semester.	\$50	\$1,800	\$1,850
Half-Time	At least 4 semester credits per semester.	\$50	\$1,200	\$1,250

Books

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

- Apostolic Foundations Certificate (12 credits) \$180.00
- Bible Ministry Certificate (24 credits) \$320.00
- Christian Counselling Certificate (12 credits) \$240.00
- Leadership Essentials and Apostolic Principles (15 credits) \$300.00
- Graduate Certificate in Christian Leadership (12 credits) \$280.00
- Graduate Certificate in Restoration & Healing (12 credits) \$280.00
- Bachelor of Science in Christian Ministry (120 credits) \$2,000.00
- Master of Arts in Ministry (36 credits) \$840.00

Additional Fees, as applicable

- Technology Fee (per semester) \$50.00
- 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
- ITW Instructor Fee (AFC/HC) \$90.00

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, late payment fees may be charged state amount and when. 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 student 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 degrees and transcripts will be granted only after all financial obligations to the university are satisfied. Any diploma, certificate, or transcript 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 subsequent to 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 or is withdrawn from a course for any reason, the portion of the tuition considered earned shall correspond to the number of weeks the student attended.

For the purpose of 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, (2) preserves their eligibility for financial aid if they re-enroll at a later date, and (3) 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 your receipt of those documents, in such cases the institution shall make the refund within 45 days after your return of the materials.

This Institution shall transmit all of 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 of the lessons are material 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 an application fee not to exceed \$40.00, if applicable, within 45 days of withdrawal.

For the purpose of 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 (specific holidays in the list below).

Section 6700 of the California Government Code 2019-20 Holidays	
Day Observed	Holiday
July 4, 2019	Independence Day 2019
September 2, 2019	Labor Day 2019
October 14, 2019	Columbus Day 2019
November 11, 2019	Veterans Day 2019
November 28, 2019	Thanksgiving Day 2019
November 29, 2019	Day after Thanksgiving
December 25, 2019	Christmas 2019
January 1, 2020	New Year's Day 2020
January 20, 2020	Dr. Martin Luther King Jr. Day 2020
February 17, 2020	President's Day 2020
March 31, 2020	Cesar Chavez Day
May 25, 2020	Memorial Day 2020

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.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

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, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 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 noncollection 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

New Student Orientation (NSO) exists to help and support new students as they transition into the *WU* community. The orientation provides academic advisement regarding how to utilize the student portal, register for courses, order books for the initial course, access the student email account, and complete all financial arrangements. Recorded tutorials are available to assist students with each step, and an advisor personally assigned to each student also provides guidance. Students are given a copy of the handbook, writing style guidelines, and contact information for staff members who will be assisting them through their program.

Personalized Academic Advising

Each student is assigned an Academic Advisor who assists and guides them from enrollment through graduation. Initially, the Academic Advisor streamlines the process of preparing for school. Once a student is enrolled, their advisor monitors each student's academic progress and provides suggested schedules at each registration period. If a student is at risk of failing a course, an Early Alert system is in place so the Academic Advisor can coordinate with the instructor to support and encourage the student to complete his/her course and program.

Financial Services

Financing a college education is not a one-size fits all proposition. 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.

Library

Library Resources

Wilson University provides student 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 at www.WilsonUniversity.org.

Library Services

The four major public services offered by WU's library are library assistance, library instruction, research support, and document delivery.

- Library Assistance:
 - Virtual library assistance is available through:
 - Email
 - Telephone (hours are posted on the website)
 - Chat is available for certain hours each day
 - Certain class forums
- Library Instruction: The librarian provides the following types of instruction services:
 - One-on-one library consultation and instruction to students.
 - Direct access to the library is embedded within all classes.
 - The library provides links to subject guides, database guides and guides associated with doing research or writing.
 - Special guides will be created by request of the instructor.
 - The librarian provides information literacy instruction at the request of faculty. They can use a classroom instruction form to request a session.
- General Research Support: The library provides the following services
 - FAQ – this will answer commonly asked questions
 - Instruction Service – the librarian will teach information skills during consultations and reference inquiry sessions
 - Database Guides - this will provide instruction on how to search the various databases the library owns.
 - Subject Guides/LibGuides
 - Internet Search Tools - the library will recommend various search engines to find materials on the internet. There are many subject specific engines.

- Provision of information on plagiarism, citation and writing resources
- Reference Services

Students can access the Internet or local libraries for additional resources.

Websites

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

- At WU's primary website (www.wilsonuniversity.org) students may access general information about the university, news and updates, the academic catalog, library resources, financial aid information and application forms, and a variety of other resources and services.
- Students "go to school" online by accessing a secondary website at www.wucourses.com. When students enroll in online courses, they receive a password and instructions to access their courses.

Technical Support

WU provides computer-based learning via a fully-hosted learning management system that provides online orientation and training courses for both students and instructors. Technical support is available 24/7 for the online platform. A knowledgeable representative answers students' questions and assists them with solving technical issues.

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 be in touch with Academic Advisor. Students considering withdrawal should meet with their Advisor in order 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 COMMUNITY

Online Community

Students can connect with other students through WU's Facebook, Instagram and Twitter community pages.

Newsletter

WU publishes an electronic newsletter, *Empower*, bi-annually to share current information about the University with students, alumni, and faculty.

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 services, formation groups, outreach service opportunities, 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.

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 \$900 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 of 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" 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.

