



UNIVERSITY *of* DUBUQUE  
THEOLOGICAL SEMINARY

# 2022-2023 CATALOG AND HANDBOOK

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Founded 1852

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In keeping with its long-standing tradition and policies of actively supporting equal opportunity for all persons, The University of Dubuque Theological Seminary does not discriminate on the basis of age, sex, color, race, national or ethnic origin, physical handicap, or veteran status; furthermore, these factors have no bearing on access to admissions, financial aid, educational programs or any other activities administered by the school.

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### **ABOUT THE LINDSAY CROSS**

The Lindsay Cross, the symbol of the office of The Dean of the Seminary and Vice President of the University, is a replica of the cross in the Guy Chapel in Van Vliet Hall. The original cross was donated by Edwin B. Lindsay, a devout elder of First Presbyterian Church, Davenport, Iowa, and longtime member and chairman of the Board of Directors of the University of Dubuque.

The Celtic cross has a long history in Ireland and Scotland. It symbolizes the redeeming work of Christ and reflects the Christocentric emphasis of the seminary. The circle, connecting the arms of the cross, represents eternity.

In this particular cross, grapevines carved in low relief remind us of Jesus' words recorded in the Gospel of John, "I am the vine, you are the branches. Those who abide in me and I in them bear much fruit, because apart from me you can do nothing."

## MISSION STATEMENT

The University of Dubuque is a small, private university affiliated with the Presbyterian Church (USA) offering undergraduate, graduate, and theological seminary programs. The University is comprised of individuals from the region, the nation, and the world.

As a community, the University practices its Christian commitments by educating students, pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing students for service to the church and the world.

Therefore, the University of Dubuque is committed to:

- A hospitable Christian environment which respects other faith traditions;
- Relationships which encourage intellectual, spiritual, and moral development;
- Excellence in academic inquiry and professional preparation;
- A diverse and equitable community where Christian love is practiced;
- Stewardship of all God's human and natural resources; □ Zeal for life-long learning and service.

## UNIVERSITY OF DUBUQUE THEOLOGICAL SEMINARY MISSION STATEMENT

*A Community after God's Heart:  
Shaped by Faith in the One God,  
Father, Son, and Holy Spirit,  
We seek to follow Jesus,  
Walk in the Spirit,  
Join God's Mission.*

**We are a Christian seminary dedicated to forming God's people for servant leadership in ministry and mission:**

- **Gathering in gratitude and faithfulness, to be reformed according to the Word of God.**
- **Growing in the Church's biblical faith in the Triune God. □ Excelling in theological education and scholarship.**
- **Living as faithful stewards of God's gifts.**
- **Engaging the changing needs of the church and world.**

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## **GENERAL INFORMATION**

### **HISTORY**

The University of Dubuque Theological Seminary was founded in 1852 to reach out to German settlers pouring into the Midwest. The seminary provided theological education to those called to serve the region as evangelists and pastors. The school – initially known as Van Vliet Seminary after founder Adrian Van Vliet – was renamed the German Theological School of the Northwest in 1864.

In 1870, the seminary was accepted by the General Assembly of the Presbyterian Church as a theological institution of the church. Because few of the students had college educations, undergraduate studies were eventually added. On June 17, 1920, a new charter was issued, renaming the school the University of Dubuque.

From 1965-81, the three seminaries in Dubuque – UDTS, Wartburg Theological Seminary (then of the American Lutheran Church), and the Aquinas Institute of Theology (Roman Catholic) –formed an unprecedented threefold-seminary consortium, sharing classrooms, library, and living arrangements. When the Dominicans moved to St. Louis, UDTS returned to the University of Dubuque campus.

Since 1998, the seminary has been educating Commissioned Ruling Elders in the Presbyterian Church (USA) through distance education to provide leadership for smaller congregations. We also provide continuing education for teaching elders in distance format.

Beginning in 2007, Dubuque Seminary became one of a handful of mainline theological institutions accredited by the Association of Theological Schools to offer up to two-thirds of the Master of Divinity courses via distance education. In 2014 we started offering the Master of Arts in Mission and Discipleship in both distance and residential formats.

Most recently, in 2015, the seminary faculty started teaching in the Master of Arts in Christian Leadership (click [here](#) or more information on the MACL degree), offered completely online by the University. This degree program is accredited by the Higher Learning Commission (HLC).

The seminary faculty actively pursues excellence in online and residential pedagogical strategies.

Throughout its history, the faculty and staff of UDTS have been dedicated to our mission: forming God’s people for servant leadership in ministry and mission.

### **UNIVERSITY SETTING**

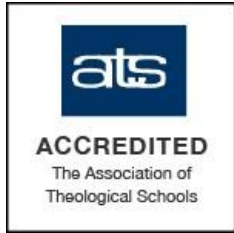
One of the advantages of theological education at UDTS is the university of which it is a part. The University of Dubuque Theological Seminary is the only Presbyterian seminary that is an organic part of a larger institution. The past decade has seen a tremendous transformation in the University of Dubuque campus: multiple construction initiatives have integrated technology and provided comfortable, modern facilities for graduate and undergraduates alike. Due to its university setting, UDTS is able to offer students access to state-of-the-art library resources and technology support. The Charles C. Myers Library serves the needs of both the college and the seminary. When on campus, seminary students have full access to university athletic facilities and may attend concerts, lectures and other cultural events.

### **HOUSING OPTIONS**

Housing is available on campus for residential seminary students throughout the academic year. Housing is available on a first come, space-available basis. For the August residencies, students receive discounted rates at a local hotel, which provides breakfast and shuttle service to campus and the airport.

### **ACCREDITATION**

The University of Dubuque Theological Seminary is accredited by both of the following accrediting agencies:



**The Association of Theological Schools  
in the United States and Canada (ATS) 10**  
Summit Park Drive  
Pittsburgh, PA 15275-1103  
Phone: 412.788.6505  
Website: [www.ats.edu](http://www.ats.edu)



**The Higher Learning Commission North  
Central Association of Colleges and  
Schools (HLC NCA)**  
30 North Lasalle Street, Suite 240  
Chicago, IL 60602  
Phone: 312.263.0456  
Website: [www.hlcommission.org](http://www.hlcommission.org)

The seminary is a member of the Committee on Theological Education of the Presbyterian Church (USA) and is approved by the University Senate of the United Methodist Church (UMC) Division of Higher Education and Ministry for residential study. It is a member of the Association for Clinical Pastoral Education.

UDTS is accredited by the Association of Theological Schools (ATS) and the Higher Learning Commission (HLC) to offer a significant portion of both the Master of Divinity degree and the Master of Arts in Mission and Discipleship degree via distance education.

## **INSTITUTIONAL RELATIONSHIPS**

The University of Dubuque Theological Seminary is one of nine theological institutions of the Presbyterian Church (USA), but also serves students from a variety of other denominations. The seminary is primarily informed by the Reformed tradition, but welcomes and engages the riches of theology and ministry of the various communions of the one, holy, catholic and apostolic church. It enjoys a close consortium relationship with Wartburg Theological Seminary of the Evangelical Lutheran Church of America, and is approved by the University Senate of the United Methodist Church to prepare United Methodist clergy.

While providing training for diverse ministries, the seminary affirms the local Christian community as a central arena for mission and ministry in service to Christ.

## **THE SCHOOLS OF THEOLOGY IN DUBUQUE**

Dubuque's two seminaries – the University of Dubuque Theological Seminary (UDTS) and Wartburg Theological Seminary (WTS) – have cooperated since 1962 in a ministry of theological education. This cooperative program offers students educational opportunities, resources and personnel that a single institution could not provide. Students at both schools are able to cross-register for residential classes. Occasionally classes and seminars are taught jointly on an inter-seminary basis. UDTS and WTS students have ready access to the faculties and libraries of both seminaries.