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 Dean. 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 Vice President for Academic Affairs for academic matters or the Vice President for Student Affairs for non-academic matters. (*Guidelines for grievance documents are presented below.*) The Vice President with whom the student grievance has been filed 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 Dean or University Vice President*).

a. Timeliness of filing grievances

With the exception of grade appeals, the student must file a formal, written grievance no more than 10 working days after meeting with the individual the student believes has given him/her cause for grievance or no more than 15 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, lead professor of that department, and dean, 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 University Vice President with whom the grievance is filed 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:
 - Lead Professor 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 Dean 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

Academic Advisors provide academic advising for students in undergraduate and graduate programs, with assistance from the faculty as needed. Each Academic Advisor specializes in one or more programs; students are assigned accordingly. These advisors 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.
- Review the Course Schedule and discuss course options with the Academic Advisor.
- Contact the Academic Advisor in a timely fashion for registration, advising, and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, course changes (*audit, add, drop*), graduation, and related matters, according to the deadlines set by the Registrar.
- Contact Academic Advisor 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
- Junior: 61-90 credits
- Sophomore: 31-60 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*). Academic classification is also important for determining the level of financial aid for which a student may qualify.

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.

Graduate Programs

All graduate programs operate on a semester system, two semesters per academic year. Graduate students are considered full-time if they are registered for at least 9 credits per semester, three-quarter time if they are registered for at least 6-8 credits per term, and half-time if they are registered for at least 4 credits per term.

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 Academic Advisor. Students enrolled in a *WU* bachelor's degree program may complete such "transition courses" at the undergraduate upper division tuition rate.

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 typically enjoy a significantly reduced tuition rate. The number of audit students in a given 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 available in the Registrar's Office. 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. Any absences accumulated before enrollment are chargeable to the student according to the program's attendance policy. Students are responsible for securing required textbooks and materials in a timely fashion.

Attendance Policy

Definition of Attendance/Participation

A student who performs one or more of the following actions within the first two weeks of an online course is officially counted as attending and participating in that course:

- Participated in an assigned (excluding student introduction) threaded discussion (excluding the student introduction).
- Completed and submitted a quiz or examination.
- Submitted a written assignment.

Consequences of Failure to Attend/Participate

In a first online course in which a student is enrolled (registered) and fails to attend/participate (as defined above), and also has not initiated a timely withdrawal according to the university's academic policies for withdrawal from a class, the student will receive a grade of "F" for the course and will be charged full tuition for the course.

In a second consecutive online course in which a student is enrolled (registered) and fails to attend/participate (as defined above) within the first two weeks of the course, the student will be administratively withdrawn from this second course and receive a "W" on their academic transcript for this course. The student will also be charged tuition on the prorated basis prescribed in the university catalog. A student, who has failed to attend/participate (as defined above) for two consecutive online courses, as monitored by the university at the beginning of the third week of the third course, will be subject to academic dismissal from the university by the Vice President for Academic Affairs.

Assignment Deadlines

Course assignments are due at the times set by the instructor. The number of points deducted for late work 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.

- Instructors assign a point value and a due date for each assignment in an online course. Instructors are required to reduce grade points awarded for late assignments completed/submitted after the due date. The number of points deducted is at the instructor's discretion. It is possible for students to complete all assignments but fail the course due to multiple late assignments. For this reason, students are advised to budget their time so as to complete their studies in a timely manner. Instructors are not required to accept late assignments. However, for those who do, the standard deduction is 10% per day.
- Some assignments (*e.g., threaded discussions*) require students to log in several times during the week in order to be effective. Accordingly, students who "arrive" late in the week may have points deducted from their final grade.

Work submitted for grading/feedback will be provided back to the student 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 (<i>4 grade points</i>)	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 (<i>3 grade points</i>)	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 (<i>2 grade points</i>)	This grade indicates satisfactory work, including at least acceptable written work, and adequate comprehension of course material.
D Below Average (<i>1 grade point</i>)	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 (<i>0 grade points</i>)	This grade indicates an overall failure to meet the minimal 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 of time published for each term for withdrawal. “W” is completely neutral on the student transcript.

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 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 online or from the Registrar’s Office. The student initiates the petition, which must be approved by the instructor and the Vice President for Academic Affairs prior to 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 an *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 of the work the student has submitted for the course.

Students should work through their Academic Advisor, who will obtain the necessary approvals, submit the approved Petition to the Registrar’s Office, and arrange for 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 considered to have been out of school since the last day of the term in which he/she was last enrolled and attending class.

An *LOA* is available to students on academic probation only with the approval of the Dean. 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 submit a Petition for Readmission prior to acceptance and enrollment. Such students must complete their degree program under the requirements in place at the time of their return.

Withdrawal from Courses

Students may withdraw from courses without academic penalty up to the fourteenth calendar day of the course. The student is responsible for initiating the withdrawal. 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.

Withdrawals require the approval of the instructor.

The date of withdrawal shall be the date on which a student notifies the university **in writing** (*via e-mail to the Advisor or a completed Change of Registration form*) of their intent to withdraw. The staff uses the withdrawal date to compute tuition refunds.

Withdrawal from the University

Students who withdraw from the university must coordinate that withdrawal with their Academic Advisor and participate in an exit interview with the Advisor.

Retaking Courses

Undergraduate Programs

A student in an undergraduate program 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 in the Registrar's Office.

Graduate Programs

The policy for undergraduate programs, above, applies to graduate programs as well, with the following exception: Students in graduate programs may also repeat courses in which a grade of "C" has been assigned.

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). 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 Dean may immediately dismiss a student without benefit of probation if, in the judgment of the Dean, the student has evidenced a substantial failure to engage the learning process and is unlikely to progress in further academic endeavors at *WU*.

Undergraduate Programs

A student in an undergraduate program will be placed on academic probation when his/her cumulative grade point average at *WU* falls below 2.0. 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.

Graduate Programs

A student in a graduate program will be placed on academic probation when his/her cumulative grade point average at *WU* falls below 3.0. In the following probationary semester, the student must achieve a 3.0 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 3.0.

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 Dean*). 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 an Application for Readmission, which may be obtained from the Registrar's Office. 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

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

Credit for Prior Learning

Undergraduate Programs

Students in undergraduate programs are limited to two course substitutions within the Major Course Sequence 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.

Responsibility for Prior Learning 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.

Credit by Transfer

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 in order 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.

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 experience shows that WU can have confidence in a given college, then the Registrar's Office may place it 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.

Credits earned at vocational or technical institutions, that 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 on the basis of 50 clock hours equaling 1 credit hour.

Once admitted to WU as a degree-seeking student, students must petition in advance of taking 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 of transfer.

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.

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) or some other service approved by the university. A copy of the transcript in the native language must accompany the certified translation.

Wilson University has not entered into an articulation agreement with any other college or university.

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 Pacific students receive credits for AP exams completed with a score of 3 or higher.
- b) Successfully passing *International Baccalaureate (IB) Examinations*. Wilson Pacific students receive credits for IB exams completed with a score of 5 or higher.
- c) Successfully passing *College Level Examination Program (CLEP)* exams. Wilson Pacific 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 handled 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 submit all pertinent documentation to the Registrar's Office for evaluation. Military transfer courses should be reported on an Army American Council on Education Registry Transcript (AACERT) or Sailor/Marine American Council on Education Registry Transcript (SMART)—or, if not available, on form DD295 for personnel still in the armed services and on form DD214 for those discharged. A maximum of thirty credits may be granted on the basis of Military Service Study.

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
Bible/Ministry Certificate	None
Graduate Certificate in Christian Leadership	None
Graduate Certificate in Restoration & Healing	None
Bachelor of Science in Christian Ministry	78
Master of Arts	9

Graduation RequirementsGeneral 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 in order 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 degree requirements within 7 years of initial enrollment, inclusive of any Leaves of Absence. They must complete the final 24 credits of degree requirements during the 5 years immediately preceding the granting of the degree.

Changes in Degree Requirements

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 reenrollment.

Graduation, Academic Honors, and Commencement

Commencement vs. Graduation

Students graduate when Wilson University certifies that they have completed all degree requirements and posts the degree on the official 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 a Petition to Graduate, which includes a Completion Plan, to their Academic Advisor. The deadline for degree posting is 90 days prior to the requested posting date. Petitions must be received by August 1 for the Commencement.

Step 2: The Academic Advisor conducts a preliminary degree audit to verify the students' readiness for graduation. If students are not ready, then the Advisor assists them in revising their Completion Plan. If students are ready, then the Advisor passes the Petition to Graduate to the Registrar's Office.

Step 3: The Registrar's Office then confirms the degree posting date for which the student is eligible. The processing period through the time of approval to actual posting of the degree is 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. The Registrar must possess all required documentation for degree posting by the 1st of the month in order to post the degree at the end of that month. For example, documentation must be received by March 1st in order to post the degree on March 31st. 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 diplomas via certified U.S. mail within 90 days of the degree posting. However, *the university will not release diplomas or transcripts until students meet all financial obligations.*

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 of 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.

Graduate Programs

The university does not award honors to graduate students. Since such students must perform at a high level simply to graduate (3.0 cumulative GPA), graduation itself is considered honor enough.

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 Vice President for Academic Affairs. This request must be approved by the student’s academic advisor.
- 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 Vice President for Academic Affairs 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 presented, 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.*

ACADEMIC INFORMATION

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 you personally. 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 Ministry
 - Apostolic Foundations Certificate (undergraduate)
 - Bible/Ministry Certificate (undergraduate)
 - Christian Counseling Certificate (undergraduate)
 - Leadership Essentials and Apostolic Principles (undergraduate)
 - Graduate Certificate in Christian Ministry & Leadership (graduate)
 - Graduate Certificate in Restoration & Healing (graduate)
 - Bachelor of Science Degree (major in Christian Ministry)
 - Master of Arts in Ministry Degree (choice of concentrations in Christian Ministry & Leadership, Restoration & Healing, or Intercultural Studies)

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

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

Bible/Ministry Certificate

The 24-credit undergraduate level Bible/Ministry Certificate includes the following courses:

Bible/Theology Courses - Choose 12 credits		CREDITS
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB1340	Pentateuch	3
BIB2145	Theological Foundations	3
BIB4090	Apostolic Age	3
THE2800	Pentecostalism.....	3

Ministry Courses - Choose 12 credits

CHM1110	Dynamics of Christian Ministry	3
CHM2140	Evangelism & Church Planting.....	3
CHM2700	Church Leadership and Administration	3

MUS1503	Practical Music Theory.....	3
MUS3345	Worship Ministry.....	3
PSY3100	Principles of Christian Counseling.....	3

*See course descriptions

Christian Counseling Certificate

1. Integrate a holistic model to promote wholeness in body, soul, and spirit.
2. Demonstrate professional, ethical, and culturally sensitive standards of conduct reflexive of Christian principles.
3. 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 (choose 3)

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

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 accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2018, and full accreditation by July 1, 2021.

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.