## **FREQUENTLY ASKED QUESTIONS (FAQ)**

*When Jesus called his disciples, he simply said, "Follow me" (Mark 1:17). When he sent them out, he advised them to "take nothing for the journey, no staff, nor bag, nor bread, nor money; and do not have two tunics" (Luke 9:3). The disciples responded in faith.*

*Although the decision to attend seminary does not require such radical economic discipline, it is just as much a step in faith. At the University of Dubuque Theological Seminary, you will not take that step alone; we are committed to helping you answer the practical questions connected with a decision to pursue a theological education.*

## Here are some answers to the most frequently asked questions about seminary education at Dubuque:

### **Q: Do I need to have a particular call to ministry in mind when I enroll in Seminary?**

A: A call can take many forms. For some, it is a single, life-changing experience like the apostle Paul's. Others experience God's call gradually: a steady nudging that Christian leadership is right for them. And for others, recognizing God's call is a process of stops and starts, of experimentation and questioning. Some attend seminary to test the waters -- to see if their sense of calling is confirmed by the experience of joining a community of students and faculty who are seeking to love God with all of their heart, soul, and mind.

The years of seminary involve a process of formation and transformation, as students integrate classroom knowledge with practice, discover new gifts of the Holy Spirit, discern and refine an understanding of vocational call, and grow in spiritual maturity. At UDTS students take courses in disciple formation, exploring personal and communal spiritual practices, and also covenant to maintain spiritual goals in all field education internships. You can expect your seminary studies to be surrounded with prayer, reflection, vocational holiness, and service in Christ's work of grace as you grow and deepen your relationship with the Triune God.

Those preparing for leadership in the Church have also often responded to an outer call: other Christians saying "You have the gifts for leadership in the church." While UDTS does not require you to have a formal candidacy with a congregation or denomination prior, we are committed to collaborating with your church to provide the preparation you need for faithful ministry and mission.

### **Q: How will UDTS prepare me for ministry?**

A: The UDTS faculty and staff are committed to preparing faithful pastors and leaders in ministry. Core curricula consisting of Scripture, History, Theology, Ministry, Mission, Spiritual Formation, Field Education and Supervised Practice in Ministry (SPM) provide a foundation for our MDiv and MAMD programs. Most of our MDiv students become pastors of congregations, but graduates also serve as associate pastors, pastoral counselors, chaplains, teachers, and lay leaders in mission and ministry. Historically, the placement rate for UDTS graduates has been near 100%.

### **Q: What degree program is the best fit for me?**

A: UDTS offers three graduate theological degree programs: The Doctor of Ministry, Master of Divinity, and Master of Arts in Mission and Discipleship. The [Doctor of Ministry degree](#) (DMin) is designed for those who have been in full-time Christian leadership for three years beyond the MDiv. It focuses on Congregational Renewal and requires three one-week residential intensives over three years, online interaction in the spring and fall semesters equivalent to a second residential week, and a doctoral project.

The [Master of Divinity](#) (MDiv) curriculum integrates theological studies with the practice of ministry to nurture faithful and effective pastors. Vocational placement for the MDiv degree may take the form of pastoral leadership, chaplaincy, parish nursing, new church planting, social ministry, evangelism, youth or young adult ministry, spiritual direction, pastoral care and counseling, and collegiate administration and/or teaching.

The 40-credit [Master of Arts in Mission and Discipleship](#) (MAMD) curriculum equips students for leadership in missional ministry in congregations and other settings. The degree addresses the question of what it means to be a faithful follower of Christ in today's world. Vocational placements for this degree include: ministries of outreach, urban ministry, new church development, youth ministry, Christian education, coaching, parish nursing, or working with various para-church organizations.

Additionally, the University of Dubuque offers a completely online 30-credit [Master of Arts in Christian Leadership](#) (MACL) degree that can be completed in as little as one year. This degree roots students in the Christian Scriptures and theology and practices of the church in order to equip graduates for missional service and leadership in their chosen vocation.

As an affiliate of the University of Dubuque, UDTS offers several options for students that do not currently hold an undergraduate degree. Contact the Office of Seminary Admissions to explore these opportunities.

### **Q: Are the residential and distance programs the same?**

A: Both the MDiv and the MAMD degrees are offered in two settings: residential and distance, but the degree requirements do not change. That means the academic standards we've set for our residential students are exactly the same for our online students. Our faculty teach the same courses with the same curricular goals and the same grading scale in both settings: the professors you meet during your intensives are the same professors you'll take classes from online. We are called to prepare faithful leaders – academic excellence goes hand-in-hand with our mission.

### **Q: How does distance learning reflect the mission of UDTS?**



A: The mission of UDTS is to form God’s people for servant leadership in ministry and mission. That’s what we’ve been doing for more than 150 years. We realize that not everyone who is called to pursue theological education is able to move to Dubuque for three or four years of seminary. Perhaps you are also called to remain in your current geographical setting. That’s where distance learning comes in: by combining online classes with brief on-campus residencies, we can serve students and congregations from every part of the country and around the world. Because you don’t have to relocate for your studies, you can stay in your current setting.

**Q: Is distance theological education right for me?**

A: We think online learning is a great opportunity for students to equip themselves for ministry without relocating. Distance education works through the full range of technology to provide a dynamic, interactive, flexible learning experience. Our faculty has been bringing depth of experience and cutting-edge advances to online education since 1997. Please contact us to help determine if this could be a viable alternative for you.

**Q: What are affordable options for seminary?**

A: Financial planning is an important aspect of faithful stewardship. We want to work with you to make your financial planning responsible and effective. We assist students in the educational preparation for ministry by providing need-based grants and scholarships, fellowships, work study opportunities, and loans for all eligible students. Students are encouraged to explore other/alternative employment options both on and off campus, as well as scholarships and funding from outside sources.

For additional information, please see the [financial aid](#) and [scholarships](#) pages.

**Q: Will the UDTS community be the right fit for me?**

A: UDTS is a Christian learning community, so community-building is at the center of our coursework. Year after year, graduates of our degree programs rank “sense of community” as one of the strongest elements of their education at UDTS Both residential and distance students benefit from the care taken by faculty and staff to form relationships among students, relationships that help to clarify one’s gifts and calling, to promote healthy life practices, and to support the intellectual disciplines needed for graduate work.

UDTS and the University of Dubuque offer a variety of opportunities for deep Christian community that include close personal relationships with Seminary faculty, community worship, spiritual formation, campus ministry, Bible study, mission trips, retreats, and performing arts.

**Q: What are the seminary housing arrangements?**

A: UDTS provides a variety of housing options for residential students. Residential students and families may elect to live on campus. Housing is provided on a first-come, space-available basis. The Dubuque area also offers a variety of apartments, townhouses, and homes as an affordable housing option.

Distance students come to campus for two-week residencies in August for at least the first three years of the MDiv program and both years of the MAMD program. During these residencies, a block of rooms is reserved for students at a local hotel located near campus, while some students find housing through Airbnb and Vrbo.

## **ADMISSION TO SEMINARY**

The seminary is seeking women and men who show great potential for service to Christ and the church. The strongest applicants are those who demonstrate a love of God and neighbor, keen intellectual ability, good communication skills, and the potential for Christian leadership.

UDTS is a graduate professional school. Normally, all students enrolling in degree programs should have graduated from colleges or universities accredited by an agency recognized by the U.S. Dept. of Education’s office of Post-Secondary Education, or holding membership in the Association of Universities and Colleges in Canada.

## MDIV AND MAMD ADMISSIONS REQUIREMENTS

We encourage a broad baccalaureate preparation for our masters' programs. Studies in world history, philosophy, languages and literature, the natural sciences, the social sciences, music and other fine arts, and religion are recommended. In special cases, applicants to the Master of Divinity (MDiv) and Master of Arts in Mission and Discipleship (MAMD) degree programs who do not meet all the academic qualifications, may be admitted on provisional student status. Conditions may be placed on a student's acceptance due to the lack of course work in the humanities, a low academic grade point average, or other special circumstances.

To complete a degree program on schedule, it is strongly recommended that students in the Master of Divinity or Master of Arts in Mission and Discipleship begin their studies with the August residency. However, students may be accepted into these programs for either the fall or the spring semester.

A student may be accepted under the following categories of entry: as a full or part-time student in a degree program, as a transfer student, or as an unclassified student.