Graduate Ministry Certificates

Graduate Ministry Certificate. Students may earn a graduate-level Graduate Ministry Certificate by completing twelve (12) credits of graduate electives within the Ministry Department. Students may select one of two areas:

- Christian Ministry & Leadership
- Restoration & Healing

Please note that the Graduate Ministry Certificate:

- Requires that you complete the 12 credits with a B-average.
- May be taken in any combination of online and/or residency coursework.
- May *not* include transfer credits, conference credits, or directed independent studies.
- Does not require the ratio of courses between Scripture, Service in context, Spiritual formation, and Skills objectives mandated by the Graduate Ministry program.
- May be applied toward a Master of Arts degree if students qualify.

Graduate Certificate in Christian Ministry & Leadership

To receive this certificate, you must successfully complete the following:

COURSE	CREDITS
CML5173 Leadership Theology of Human Spirituality	3
CML5320 Leadership Theology of Vision	3
CML5873 Leadership Theology of Mission	3
CML6373 Leadership Theology of Process and Action	3

Graduate Certificate in Restoration & Healing

To receive this certificate, you must successfully complete the following:

COURSE	CREDITS
RHS5803 Ethics and Boundaries	3
RHS5813 Listening and Assessing.....	3
RHS6403 Family Crisis and Conflict.....	3
RHS6413 Couples Counseling	3

**See course descriptions*

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 accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2018, and full accreditation by July 1, 2021.

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 Degree Program

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

4. **SCRIPTURE:** Demonstrate accurate knowledge of Scripture, a strong exegetical approach to Scripture, and competence in appropriate application of the biblical text.
5. **SERVICE:** Demonstrate the capacity to serve contextually the mission of Christ, embracing the concepts of servant leadership.
6. **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.
7. **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	49
General Electives	23
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. General Education courses are offered online in General Education "Carousels" or as "Courses on Demand."

FIRST COURSE	CREDITS
LDR1104 Strategies for Success	3
TOTAL	3

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

BIB2145	Theological Foundations	3
PHI2100	Christian Worldview & Contemporary Living.....	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
MTH1170	Liberal Arts Mathematics	3
	TOTAL	7

TOTAL GENERAL EDUCATION CREDITS49

General Electives.....23

THE2800 Pentecostalism..... 3

**See course descriptions*

Christian Ministry Major

Christian Ministry Program Overview The College of Ministry and Biblical Studies offers its Christian Ministry Major *completely online*. 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 I.....	1
BIB3750	Systematic Theology	3
THE3200	Apostolic Theology	3
BIB2141	Theology of Ministry	3
BIB3116	Literary Exegesis and Analysis.....	3
BIB3321	Prophets.....	3

BIB4401	Matthew.....	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

*See course descriptions

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

Transition to a Master's Degree Wilson University occasionally allows senior undergraduate students to enroll in master's courses. *WU* allows a maximum of 15 graduate credits to apply to 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 master's program. To explore the possibility of participating in such "transition courses," speak with your Department Chair or academic advisor. 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 accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2018, and full accreditation by July 1, 2021.

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.

Master of Arts Degree

The mission of Wilson University is *to empower students through Christian higher education to serve the Church and impact the world for Christ*. In light of this, the goal of the Graduate Ministry Program is *to give biblical context for ministry while keeping students in the context of ministry*. This goal helps students to avoid making an artificial distinction between theory and practice. We believe that deepening the knowledge and skills base of students is most effective when students are able to immediately apply their learning to their ministry contexts. In order to achieve this goal, students may earn their degree completely online. In addition, we offer students a variety of learning experiences in which to earn credit toward their graduate ministry degree:

- Online Courses (*typically 8 weeks in length, some summer courses may be 5 weeks*)
- Residencies (*conducted each January with online follow-up*)
- Directed Independent Studies (*3 credits maximum*)
- Directed Field Practicums (*3 credits maximum*)

This program seeks to create Christ-centered leaders who develop skills for life-long learning through seminar-style classes that are student-centered and guided by exceptional faculty who engage students through intentional, well-directed threaded discussions, detailed feedback in papers and assignments, and opportunities for mentoring in the learning environment. Based on Socratic teaching methods, students are expected to “gather” information on their own through assigned reading and video lectures while instructors act as “midwives” of education, guiding student learning (both in critical thinking and spiritual development) primarily by asking probing questions rather than “telling the ‘right’ answer” through lectures.

Master of Arts in 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.

Master of Arts Program Learning Outcomes

1. **SCRIPTURE** – Students will demonstrate proficiency in integrating core areas of Biblical theology with practical ministry and the Pentecostal heritage through sound exegesis, reflective reading, critical thinking, quality academic writing and applied experience.
2. **SERVICE** – Students will become well-developed and equipped leaders, reflecting a strong commitment and dedication to serving the body of Christ and its respective communities through effective evangelism, discipleship and various forms of spiritual care.
3. **SPIRITUAL FORMATION** – Students will show evidence of growth in and commitment to their own spiritual formation through increased appreciation of and engagement in the disciplines of prayer, Bible study, personal devotion and other activities that encourage spiritual maturation.
4. **SKILLS** – Students will exhibit an advanced level of scholarly competency and will be equipped to function effectively in their chosen field of ministry at differing levels within the church and parachurch organizations.

Student Handbook See the *Student Handbook* for details regarding departmental practices and policies. Course Schedules are available through the administrative office or University website.

Special Student Status Special Student Status is a category of admission into the Master of Arts (*Ministry*) program for students who lack an accredited undergraduate degree. Prospective students with unaccredited undergraduate degrees should first check with admissions personnel to see whether their unaccredited institution might be approved by *WU*, in which case this category is not necessary.

Applicants for Special Student Status must have a minimum 7 years of verifiable, full-time ministry experience on staff in a local church or parachurch organization. Since this category of admission is highly competitive, applicants should also provide an essay expressing why they have applied and how they hope to benefit from the master’s program.