## APPLICATION AND MATRICULATION PROCESS

*Applicants for the MDIV and MAMD programs must:*

- Complete the application online through GradCAS and submit the \$30 nonrefundable application fee
- Compose two essays on assigned topics, each 350 to 500 words in length
- Provide a resume or documentation of work experience
- Provide three letters of recommendation from the following persons:
  - a pastor
  - a professor (or, if out of school for over 5 years, a person who can comment on applicant's ability to complete master's level work)
  - a friend or colleague
- Have an official transcript sent from each college, university or seminary attended, and, if currently enrolled as a student, provide a letter of academic standing
- Prepare for the possibility of an interview
- Complete a background check. Contact the Admissions Office for details.
- Upon acceptance, submit a nonrefundable \$100 enrollment fee.

For further admission questions and information contact:

Seminary Admission

University of Dubuque Theological Seminary

2000 University Avenue

Dubuque, Iowa 52001-5099

Phone: 563.589.3115 or 800.369.8387

[UDTSAdmission@dbq.edu](mailto:UDTSAdmission@dbq.edu)

As an institution of the church, UDTS is not simply an academic institution; academic qualifications alone do not qualify applicants for admission.

The call of God and the corroboration of God's people are equally important. UDTS reserves the right to exercise its discretion in granting or denying admission to an applicant for any of its programs on any grounds consistent with its educational standards, its stated purpose and mission, its religious commitments, and its self-understanding as a community. Therefore, membership in the seminary community is by invitation of the seminary community.

The seminary dean in consultation with other faculty members will review the candidate's file before a decision on admission is made. A letter from the appropriate denominational body having responsibility for the candidate's preparation for ministry may also be required.

If English isn't the applicant's first language, a TOEFL test is required.

Applications for degree programs are reviewed without prejudicial regard to race, ethnic origin, sex, marital status, citizenship, physical handicap or age. All deliberations are confidential.

## CRITERIA FOR STUDENTS TO BE ADMITTED WITHOUT A BACCALAURATE DEGREE:

*Admission for Master of Divinity requires:*

1. A demonstrated capacity for post high school work, such as some college, Associates degree, CRE training, job specific training, Certificate program.

2. Endorsement from a Judicatory official stating that lack of B.A. will not be an impediment to ordination or leadership position. United Methodists require special permission from their Board of Ministry.
3. Students must submit a 300-word essay explaining why it is essential to their vocational plans to pursue a MDiv without first obtaining a bachelor's degree.
4. Students will be admitted into the program on probationary status. A grade point average of 2.0 or above in the first semester will ordinarily remove the individual from probation
5. Required interview with Admissions Committee.
6. At least three years of work experience.

***Admission for Master of Arts in Mission and Discipleship requires:***

1. A demonstrated capacity for post high school work, such as some college, Associates degree, CRE training, job specific training, Certificate program.
2. Students must submit a 300-word essay explaining why it is essential to their vocational plans to pursue a MAMD without first obtaining a bachelor's degree.
3. Students will be admitted into the program on probationary status. A grade point average of 2.0 or above in the first semester will ordinarily remove the individual from probation.
4. Required interview with Admissions Committee.
5. At least three years of work experience.

**APPLICATION DEADLINES**

Priority is given to applications submitted by April 15 for admission for the following academic year. Applications completed after April 15 are considered on a space-available basis. Applications submitted by November 1 may be considered for spring term admission. The seminary admissions office reserves the right to postpone action on an applicant's file.

Payment of the enrollment confirmation fee and the date of receipt of the housing deposit determine priority in campus housing assignments. If an applicant intends to use UDTS housing, an additional housing deposit is required. These deposits are nonrefundable for students who do not enroll.

**ADMISSIONS DEFERRAL**

An applicant who has been offered admission may defer enrollment for one academic year; longer deferrals will normally require re-application.

**DENIED APPLICANTS**

Any individual who is denied admission to the seminary is permitted to re-apply after waiting for two years.

**TRANSFER STUDENTS**

A student from another accredited theological school who wishes to transfer to the Master of Divinity or the Master of Arts in Mission and Discipleship degree programs at UDTS must submit a complete application, an official transcript record, and a letter of honorable dismissal, recommendation, and academic standing from the institution last attended.

Upon matriculation, the transcript is evaluated in detail, indicating how the transfer credits will be handled and the degree completion requirements. Only courses with a grade of C or better will be considered for credit and only courses taken within the previous 10 years will be considered for transfer. (See section titled [Transfer Credit](#) in the Academic Regulations section.)

**PROVISIONAL STUDENTS**

An applicant to the Master of Divinity or Master of Arts in Mission and Discipleship degree programs who does not meet all the academic qualifications for that program, but who is considered academically capable to undertake the program, may be permitted to enroll in the regular course of study for academic credit on a probationary basis. The student must enroll in required courses and will be eligible to be removed from probationary status at the time the Academic and Student Affairs Committee feels confident in the student's progress.

Occasionally a candidate may be admitted conditionally based on the successful completion of additional requirements, such as further progress in the denominational candidacy process or additional undergraduate courses to supplement the applicant's pre-seminary preparation. Applicants may be required to submit GRE (or SAT, ACT) scores, and may be admitted on academic probation. A grade point average of 2.0 or above in the first semester will ordinarily remove the individual from probation.

**UNCLASSIFIED STUDENTS**

*Unclassified students are those who fall into one or more of the following categories:*

- Those who have not been admitted into a degree program but are permitted to begin studies without admission;
- Those who do not meet formal requirements for admission into a degree program, but are permitted to take courses for purposes of personal growth;
- Those who do not meet formal requirements for admission to a degree program, but are permitted to pursue a non-traditional program of study, with the recommendation of their sponsoring denomination and with the approval of the Dean.
- Those who are currently attending or have graduated from other ATS accredited seminaries and wish to supplement their studies with UDTs courses.

***When you first apply for Admissions as an Unclassified Student, you will need to:***

- Complete an Unclassified Student Application Form available by request.
- Complete an Unclassified Student Registration Form indicating the course(s) desired
- Pay a non-refundable application fee of \$30. To pay by credit card call 563.589.3212 or 563.589.3708 □ Provide a reference from a pastor.
- Send a copy of the final official transcript from the institution granting your highest degree
- Submit a report of academic standing if currently enrolled anywhere else as a student
- Provide a narrative statement indicating why you are interested in graduate level theological studies as an unclassified student (500 words or less)

Unclassified students may take up to six hours per semester, three hours in the May term or August residency, or six hours during the summer. Unclassified students wishing to enroll for more than the above number of hours must first obtain the written permission of the Dean of the Seminary. Those who obtain such permission and who register for nine semester hours or more will be subject to the student fee. Tuition for unclassified students is \$790.00 per credit hour.

A student may earn a maximum of 12 credits in unclassified status. To continue beyond 12 credits, the student must apply to a degree program or apply for permission of the Academic and Student Affairs committee to continue as an unclassified student.

## **DMIN ADMISSION REQUIREMENTS**

**Master of Divinity Degree.** Students are required to have completed a MDiv degree with a 3.00 GPA or above from an ATS accredited seminary. For students applying without a MDiv degree, see the section below on MDiv Equivalency standards.

**Experience.** Ordinarily, students must have been in full-time ministry for a minimum of three years following the completion of their MDiv

**Currently in Ministry.** Students must be employed in a ministry setting and remain in ministry throughout their DMin program. For students without this employment, special circumstances may apply.

**Prospects for Success.** Students must give evidence of the possibility of successful completion of the program through demonstrated success and recommendations.

**English is Required.** Applicants who are not native speakers of English must pass the TOEFL exam with a score of 550 (paper-based score) or 80 (internet-based score).

**Evaluation.** Applications for admission will be evaluated utilizing transcript evidence, reference letters, judicatory and ministry setting support, the applicant's autobiographical statement, and the student's anticipated learning goals.