Successful applicants:

- Will be placed on probationary status for the first 9 credits of the degree program, during which they must maintain a 3.0 GPA (“B” average) to continue in the program;
- Must take at least 3 credits in the Spring term, 3 credits in the Summer term, and 3 credits in the Fall term to continue in the program.

If someone on Special Student Status fails to take the required credits per semester, they may (1) appeal to the Department Chair for an exemption based on extraordinary circumstances, (2) conclude their degree studies and apply their credits toward a 12-unit Graduate Ministry Certificate, or (3) re-apply for admission into the M.A. program.

Unsuccessful applicants:

- May be put on a waiting list on an inactive basis; or
- May be invited to participate in the 12-credit Graduate Ministry Certificate program. These credits are applicable towards the M.A. degree if and when the application is successful.

M.A. Program Overview

The Master of Arts in Ministry degree prepares students for effective leadership springing from the bases of Scripture, spiritual formation, service in context, and professional skills. The degree consists of 36 credits of study, which students may complete totally online or through a combination of online courses and short, on-ground residencies with online follow-up. Most students will complete the program in two or three years of part-time study; however, it is possible for students to accelerate the completion of the degree. For students without prior biblical or theological training, an additional two Bible courses are required as prerequisites for most Bible and Theology courses. Students may select one of three areas of concentration:

- Leadership & Ministry Studies (CML). This concentration is for those who see themselves in leadership and ministerial positions in their local church.
- Intercultural Studies (ICS). This concentration is for those who see themselves in cross-cultural ministry.
- Restoration & Healing Studies (RHS). This concentration is for pastors and lay persons who see themselves actively involved in helping ministries.

Customization *Within this framework, the M.A. is a totally customizable degree program.* Academic Advisor work closely with students to assess their past experiences, present ministries, and future needs. Together, they choose from combinations of online courses, on-ground residencies, and other learning experiences to develop a curriculum individually tailored to a student's needs.

Transfer Credit For students who have prior theological training, upon approval from the chair of the graduate ministry program, students may substitute an elective for a required course if they have previously taken the course in another program. All but a maximum of 9 credits for a master's degree or credential must be completed at *WU*.

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 accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2018, and full accreditation by July 1, 2021.

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.

MASTER OF ARTS REQUIREMENTS

The following are the requirements for the Master of Arts Degree designed to develop well-rounded leaders. Students will find a complete list of Graduate Ministry Courses following these requirements.

PREREQUISITES	CREDITS
<i>(for students without prior formal biblical or theological training and must be taken prior to most Bible courses)</i>	
BIB1225 History and Literature of the Early Christians	3
BIB1325 History and Literature of Ancient Israel.....	3
Total.....	6

SCRIPTURAL AND THEOLOGICAL DEVELOPMENT	CREDITS
BIB5115 Bible Study Methods and Tools (<i>required</i>)	3
BIB5773 Apocalyptic Literature (<i>required</i>)	3
_____ Bible Course (<i>pick one</i>)	3
_____ Theology Course (<i>pick one</i>)	3
Subtotal.....	12

SERVICE IN CONTEXT	CREDITS
_____ Servant Leadership Course (<i>pick one</i>)	3
_____ Contextual Service Course (<i>pick one</i>)	3
Subtotal.....	6

SPIRITUAL FORMATION	CREDITS
SPT_____	3
SPT_____	3
Subtotal.....	6

SKILLS FOR MINISTRY (PICK CONCENTRATION)	CREDITS
_____ (5000 level)	3
_____ (5000 or 6000 level)	3
_____ (5000 or 6000 level)	3
_____ (5000 or 6000 level)	3
Subtotal	12

PORTFOLIO CAPSTONE	CREDITS
Portfolio Capstone Project	0

TOTAL CREDITS **36 (42)**

**See course descriptions*

WU mandates the following coursework within this framework:

BIB5773	Apocalyptic Literature	3
CML5173	Leadership Theology of Human Spirituality	3
CML5320	Leadership Theology of Vision	3
CML5873	Leadership Theology of Mission	3
CML6373	Leadership Theology of Process and Action	3

The following electives are also available to students:

SCRIPTURAL DEVELOPMENT	CREDITS	
Biblical Studies Courses		
BIB5303	Matthew.....	3
BIB6333	Johannine Epistles	3
BIB6463	Ephesians	3
Theological Studies Courses		
ICS5203	World Religions†	3
THE5213	Church History.....	3

SERVICE IN CONTEXT	CREDITS	
Servant Leadership Course		
CHM6303	Transforming Conflict and Crisis in Ministry	3
Contextual Service Courses		
ICS5073	Preparing Short-Term Missions.....	3
ICS5203	World Religions†	3
ICS5573	Developing a Culture of Missions	3
ICS6373	Global Missions & Revival	3
MIN5733	Current Issues in Pentecostal Ministry	3
MIN5780	Challenges to Nurturing Growth	3
MIN5783	Contemporary Challenges in Apostolic Ministry.....	3

SPIRITUAL FORMATION	CREDITS	
SPT5203	Balancing Ministry and Personal Life	3
SPT5603	Managing Stress and Avoiding Burnout	3
SPT6403	Handling Personal Temptations	3

[†]May be used as Scripture or Service Objective.

M.A. in Ministry: Christian Ministry & Leadership Concentration

This concentration is for those who see themselves in general leadership roles within the church and world. The following are the requirements for this concentration:

PREREQUISITES	CREDITS
BIB1225 History and Literature of the Early Christians	3
BIB1325 History and Literature of Ancient Israel.....	3
Total.....	6

1. SCRIPTURAL DEVELOPMENT	CREDITS
BIB5115 Bible Study Methods and Tools (<i>required</i>)	3
BIB5773 Apocalyptic Literature (<i>required</i>)	3
_____ Biblical Studies Course (<i>pick one</i>).....	3
_____ Theological Studies Course (<i>pick one</i>).....	3
Subtotal.....	12

2. SERVICE IN CONTEXT	CREDITS
_____ Servant Leadership Course (<i>pick one</i>)	3
_____ Contextual Service Course (<i>pick one</i>)	3
Subtotal.....	6

3. SPIRITUAL FORMATION	CREDITS
_____	3
_____	3
Subtotal.....	6

4. SKILLS FOR MINISTRY	CREDITS
CML5173 Leadership Theology of Human Spirituality	3
CML5320 Leadership Theology of Vision	3
CML5873 Leadership Theology of Mission	3
CML6373 Leadership Theology of Process and Action	3
Subtotal.....	12

PORTFOLIO CAPSTONE	CREDITS
Portfolio Capstone Project	0

TOTAL CREDITS **36 (42)**

M.A. in Ministry: Intercultural Studies Concentration

This concentration is for those who see themselves in cross-cultural ministry. The following are the requirements for this concentration:

PREREQUISITES		CREDITS
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel.....	3
Total.....		6

1. SCRIPTURAL DEVELOPMENT		CREDITS
BIB5115	Bible Study Methods and Tools (<i>required</i>)	3
BIB5773	Apocalyptic Literature (<i>required</i>)	3
_____	Biblical Studies Course (<i>pick one</i>).....	3
_____	Theological Studies Course (<i>pick one</i>).....	3
Subtotal.....		12

2. SERVICE IN CONTEXT		CREDITS
CML5873	Leadership Theology of Mission	3
CML6373	Leadership Theology of Process and Action	3
Subtotal.....		6

3. SPIRITUAL FORMATION		CREDITS
CML5173	Leadership Theology of Human Spirituality	3
CML5320	Leadership Theology of Vision	3
Subtotal.....		6

4. SKILLS FOR MINISTRY		CREDITS
ICS5073	Preparing Short-Term Missions.....	3
ICS5203	World Religions	3
ICS5573	Developing a Culture of Missions	3
ICS6373	Global Missions and Revival	3
Subtotal.....		12

PORTFOLIO CAPSTONE		CREDITS
Portfolio Capstone Project.....		0

TOTAL CREDITS..... 36 (42)

M.A. in Ministry: Restoration and Healing Studies Concentration

This concentration is for those who see themselves actively involved in helping ministries. The following are the requirements for this concentration:

PREREQUISITES		CREDITS
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
Total.....		6

1. SCRIPTURAL DEVELOPMENT		CREDITS
BIB5115	Bible Study Methods and Tools (<i>required</i>)	3
BIB5773	Apocalyptic Literature (<i>required</i>)	3
_____	Biblical Studies Course (<i>pick one</i>).....	3
_____	Theological Studies Course (<i>pick one</i>).....	3
Subtotal.....		12

2. SERVICE IN CONTEXT		CREDITS
CML5873	Leadership Theology of Mission	3
CML6373	Leadership Theology of Process and Action	3
Subtotal.....		6

3. SPIRITUAL FORMATION		CREDITS
CML5173	Leadership Theology of Human Spirituality	3
CML5320	Leadership Theology of Vision	3
Subtotal.....		6

4. SKILLS FOR MINISTRY		CREDITS
RHS5803	Ethics and Boundaries	3
RHS5813	Listening and Assessing.....	3
RHS6403	Family Crisis and Conflict.....	3
RHS6413	Couples Counseling	3
Subtotal.....		12

PORTFOLIO CAPSTONE		CREDITS
Portfolio Capstone Project.....		0

TOTAL CREDITS..... 36 (42)

**See course descriptions*

5. PORTFOLIO CAPSTONE

At the end of the program, students will create a summative reflection paper on their program experience as well as compile key papers representing their course work in the four objectives of the program with particular emphasis on the concentration. Students will also complete a Transitional Interview.

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.

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. Relationship and significance of the Old Testament to the New Testament and the church is emphasized.

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)

This course is a study of contemporary Christian ministry in the framework of biblical covenants, focusing particularly upon God's

covenant in Jesus Christ. On the basis of the new covenant, students will consider the nature of the Gospel centered in atonement and the believer's response in purposeful ministry through the Church.

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 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. (*Prerequisite: BIB1225*)

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. (*Prerequisite: BIB1326, BIB3116*)

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, 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. (*Prerequisite: BIB1226*)

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.

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. (*Prerequisite: BIB5115*)

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)

This course is an introduction to the streams and vocations of Christian ministry designed to help students see the larger picture of ministry and the particular avenues of ministry. It helps students place themselves into the field 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)

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)

The 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 Church Ministry major courses, giving the student first-hand knowledge and experience in local church ministry.

CHM4862 Field Practicum II (2)

The 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 Church 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 is an introduction to the principle areas, problems, and concepts of Soteric counseling. It will be taught from an apostolic frame of reference.

CNS2271 Counseling Principles for Financial Stewardship (3)

This course examines financial stewardship from a biblical perspective. The focus is on the modern world and the desire to satisfy wants regardless of the cost, and the destructive behaviors to which many find themselves addicted. The solution utilizes biblical principles that identify behaviors and create pathways to financial control, thus helping to develop financial freedom while keeping God at the center of the process. Major topics include identifying destructive and addictive behaviors, handling finances during personal struggles, preparing for future needs, and managing finances to be a blessing to the kingdom of God.