**Interview.** A personal interview with the cohort leader is a required part of the application process.

### **Doctor of Ministry Policy for Determining MDiv Equivalency**

1. When one applies to the DMin program at UDTs with a master's degree other than the MDiv degree, a MDiv Equivalence Evaluation is necessary to assess whether the applicant's educational background meets the educational equivalent of the MDiv degree. If it is determined that the applicant's educational background does not meet the equivalent of the MDiv, the Director of the DMin program will provide specific course recommendations to meet the DMin admissions requirement. The meeting of the MDiv equivalent does not result in the conferral of the MDiv degree. Its sole purpose is to qualify the applicant for admission to the DMin program.
2. Relevant transcripts for the equivalent degree, along with syllabi and other appropriate documentation, will be provided to the Dean, who will conduct a MDiv Equivalence Evaluation.
3. Equivalence will assume at least 72 hours of graduate academic work in a field related to theology, biblical studies, or the practice of ministry. When evaluating the degree program, the following standards will be assumed as a baseline for equivalence:
  - BIBLE: a minimum of 4 courses, or 12 credit hours, that will normally include a course in Old Testament studies and a course in New Testament studies, as well as two additional courses in both Old and New Testament exegesis;

- HISTORY and THEOLOGY: a minimum of five courses, or 15 credit hours, that will normally include at least two courses in theology and two courses in church history;
- MINISTRY: A minimum of four courses, or 12 credit hours, in fields related to practical ministry (including but not limited to pastoral care, worship, preaching, Christian education, discipleship, spiritual formation, etc.);

Any waivers from these standards shall be determined by petitioning the Academic and Student Affairs Committee of the seminary. The remaining credit hours may be taken in electives germane to the MDiv degree and to the applicant's own place and role in ministry.

4. Applicants who have fewer than 72 graduate level credits or whose degree is determined to have deficiencies in the equivalence standards will have the option to defer their application while satisfying the appropriate requirements. The Director of the DMin program will recommend appropriate courses to satisfy the deficiencies. This work may be done at UDTS by applying as an unclassified student (distance or residential) or at any ATS approved seminary.
5. Applicants who are no more than ten credits short of meeting the above standards will be allowed to apply to the DMin program as a provisional student, as long as there is an approved plan in place for meeting the deficiencies within the next academic year. Provisional students will not be allowed to move to the project phase until all deficiencies have been satisfied.
6. Applicants who require a MDiv Equivalence Evaluation will not be eligible for a waiver from the requisite three years of experience in ministry.



For further information on the DMIN PROGRAM contact:

[Dr. Timothy Slemmons](#)

Director of the DMin Program

University of Dubuque Theological Seminary

2000 University Avenue

Dubuque, Iowa 52001-5099

Phone: 563.589.3578

## INTERNATIONAL STUDENTS

International students are warmly welcomed to study at UDTS. Because each situation is unique, international students are invited to reach out to Seminary Admissions to discuss options for study that may be available to them. (email: [UDTSAdmission@dbq.edu](mailto:UDTSAdmission@dbq.edu))

## PROGRAMS, SERVICES, WORSHIP & SPIRITUAL LIFE

### PROGRAMS

#### Continuing Education

In addition to regular seminary courses, continuing education seminars are offered to meet the needs of pastors and laity. Leadership for these seminars comes from the seminary faculty and from the church. Some continuing education events take place off-campus, in cooperation with presbyteries, conferences or other governing bodies. Continuing education classes are also offered online through our Christian Leadership Plus Program.

Continuing education units (C.E.U.'s) are available for most continuing education events. It is not necessary to be enrolled in a degree program to participate in continuing education seminars.

Students enrolled in UDTS degree programs are, with the approval of the Dean, permitted to participate in residential continuing education programs, in many cases at no additional expense.

To receive our Continuing Education mailings or for additional information please see this [webpage](#), or contact:

University of Dubuque Theological Seminary

2000 University Avenue

Dubuque, Iowa 52001-5099

Phone: 800.369.UDTS

## Lectureships

Each year the seminary brings outstanding writers and teachers to Dubuque to share their insights and scholarship with the community at large.

The Berger Lectures on Preaching, established by alumni/ae and friends of the seminary in memory of the late professor of preaching, David I. Berger, have been delivered in recent years by noted scholars such as Craig Barnes, Jana Childers, Luke Powery, Anna Carter Florence, Ellen Davis, Mary Hulst, Jonathan Brooks, and Vilmarie Cintrón-Olivieri.

The Florence L. Warren Lectureship, established through the generosity of that late friend of the seminary, has brought to UDTS distinguished scholars who have lectured on topics related to religion and culture. Some of those who have delivered these lectures are Kenda Creasy Dean, Joseph Small, Jay Moon, Philip Jamieson, Susan Pitchford, and Amanda Benckhuysen.

The Woods Lectures on Religion and Culture are made possible by a gift from the Westminster Presbyterian Church of Cedar Rapids, Iowa, in honor of their former pastor, the Rev. Dr. John Woods. Lecturers have included Chip Andrus, Katharine Henderson, Jeff Barker, Carol Howard Merritt, Alan Roxburgh, Danny Carroll, Emerson Powery, and Matt Bloom.

## Christian Leadership Program

The overall goal of the Christian Leadership Program is to strengthen the church through quality theological education for lay persons. While the courses offered are particularly designed for lay pastor candidates in the Presbyterian Church (USA), they serve the needs of all lay persons who are contributing their gifts to the ministry of their local church. Church officers, youth leaders, Christian education leaders and teachers, mission workers, and persons who wish to deepen their understanding of the Christian faith will discover a rich opportunity through this program.

For more information on this program, go to <http://udts.dbq.edu/academics/educationforlaity/>

Participants benefit from a theological education, including interaction with faculty and other students via distance education. An online learning certification course is required for all students who wish to take online courses in this program. A letter of completion will be given for each course completed. Students may also apply for C.E.U.'s (Continuing Education Units). These courses do not carry degree credit.

Students in the Christian Leadership (certificate) program are normally subject to these academic policies;

- Dropping and adding courses
- Payment/refund of tuition and fees
- Course attendance
- Academic accountability, plagiarism, and cheating or academic dishonesty

Students who complete all eight of the CLP courses are eligible to walk in commencement each May.

The University of Dubuque Theological Seminary is not a certification agency for ministry. As with ordained ministry, lay ministry is certified or commissioned through the individual's denominational judicatory (Presbytery, Church and Ministry Committee, or Local Church, depending on denominational background). UDTS does, however, certify the completion of courses.

To receive additional information or to enroll in an online course in education for laity program, please contact:

Christian Leadership Program Office  
University of Dubuque Theological Seminary  
2000 University Avenue  
Dubuque, Iowa 52001-5099  
Email: [DERegistration@dbq.edu](mailto:DERegistration@dbq.edu)  
Phone: 563.589.3630 or 800.369.UDTS  
Or visit <https://moodle.dbq.edu/mod/page/view.php?id=301860>

## Denominational Tables Lunch Program

Every Monday during the semester, students, faculty, and staff are invited to meet in their respective denominational groups for food, fellowship, and conversation about issues of importance to their respective traditions. These gatherings help support students in their seminary journey and their

preparation for ministry within their own traditions. The groups also meet together regularly for an interdenominational luncheon to explore topics of common interest or to participate in dialogue with the seminary Dean.

The Westminster Tables provides a forum for fellowship and discussion of current issues in the Presbyterian Church (USA). Examples of such topics are reports on worship and business at the P.C.(USA) General Assembly, exploration of denominational missions and programs, and support in the denominational preparation process. For weeks in which topics of interest to the wider church and fellowship are scheduled, Westminster Tables meets in conjunction with the Gathering of Other Denominations (GOOD) Tables.

The Wesley Table provides the United Methodist students a place in which community is enhanced while denominational issues and concerns are explored. Guest speakers from United Methodist churches, districts, and conferences help students connect with church leaders while strengthening their understanding of the denomination as a whole.

The Gathering of Other Denominations (GOOD) table is composed of all other students. Over the years, this group has included men and women from the United Church of Christ, the American Baptist Church, the Reformed Church in America, the Assemblies of God, the Christian Reformed Church, and the National Association of Congregational Christian Churches.

## United Methodist Studies Program

Many UDS students are preparing for a ministry in the United Methodist Church. As part of their seminary education, these students receive approved instruction in United Methodist history, doctrine and polity.

Wesley Table is one of the primary components of the United Methodist Studies Program. This is a weekly lunchtime gathering of Methodist students and faculty for food and discussion. During these gatherings, the Wesleyan tradition is celebrated and embodied.

Courses which are ordinarily required for United Methodist Conference membership and ordination are listed under Denominational Requirements in the description of the MDIV program requirements. They are taught on a rotating basis throughout the year.

The seminary has enjoyed the endorsement of the University Senate of the United Methodist Church since 1972 for residential studies. UDS has a long history of ecumenical cooperation, and United Methodists continue to be active participants in the community.

Students desiring further information about the United Methodist Studies program at UDS may contact:



[Dr. Elmer Colyer](#)

Director of United Methodist Studies  
University of Dubuque Theological Seminary  
2000 University Avenue  
Dubuque, Iowa 52001-5099  
Phone: 563.589.3389

## Wendt Character Initiative

The [Wendt Character Initiative](#), founded in 2004 at the University of Dubuque, promotes a culture of excellent moral character, centering its work in the University's Mission and Values and its Christian identity. It is made possible by the endowed Lester G. Wendt and Michael Lester Wendt Character Initiative Fund.

Character is about **excellence** as a whole human being in every aspect of one's life. It is about being the best person that one can be. It is, in short, to be all that God created us to be—excellent persons. The Wendt Character Initiative, in particular, aims to help students, faculty and staff at the University of Dubuque become people of integrity, justice and compassion.

- People of **integrity** whose lives are characterized by truthfulness, honesty, and stewardship;
- People of **justice** who treat all people fairly, respect diversity, and practice Christian love;
- People of **compassion** who live by the Golden Rule in service of others.

The Wendt Center for Character Education has responsibility for oversight of the Initiative including the Wendt Character Scholars Program, the Michael Lester Wendt Lectures, the Wendt Library Collection, and Faculty Project Support.

## **Summer Programs**

UDTS offers Distance Master's classes during the summer. Regular offerings include courses required by the Presbyterian Church (USA) and other Reformed denominations. Many students find these an excellent preparation for ordination exams.

Many students utilize the summer months for service in [Supervised Practice of Ministry](#) (SPM) positions (see the [Field Education webpage](#)). SPM and summer internships are available across the United States and often pay a stipend, as well as being a source of credit toward degree program requirements.

## **SERVICES**

### **Academic Success Center**

An advantage of the seminary's relationship with the larger university is access to the Academic Success Center. The Center is equipped to provide instruction for both residential and online students through individualized tutoring. Incoming classes are provided an introduction to the Academic Success Center staff and resources. Faculty members regularly encourage students to work with specialists in the center in growing their skills in study and writing. <https://www.dbq.edu/Academics/AcademicSupportSuccess/AccessibilityServices/>

### **Persons with Disabilities**

The University of Dubuque Theological Seminary provides facilities which are accessible to persons with disabilities. The institution will take the means necessary to ensure that no qualified person with disabilities is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because the facilities are physically inaccessible to or unusable by persons with disabilities. Because scheduling classes and arranging housing in accessible facilities may require advanced planning, students with disabilities who have been accepted for admission should identify themselves no later than three months prior to the start of the semester in which they begin classes and indicate what accommodations and assistance they may need.

If you would like more information on academic accommodations inquiries:  
<https://www.dbq.edu/Academics/AcademicSupportSuccess/AccessibilityServices/>.

### **Orientation and the Foundations of Theological Education Course**

Our online and on-campus orientation provides the new student an overview of the University of Dubuque, builds relationships within the community, gives information on services and facilities, and an introduction to the faculty, advisor, and curriculum. New students are enrolled in the two-week, online summer co-curricular course "Foundations of Theological Education" which prepares them for theological and online study, and is a prerequisite for their degree classes. Students who matriculate in spring are enrolled for orientation the following summer. In this class students join classmates and explore brief videos, readings and exercises on topics such as graduate studies, financial preparations, and technology skills. For those students who are required or able to attend the August residency, orientation concludes on campus with two and a half days of worship, class building, and completion of enrollment tasks.

### **Placement**

The seminary endeavors to assist its students in locating a call to ministry at the time of graduation. The Office of Field Education and Placement posts information on placement opportunities on Moodle, and also assists with resume writing, interview preparation, and vocational counseling. Most graduates of Dubuque Seminary serve as pastors for congregations. Graduates also serve as military or institutional chaplains (such as hospital, hospice, or prison ministry), youth ministers, educators, coaches, new church planters, and non-profit leaders.

## **STUDENT ORGANIZATIONS**

### **Student Association and Student Council**

Full- and part-time students enrolled in the Master of Divinity, Master of Arts in Mission and Discipleship, and Master of Arts in Christian Leadership are regarded as part of the University of Dubuque Theological Seminary Student Association. Fall and spring semester activity fees of degree students fund the Student Association. The governing Student Council (STUCO) is composed of elected representatives from the Student Association including representatives for each degree program. Officers are elected from within the council. Meetings are held monthly via Zoom. Any Student Association member is encouraged to attend and speak at Student Council meetings and engage in programs and ministries. The Student Association convenes at least annually during the August residency, and voting is conducted in person and online. The Student Council provides financial support for worship events, residency meal fellowship, student representation at conferences, programs in fall and spring, and the annual spring Awards Banquet. The Student Council works to represent the voices and diversity of the student association (body) at UDTS.



## **WORSHIP AND SPIRITUAL LIFE**

### **Worship and Student Activities**

The Student Council and Seminary staff collaborate to provide opportunities within the student body for learning, service, worship and fellowship. Examples of these include mission teams sent to the Dominican Republic; a three week teleconferencing study on the Belhar Confession and overcoming racism; reading retreats; sending students to conferences on current issues; or a 24 hour Lenten Prayer Vigil observed across the country and in virtual connection with UD worship leaders.

Spiritual life is an indispensable component of Christian community life and seminary education. The curriculum, chapel services, seminary retreats, prayer groups, and personal devotions all combine to cultivate the spiritual life. During the fall and spring semesters, weekly chapel services are streamed live at 11:00 a.m. on Mondays, and all students are encouraged to contribute to worship through their gifts either in planning or worship leadership. The community recognizes and celebrates its diverse denominational traditions through the use of liturgical resources, distinct preaching styles, and exposure to a variety of worship practices. Faculty and students who have completed work in preaching are encouraged to preach, and all students, faculty and staff are urged to make offerings through song, liturgy, planning. Communion is celebrated once or twice per month. For students on campus, Morning Prayer is held at 8:30 a.m. Mondays, and Evening Prayer at 4:15 p.m. On Sunday evenings in Blades Chapel the Impact Service offers Word and Praise at 5:30 followed by supper for all. Retreats are offered a few times a year - near Dubuque, in cluster locations such as central Florida, and through “virtual retreats” such as a STUCO sponsored spring retreat equipping each student with devotional gifts to be enjoyed in concert prior to Holy Week.

In addition to seminary-initiated programs, the Seminary staff work with the seminary Student Council to connect seminarians with student organizations in the wider university. In the past the seminary has joined in for special activities with groups such as the Black Student Union, Better Together (interfaith service group), Proud, and the Physician’s Assistant students.

### **Disciple Formation**

*“Learn the unforced rhythms of grace.”* As part of its core curriculum, UDTS has a vision of unifying a life of prayer, study and service. This vision is exemplified by two-year sequence of four courses that instruct and encourage students to inhabit, both personally and communally, a rhythm of spiritual practices that have shaped disciples over the centuries. In providing patterns and practices for nurturing a life of discipleship intimacy with Jesus Christ and attentive listening to the Holy Spirit, the courses help students surround their seminary studies with prayer, deepen their skills of theological reflection, develop vocational holiness, and form lives of service grounded in Christ’s work of grace. Intentional disciple formation also takes place in the context of mentoring during Supervised Practice of Ministry.

## **Degree Programs**

### **DOCTOR OF MINISTRY (DMIN)**

The University of Dubuque Theological Seminary Doctor of Ministry degree program is focused on congregational renewal and the leadership role of the pastor. It is normally based in the local congregation and attempts to identify concrete leadership tools and strategies for the pastor, rooted in the classical theological disciplines of the church. Recent DMin topics include: “Crisis and the Church”, “Catechesis and Teaching the Faith”, and “Navigating Identity: Self, Society, and Church Before God”. **Program Learning Objectives**

In order to serve the one God – Father, Son, and Holy Spirit – and form God’s people for servant leadership in ministry and mission, the DMIN curriculum will enable students to:

- Define “congregational revitalization” and show evidence of renewal within their particular ministry setting;
- Think theologically by integrating learning from the classical disciplines (Bible, history, theology, and ministry) into the life of the local congregations;
- Identify and address significant theological and social issues in their congregations as well as within the church catholic;
- Develop lay congregational leaders by identifying and nurturing leadership gifts and skills within the congregation and by demonstrating the function of these lay gifts/skills in congregational revitalization.