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. 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 with 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 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 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 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 introduces principles of communication for day-to-day activities, including verbal and nonverbal communication, listening skills, conversational adjustments, self-awareness, persuasion, and conflict resolution. Students practice methods of critical thinking and advocacy as they prepare, present, and evaluate oral arguments.

ENG1115 English Reading and Composition (3)

This course involves reading and interpreting a variety of narrative and expository texts including essays, fiction, and one longer, significant text. Students compose a sequence of expository essays and a research paper. 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 genre, including poetry, short fiction, drama, and the novel.

HIS2250 Ancient World History (3)

This course offers an introduction to the peoples of the ancient world. Students investigate various aspects of ancient world cultures, including geography, politics, history, art, literature, and religion. Students think historically about their world in terms of patterns in human experience and assess the similarities between conditions prevailing in ancient times and those in the current era.

ICS1460 Intercultural Studies (3)

In order 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's field. The approach is based on Apostle Paul's indigenous model of find and facilitate. 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 ongoing worldwide revival.

LDR1104 Strategies for Success (3)

This required initial course for all online undergraduate students includes assessment of basic writing, math, and computer skills. In addition, the course focuses on Christian stewardship of time, talents, and abilities for attaining personal, professional, and academic success. Topics include goal-setting strategies, time and stress management, communication and conflict skills, learning styles and study skills, and effective team building processes.

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)

MTH1170 Liberal Arts Mathematics (3)

This course introduces mathematical tools used for analyzing business problems, including number properties, graphs, equations, ratios and proportions, algebraic computations, elementary descriptive statistics, probability, and linear models.

MUS1503 Practical Music Theory (3)

This course provides the fundamentals of music applied through 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 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 qualities of music with those of visual and other art forms.

MUS3345 Worship Ministry (3)

This course focuses on principles of worship music and its role in Christianity. It familiarizes students with various worship 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 for both the premarital and marital context. 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. *The course is accompanied by SCI1205, a one-unit lab course, which includes laboratory experiments demonstrating principles presented in SCI1200.*

SCI1209 Biological Science Lab (1)

For non-science majors. Laboratory experiments demonstrate principles presented in SCI1200.

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.

SPT5603 Managing Stress and Avoiding Burnout (3)

This course offers a variety of methods and concepts for managing the stresses inherent in ministry in order to avoid burnout. The course examines the experience of stress and depression on human functioning, and it provides suggestions for healthy stress management in a ministry setting.

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 psycho-dynamics 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 of 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 historical and doctrinal development of the Pentecostal movement from 1901 to the present. Students explore the unique connection between this emergence and the first century New Testament Church. Special emphasis is given to the apostolic movement and the progression of growth, traditions, and distinctives. Students will have a grasp of major events and organizational issues over the last century.

THE3200 Apostolic Theology (3)

This course explores the issues attendant at 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.

Board of Trustees

Mr. Chad Adair

Energy Trading Specialist
Sacramento Municipal Utility District
Sacramento, California

Mr. Caleb Adams

Pastor
Christian Life Church
Lakeland, Tennessee

Mr. Ryan Babineau

Owner/CEO
RL Liquidators
Elk Grove, California

Mr. Martin Heede

Owner/CEO
Heede Landscape Company, Inc.
Sacramento, California

Dr. Johnny King, Chair

Pastor
Truth Church
Calgary, Alberta, Canada

Mrs. Judy King

Executive Administrator
Truth Church
Calgary, Alberta, Canada

Mrs. Yvette Kumar

Marriage and Family Therapist
Eden Counseling Services
Castro Valley, California

Mrs. Ellen Mayo

Financial Manager
Cornerstone Pentecostal Church
Liberty Lake, Washington

Mr. John Shoemake

Pastor
First Pentecostal Church of San Jose
San Jose, California

Mr. Barry Sutton

Pastor
New Life United Pentecostal Church
Birmingham, AL

Mr. Nathaniel Urshan

Vice President
Apostolic Church of Jesus Christ
Belle Glade, Florida

Dr. Nathaniel Wilson

President
Wilson University
Elk Grove, California

Mr. C. Myles Young

Pastor
The Rock Church
Elk Grove, California

Mr. Curtis Young

President
Reach Worldwide Ministerial Association
Sacramento, California

Faculty

CHAD ADAIR

Adjunct Assistant Professor of Business and Finance
California State University, Sacramento; MBA in Finance

KARLA R. ADAIR

Adjunct Assistant Professor of English
Texas A & M University, M.S. in English; Single Subject Credential in English from the State of California

CAMI ALLARD

Adjunct Assistant Professor of Psychology
Alliant International University, MA in Clinical Psychology; Alliant International University, PhD in Clinical Psychology

STEPHEN ALLARD

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry; Fuller Theological Seminary, Doctorate in Missiology

DEAN ANDERSON

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry; University of the Cumberland's, Doctor of Education

JOSIAH ASTON

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry; Single Subject and Multiple Subject Teaching Credentials from the State of California; Grand Canyon University, Ed.D. in Organizational Leadership

ANNA BALLINGER

Adjunct Assistant Professor of Leadership
Walden University, MBA emphasis in Leadership

JENNIFER BARRETT

Adjunct Assistant Professor of Ministry and Education
University of California, Davis, Master's in Education; Hope International University, M.A in Ministry; Multiple Subject Teaching Credential from the State of California; Faulkner University, PhD in Biblical Studies (*in progress*)

BETH D. BAUS

Adjunct Assistant Professor of Psychology
Urshan Graduate School of Theology, Master of Theological Studies.; California Baptist University, M.S. in Counseling Psychology; Licensed Marriage and Family Therapist

DANIEL BLASH

Adjunct Professor of Psychology
Lincoln University, Master's in Education; University of Missouri, PhD in Education

NORMA CABRAL

Professor of Ministry
National University, M.S. in Educational Counseling; Hope International University, M.A. in Ministry

NICHOLE CRISS

Adjunct Assistant Professor of Music
The Robert E. Webber Institute for Worship Studies, DWS
Hope International University, M.A. in Ministry

GERARDO DIAZ

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

PAUL ELDER

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

JESUS GALINDO

Professor of Ministry
Hope International University, M.A. in Ministry

MICHAEL GURLEY

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

CHARITY HALL

Professor of Leadership
Liberty University, M.A. in Executive Leadership.