In these ways the seminary seeks to strengthen the ministry of experienced pastors and to promote the revitalization of congregations. Through this process the seminary will continue to advance the ministry and mission of the Church of Jesus Christ.

### **Degree Program requirements**

Each entering class becomes a cohort group that will remain together throughout the duration of the program. Normally two faculty members organize and provide the leadership for the three years of seminar work. Additional resource persons may be invited to share as appropriate. The three-year

program consists of three one-week seminars, online interaction in the spring and fall semesters equivalent to a second residential week, and a doctoral project. Both pre- and post-residential work is required for the seminars. Courses are held in late May on the UDTS campus.

Students must maintain continuous registration in the DMin program until completion of the degree, ordinarily in four or five years. The maximum time allowed for completion of the program is six years. The DMin program requires the completion of 40 credit hours for graduation: 30 credit hours of course work and 10 credit hours for the doctoral project. Only work receiving a grade of B or higher will count toward graduation requirements.

**Course Load:** The DMin program is always part-time, since all DMin students are engaged in other full-time work. The normal course load is 5 credits.

## **COMPONENTS OF THE PROGRAM Faculty-led Cohort Groups**

Two faculty members normally form the leadership team for the cohort group. They design the curriculum, provide the majority of teaching, create the reading list, and evaluate seminar papers. Additional faculty may be brought into the seminars to provide modules addressing specific topics or issues. The seminars presume faculty and students each bring knowledge and wisdom to the dialogue.

## **Pre- and post-seminar online interaction and self-directed learning**

In addition to the faculty-student interaction, each seminar includes two additional components: pre- and post-seminar work. The pre-seminar work consists of readings or special projects which are completed prior to the on-site seminar. Post-seminar work includes specific written projects which integrate reading, seminar work, and the experience of ministry in the student's ministry setting.

## **Peer learning**

The cohort group structure creates a unique and consistent support community that continues throughout the program. Peer learning creates an added dimension of community support and understanding that often continues well beyond the program, even throughout the rest of a student's life.

## **Congregational resource team and faculty learning team**

The congregational resource team offers the congregation a vital connection to the program. Constituted in the first year of the program, this team agrees to work with the pastor for the duration of the DMIN program. Team members help the student explore ideas and become a membership core concerned with renewal in the congregation. To the extent that the resource team remains active and engaged, it creates an ongoing learning environment for the student.

The faculty learning team provides instruction and leadership throughout the program. In addition, the faculty assists individual students in developing a doctoral proposal for a project and provides support for students while in the program. The intent is to create a learning environment characterized by nurture, study, devotion, and discipline, one that encourages the student to become a more faithful and effective pastor.

## **Doctoral project**

The capstone of the DMIN program is the doctoral project. The purpose of the doctoral project is to provide students with the opportunity to address a particular issue in ministry and offer new insights which contribute to pastoral effectiveness.

Two possible options for the doctoral project include a Ministry Focus Paper or a DMIN Thesis.

**Ministry Focus Paper** Students may choose to write a publishable Ministry Focus Paper, which combines a theology of ministry with a strategy for ministry. As such, it is focused in a congregational setting and deals with context, theory, strategy, and guidelines in order to produce more effective ministry in a particular locale.

**DMin Thesis** Students may choose to write a publishable thesis that combines investigation of some aspect of the tradition of the church (biblical, theological, historical, pastoral) and its implications for congregational renewal today.

## **Project Colloquy**

All students are required to participate in the annual Doctor of Ministry Colloquy before receiving their degree. The colloquy is an opportunity to present the Ministry Focus Paper or DMin Thesis to faculty, students, and guests of the seminary community, and to discuss the implications of the project. The DMin colloquy is ordinarily scheduled during the week prior to commencement.

## **CURRICULAR DIVISIONS IN MASTER'S DEGREE PROGRAMS**

The seminary curricula are organized into three main divisions (Bible, History/Theology, and Ministry), plus Supervised Practice of Ministry/Field Education, and interdisciplinary courses.

### **Bible Division**

Courses in the biblical area of study impart a broad and deep knowledge of the Bible – both the Old and New Testaments – so that UDTS graduates are able to faithfully interpret the Scriptures for the proclamation of the Good News in church and world, and so they can discover in the Word God's empowerment for ministry, mission, and personal spiritual growth. The Bible division envisions Christian leaders who are formed by, live in, and minister out of Scripture.

More specifically, students who successfully complete the courses in Bible required for the degree programs will be able to:

- Minister out of a foundational knowledge of biblical culture and literature
- Engage the methods of biblical interpretation
- Exegete biblical texts using various literary, historical, and linguistic tools, including the ancient languages
- Articulate the essential message of salvation in Scripture, and explore the depths and nuances of that message
- Apply, in their teaching and preaching, the words of Scripture in specific modern contexts; and
- Recognize the ways Scripture functions authoritatively as God's Word to the Church, and delight in the Bible's proclamation of God's love.

### **History/Theology Division**

The division of History/Theology offers courses intended to contribute to the effective practice of Christian ministry and mission. The objectives of the courses in the History/Theology Division are:

- To develop a sympathetic grasp of the history and core commitments of the Christian tradition in order to be an effective teacher and practitioner of the Christian faith;
- To develop the ability to engage critically and constructively with the contents of the Christian tradition for the sake of growing faith and effective mission and ministry; and
- To nurture an appreciative understanding of the rich diversity of the catholic faith and the expressions of that faith in various cultural, historical and geographical contexts toward the end of forming and nurturing vital faith communities in new contextual settings.

### **Ministry Division**

The Ministry division seeks to help students develop a capacity to comprehend theories for the practice of ministry, a capacity to develop skills necessary for pastoral tasks, and the capacity to integrate these two. In this way, students begin to devise and articulate a pastoral theology.

The goals included in the successful completion of the required ministry courses for the degree programs are:

- To provide knowledge and experiences of the worship and prayer of the people of God;
- To provide knowledge of, and significant practice in, the ministry of proclamation;
- To provide skills and capabilities in the discipling, evangelistic, pastoral and governance dimensions of the church's task; and
- To help future pastors develop sensitivity to the contexts in which they are leading congregations.

## **SUPERVISED PRACTICE OF MINISTRY (SPM) / FIELD EDUCATION (FE)**

Supervised Practice of Ministry (SPM) and Field Education Courses (FE) are integral parts of the UDTS curriculum. The SPM settings and FE courses provide numerous opportunities for seminary students to integrate theological reflection and pastoral leadership practice. At the University of Dubuque Theological Seminary, SPM is viewed as a formative experience where each student, with the guidance and support of faculty, trained supervisors, and committed laity, can develop the skills and capacities for a life of joyful service to Christ.

Three credits of Supervised Practice of Ministry plus three credits for the completion of the three Field Education Courses are required for the Master of Divinity Degree.

One credit of Supervised Practice of Ministry plus the one-credit Field Education course FE602 Leadership in Context is required for the Master of Arts in Mission and Discipleship degree.

The Supervised Practice of Ministry requirements may be fulfilled through placements during the academic year or summer or through longer internships. MDiv and MAMD students may register for SPM only after their first full year of study. SPM must be undertaken in an approved setting

and must include at least six supervisory conversations over the course of the term. Evaluations are provided by supervisors, lay committees and students themselves. In completing the three credit SPM requirement, students focus on areas of pastoral ministry such as preaching, visitation, teaching, counseling, or evangelism. One credit of Supervised Practice of Ministry may be earned through participation in Clinical Pastoral Education (CPE). Normally, at least two credits of Supervised Practice must be earned in a parish setting. [Add the following:] Students seeking ordination should consult their judicatory to meet any specific requirements before seeking placement or UDTS approval. A maximum of 9 credit hours in SPM/FE may be taken in the Master of Divinity program.

The SPM placements and FE Courses will enable students to:

- Develop the capacity for integrating theological reflection and the practice of Christian ministry;
- Develop skills and capacities for faithful and joyful Christian ministry; and
- Develop a holistic understanding of the pastoral vocation wherein ministry, relationships, personal spirituality, and self-care are held in a creative and faithful balance.

For more information, see the [Field Education webpage](#).

## **MASTER OF DIVINITY (MDIV) DEGREE**

The Master of Divinity is the primary professional degree for those seeking ordination. When pursued on a full-time basis, the distance and residential programs may be completed in four academic years, with an option for distance learners to complete the program in three years. The distance MDiv program, which operates on a cohort model, can be earned by coming to the Dubuque campus for only two weeks a year.

To complete the program on schedule, both residential and distance MDiv students are strongly encouraged to begin their studies in August.

### **Curriculum**

In order to serve the one God – Father, Son, and Holy Spirit - and form God’s people for servant leadership in ministry and mission, the MDiv curriculum will enable students to:

- Nurture habits and disciplines of study, prayer and reflection that increase their love of God and neighbor and shape their personal and professional lives;
- Be formed by, live in, and minister out of Scripture and the historical and theological tradition of the church;
- Interpret the Christian Scriptures through faithful exegesis and in light of the Christian tradition;
- Preach the Word of God with faithfulness and clarity;
- Lead worship and administer the sacraments with theological integrity and to the glory of God;
- Engage contemporary theological and ethical issues with insight and humility;
- Evangelize the world with faithfulness and contextual sensitivity;
- Educate and equip individuals and congregations to live and minister joyfully and faithfully as part of their own denomination and the ecumenical church;
- Provide pastoral care for individuals and congregations in daily life and moments of transition and crisis;
- Lead and nurture congregations to promote peace and justice in the public arena and encourage the witness and service of the church in mission to the world; and
- Integrate theology and practice in all areas of life and ministry.

### **Master of Divinity Course Requirements**

The Master of Divinity curriculum integrates theological studies with the practice of ministry to nurture faithful and effective Christian leaders. Students in the Master of Divinity program are required to complete 75 credit hours. A cumulative grade-point average of 2.0 is required for graduation. In addition, MDiv students are required to successfully complete core courses in the three divisions of the seminary curriculum – Bible, History/Theology and Ministry – and SPM and interdisciplinary courses. When pursued on a full-time basis, the distance and residential programs may be completed in four academic years, with an option for distance learners to complete the program in three years. To complete the program on schedule, both residential and distance MDiv students are encouraged to begin their studies in August, and to follow the [recommended course sequence](#). Since classes are scheduled according to the assumption that all students will follow this sequence, variation from it may result in schedule conflicts leading to delayed completion of the program. Students are also encouraged to communicate regularly with their faculty academic advisors. Students may not register for more than 14 credits per session.

These include:

## Bible Division

- God's Word: The Old Testament
- God's Word: The New Testament
- Interpreting the New Testament: Exegesis (Greek or English)
- Interpreting the Old Testament: Exegesis (Hebrew or English)
- Bible Elective, including biblical languages **History/Theology Division**
- The Growth of the Church: Early and Medieval Church History
- Renewal, Expansion, Fragmentation: Reformation and Modern Church History
- What Christians Believe: Christian Doctrine I
- What Christians Believe: Christian Doctrine II

## Ministry Division

- Making Disciples I & II
- Proclaiming the Word
- Leading Christian Worship
- Nurturing Wholeness in Christ: Caregiving I & II

## Supervised Practice of Ministry and Field Education Courses

- SPM Internship (3)
- FE: Leadership in Context **Interdisciplinary**
- Disciple Formation I, II, III, and IV
- God's Redemptive Mission
- Gospel in Context
- Starting Missional Communities

A student may propose alternative methods of demonstrating completion of the objectives of core courses, such as passing proficiency examinations in a given subject, writing papers, or successfully transferring courses with similar content completed at other seminaries. All such alternative proposals must be approved in advance by the Director of Seminary Vocation or the Academic and Student Affairs Committee of the faculty. Once matriculated, a student must take all core courses at UDTS. Core courses may not normally be fulfilled through tutorials.

## DENOMINATIONAL REQUIREMENTS

In addition to the above degree program requirements, MDiv students may be required by their denomination to meet further criteria in order to qualify for ordination.

### The Presbyterian Church (USA)

The Presbyterian Church (USA) requires that candidates for Minister of Word and Sacrament pass examinations in Bible content, theological competence, worship and sacraments, church polity, and Bible exegesis. Presbyterian students are subject to the requirements of the current *Presbyterian Book of Order, Part II, Preparation for Ministry, G-2.06*.

While the entire MDiv curriculum prepares students for these exams, the following courses in particular are helpful for Presbyterian students:

- HT 615 Presbyterian History and Confessions
- MN 555 The Polity and Program of the Presbyterian Church (USA)
- MN 709 Worship in the Reformed Tradition

Courses in Biblical Greek and Hebrew are required by the denomination, as well as exegetical courses in each of those languages. These language and exegesis requirements will ordinarily be met through the following courses:

- BI 500 Introduction to Biblical Hebrew
- BI 502 Introduction to New Testament Greek
- Any Old Testament Hebrew Exegesis Course
- Any New Testament Greek Exegesis Course

Some presbyteries may require additional courses of their candidates, such as Clinical Pastoral Education (CPE). Presbyterian students are urged to remain in close contact with their presbytery's Committee on Preparation for Ministry (C.P.M.) in order to be aware of such additional requirements. To facilitate the student's relationship with his or her Committee, the student's transcripts and evaluations may be released to the C.P.M. at the Committee's request.

The Field Education office co-ordinates the ordination examinations required by the Presbyterian Church (USA) and advises students in their relationship with their C.P.M.

### **United Methodists**

United Methodists are required to study the history, doctrine and polity of the United Methodist Church. These requirements are met through the following courses:

- HT 521 United Methodist Studies: History
- HT 553 United Methodist Studies: Doctrine
- MN 553 United Methodist Studies: Polity

United Methodist students may also need to fulfill additional requirements specified by their annual conferences. For more information about opportunities for United Methodists, please contact the [Director of United Methodist Studies](#).

### **Other Denominations**

Students of other denominations should consult with the Director of Seminary Vocation to determine how the requirements of their denomination may be met at UDTS. Polity courses for denominations other than the Presbyterian Church (USA) or the United Methodist Church may be taken for transfer credit.

### **Residency Requirements**

In addition to the semester-hour and course requirements listed above, MDiv students are required to:

- Complete at least 15 credit hours in residency at the UDTS campus
- Complete a minimum of 18 credits hours of classroom courses taught by UDTS faculty members, with at least six of those hours in each of the three divisions of the curriculum. Core courses may be counted toward this part of the residency requirement.

### **MASTER OF ARTS IN MISSION AND DISCIPLESHIP (MAMD)**

What does it mean to be a faithful follower of Jesus in today's world? How are we called to join God's mission in both our vocation and our avocations? The Master of Arts in Mission and Discipleship degree provides you with the opportunity to explore your identity in Christ and your calling to participate in God's mission in the world.

### **Curriculum**

The Master of Arts in Mission and Discipleship trains followers of Jesus to empower others to join in God's mission in a variety of callings. The degree provides broad instruction in the Christian heritage (Scripture, theology, church history), in understanding cultural context, and in Christian formation as well as more specialized education in a focused area of Mission and Discipleship.

The MAMD curriculum will enable students to:

- Articulate and reflect critically and constructively on the biblical and theological foundations of God's mission to the world.
- Develop, implement, and assess strategies for missional living in a specific cultural context.
- Adopt spiritual practices that nurture their personal lives as faithful disciples and witnesses.
- Develop skills and capacities for faithful and competent Christian witness.

### **MAMD Degree requirements:**

This 40 credit degree program requires two years of full-time academic work residually or via distance education, including a project colloquy. Required courses include:

*Bible:* 6 credits

*History/Theology:* 6 credits

*Mission/Integrative:* 8 credits

*Disciple Formation:* 1 credit

*Field Education:*

- FE 602 Leadership in Context (1 credit)
- SPM 671 Supervised Practice of Ministry (1 credit)

**Master's Project:** 4-credit project related to Mission and Discipleship *Optional*

**Emphasis Areas:**

- Church, Culture and Innovation
- Young Adult Discipleship
- Transformational Christian Leadership
- Congregational Ministry

**Residency Requirements**

Residential MAMD students are required to complete at least two consecutive semesters in residency at full-time status. 'Residency' is defined as academic work done at UDTS 'Full-time' is defined as at least six semester hours. Distance MAMD students are required to complete at least 9 credit hours in residence as a UDTS student, which can be completed during two August residencies.