CHELSEA HALL

Professor of Psychology
California State University East Bay, M.S. in Counseling; Bethel Seminary, Doctor of Ministry

DAVE HUFSTEDLER

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

JAMES JOHNSON

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

ADAM KING

Adjunct Assistant Professor of Philosophy
Biola University, M.A. in Christian Apologetics

KARISSA KING

Adjunct Assistant Professor of Psychology
National Univ., M.A. in Counseling Psychology; Assemblies of God Theo. Seminary, Ph.D. in Bible & Theology (*in progress*)

CHARITY LAGUNES

Adjunct Assistant Professor of Education
Webster University, Master in Media Communications

KARI LEE

Adjunct Assistant Professor of English
Colorado State University, M.A. in English

SEAN LIBBY

Professor of Ministry
Hope International University, M.A. in Ministry

CESAR LUA

Professor of Ministry
Hope International University, M.A. in Ministry

KENNETH MAUREY

Adjunct Assistant Professor of Education
Indiana State University, M.S. in Secondary Education

DAVID MCKEMY

Adjunct Assistant Professor of Psychology
Liberty University, M.A. in Professional Counseling

CARL MCLAUGHLIN

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

TIM MERRITT

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry; Assemblies of God Theological Seminary, DMin

DIANA MULLICH

Adjunct Assistant Professor of Science
Missouri State University, M.S. in Biology

KELLY NIX

Adjunct Assistant Professor of Religion
Western Governors University, M.B.A. in Management and Strategy; California InterContinental University, D.B.A. in Global Business and Leadership

PAUL OGLE

Adjunct Assistant Professor of Science
Christian Bible College and Seminary, Master's in theology; Fort Hays State University, M.S. in Biology; Baker University Ed.D. in Educational Leadership

AMY OLSON

Adjunct Assistant Professor of Ministry
East Carolina University, M.A. in Health Education and Promotion; Regent University, Ed.D. in Strategic Leadership

CHRIS OLSON

Adjunct Assistant Professor of Ministry
Regent University, M.A. in Organizational Leadership

JEREMY PAINTER

Adjunct Assistant Professor of Religion
Mercy College, M.A. in English Literature; Regent University, M.Div. in Practical Theology; University of Pretoria, DLit Literature, Medieval and Modern Medievalist Literature; Radboud University, Ph.D. in Theology

INDIRA PETOSKEY

Adjunct Professor of Education
University of Southern Mississippi, M.S. in Technology Education and Ph.D. in Instructional Technology

FRANCO PLATANIA

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

JOAQUIN RAMIREZ

Adjunct Assistant Professor of Ministry
University of Northwestern, M.A. in Theological Studies

M. JULIEN RYDER

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

DEREK SARGENT

Professor of Ministry
Hope International University, M.A. in Ministry

KASEY SEES

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry; Corban University, D.Min. in Strategic Leadership

RON SHARP

Professor of Ministry
Point Loma Nazarene University, Master of Ministry; Walden University, Ed.D. in Religious Education

SAMUAL STEGALL

Adjunct Assistant Professor of Religion
Hope International University, M.A. in Ministry; Walden University, Ed.D. in Religious Education

JEREMY WILBANKS

Adjunct Assistant Professor of Ministry
Hope International University, M.A. in Ministry

TAMMY WILEY

Adjunct Assistant Professor of Math
University of North Alabama, M.A. in Mathematics

LEE RICHARD WILSON

Adjunct Assistant Professor of Education
Grand Canyon University, Master's in Education; Liberty University, Ph.D. in Educational Leadership (*in progress*)

NATHANIEL J. WILSON

President; Vice President for Business and Finance; Professor of Theology and Leadership
Vanguard University, M.A. in Religion; Nova Southeastern University, Ed.D. in Educational Leadership

RON WOFFORD

Professor of Ministry
Hope International University, M.A. in Ministry

BOSTON YOUNG

Professor of Ministry
Hope International University, M.A. in Ministry

SHEILA YOUNG

Professor of Ministry
Jones International University, M.A. in Business

Contact Information

Wilson University

916-681-2768

Senior Administrators

Nathaniel Wilson

President and Vice President for Business and Finance
Christian Life College, B.A.; Vanguard University, M.A.R.; Nova Southeastern University, Ed.D.

niwtrc@aol.com

Jennifer Butts

Executive Vice President
University of California, Berkeley, B.A.; University of California, Davis, M.Ed.; Hope International University, M.A.;
Multiple Subject Teaching Credential from the State of California

jbutts@wilsonu.org

Anna Ballinger

Vice President for Academic Affairs
Walden University, MBA

aballinger@wilsonu.org

Brian Williams

Vice President for Student Affairs
Kent State University, BBA

bwilliams@wilsonu.org

Offices and Departments

916-681-2768

Admissions

Advising

Business Office

Information Systems

Library

President's Office

Registrar

Student Accounts

Student Services