**Recommended Course Sequence for Completing the MAMD in Two Years**

All MAMD students are urged to pursue courses in one of the sequences linked below. Since classes are scheduled according to the assumption that all students will follow this sequence, variation from it may result in schedule conflicts leading to delayed completion of the program. Students may not register for more than 14 credits per semester.

- [Residential MAMD Course Sequence](#)
- [Distance MAMD Course Sequence](#)

**MASTER OF ARTS IN CHRISTIAN LEADERSHIP (MACL)**

This 30-credit online degree is accredited by the Higher Learning Commission (HLC) and administered through the University of Dubuque Graduate Programs. Full time students may earn the degree in one year. Students are enrolled in seminary courses taught by UDTS faculty, learn alongside seminary students, and participate fully in the life of the seminary. The **Master of Arts in Christian Leadership** is a 30-credit, 100% online degree that strengthens Christians for service in their chosen vocation. The degree will nurture biblically and theologically informed, culturally sensitive leaders for the church and world.

The program requires six credits in Christian Scriptures, six credits in the history of Christianity, three credits in Christian mission, six credits in Christian leadership, and nine credits of electives. A bachelor's degree in any field is required for admission. Students may apply to transfer in up to 15 graduate credits from accredited graduate theological schools.

Students seeking to be commissioned by their PCUSA Presbytery as a CRE (Commissioned Ruling Elder) can craft a MACL degree which satisfies their presbytery CRE course requirements. Students considering ordained ministry can start their studies as a MACL while discerning their call. Transferring into the MDiv or MAMD is a simple process if the student has maintained adequate progress toward their degree. MACL courses are interchangeable with MDiv and MAMD degrees. For more information on this degree, [click here](#)

**ACCELERATED BA/MDIV OR MAMD**

The University of Dubuque enables a person to complete the BA and the MDiv degrees residually. One of the options available to students who do not hold an undergraduate degree is to undertake an accelerated course of study.

It is recommended that students major in theology or the humanities.

Normally students in this program may not enroll in seminary courses until they have completed 92 undergraduate credits (including most core courses and major requirements). Undergraduate students may not enroll in more than 25 semester hours of seminary work before completion of the bachelor's degree.

Up to 25 semester hours of seminary courses will count toward the 120 credit hours required for the bachelor's degree.

These same 25 semester hours will count toward the 75 credits required for the MDiv degree or toward the 40 credits required for the MAMD.

Tuition will be charged at the undergraduate rate until the requirements for the bachelor's degree are completed. Credits earned after the completion of the bachelor's degree will be charged at the seminary rate.

Financial aid will be determined according to the undergraduate policy until completion of the bachelor's degree.

Undergraduate students must be in good academic standing in order to enroll in seminary classes.

# **ACADEMIC REGULATIONS**

## **STUDENT CLASSIFICATIONS**

Students in the MDiv program are classified as juniors, middlers, or seniors. Juniors are those who have completed fewer than 26 semester hours. Middlers are those who have completed 26 to 50 semester hours. Seniors are those who have completed at least 50 semester hours.

Students in the MAMD program are classified as juniors or seniors. MAMD juniors are those who have completed fewer than 20 semester hours. MAMD Seniors are those who have completed at least 20 semester hours.

Unclassified students are those who are taking UDTS courses, but who are not enrolled in a degree program (see Unclassified Students in the Terms and Procedures for Admission section).

## **FACULTY ADVISORS**

Upon matriculation to the MDiv or MAMD degree program, each student is assigned a faculty advisor by the Director of Seminary Vocation. Student preferences as to choice of advisor and proposed academic interests are taken into consideration. After one year, a student may make a request for a different faculty advisor to be assigned by the Director of Seminary Vocation. UDTS faculty members are scholars who are also pastor-teachers. The advisor guides and encourages the student with reference to the student's academic program. The advisor assists in building ties within the community and seeks to encourage and facilitate the individual development of the student. The advisor assists the student in translating vocations into educational goals and programs, engaging in self-evaluation, and cultivating the ability to recognize strengths.

## **REGISTRATION**

All students register for classes online, following a consultation with their faculty advisor. [MyUD](#) enables students to register for classes and check course grades. While the student/advisor consultation is an important part of this process, the student is ultimately responsible for making certain they have fulfilled all curricular requirements prior to the anticipated graduation date. Students must be in good financial standing with the university in order to register for classes.

The Director of Seminary Vocation registers new students for August term courses. New students register for fall courses during orientation. Returning students must register for the following semester's courses during the announced registration period.

## **CROSS-REGISTRATION**

Students who are registered for UDTS residential degree programs have the option of cross-registering for courses offered by Wartburg Theological Seminary, up to a maximum of 6 credit hours per semester. With the approval of the Dean, students may also register in other graduate programs at the University of Dubuque. With the approval of their advisor and the Dean of the Seminary, students may request permission of the Academic and Student Affairs Committee to register for upper-level undergraduate courses at the University of Dubuque that are applicable to their UDTS program. In such an instance, the Committee will require the professor of the undergraduate course to submit a description of the ways course requirements will be augmented to meet graduate expectations.

## **DROPPING AND ADDING COURSES**

In the fall and spring semesters, the drop/add period ends at 5 p.m. on the tenth day of classes. In the August and May residencies, the drop/add period ends at the end of the second day of the residency. Dates of the drop/add periods of the current academic year are listed on the [academic calendar](#).

There is no fee for dropping or adding classes up to the end of the drop/add period, provided the registration process has been completed.

If a student does not attend a residential class or does not log in to an online class in the first ten days of classes, that student will be automatically dropped from the course and no record of the registration of that course will remain on the student's record. If a student does attend a residential class or log in to an online class in the first ten days of classes, that student may drop the class through the tenth day of class and no record of the registration will remain on the student's record. Beyond the tenth day of class, the student who did begin a class will have the option to withdraw from the class and a W will be recorded on the student's record if the action is completed prior to the expiration of the class withdrawal period. In no case may a student appeal for a withdrawal from class beyond the fourth week of the following semester.

If the dropping of classes reduces the student's credit load below a full-time or half-time standing threshold, this may have an impact on scholarships or federal loans.

## **MAXIMUM COURSE LOAD**

Students are not ordinarily permitted to register for more than 14 credit hours in the fall or spring terms or 5 credit hours in August or May residencies.



Proficiency courses are not counted in this total. Exceptions to this maximum load restriction may be granted only by the Dean of the Seminary or the Academic and Student Affairs Committee. Students employed for 20 or more hours a week may not register for more than 14 credits.

## **AUDIT POLICY**

The term audit refers to a formal arrangement by which a student agrees to attend a course regularly, either in person or online, yet without receiving academic credit. Students are always required to obtain the instructor's permission and register for the course. Students may only elect the audit option until the end of the drop/add period. The total number of auditors in a given course will not normally be permitted to exceed 10 percent of the course's enrollment.

Individuals not currently enrolled at UDTS must complete the application process for unclassified student status and be admitted. Current students must register for an audit using the normal registration process.

Individuals may audit residential or distance classes on a space-available basis with the permission of the dean and the course instructor. The cost of auditing courses is one-half the regular credit hour rate and is non-refundable after the end of the drop/add period. Audit students who have never taken classes through Moodle will be required to pay for and complete the Online Learning Certification (O.L.C.) course before auditing an online class. Continuing Education Units (C.E.U.s) are available for audit students upon request.

Given the highly interactive nature of online learning, students auditing distance courses may be expected to participate in class activities such as discussion forums. Instructors will determine the acceptable level of participation. Successful completion of the course will be recorded on the student's transcript as audit credit. Failure to complete audit requirements will result in a W for the course.

## **EARNING CREDITS Advanced Standing**

Occasionally, students in UDTS degree programs may have completed coursework at an accredited institution equivalent to the material covered in a UDTS core course or a course which is a prerequisite for another UDTS course. In such a case, the student may apply to the appropriate professor through the Director of Seminary Vocation to have advanced standing declared – in effect, to have the core course or prerequisite requirement waived. An advanced standing judgment does not carry academic credit, nor does it reduce the number of hours required for graduation; it allows the student to substitute an elective course for the core course, or, in the case of a prerequisite situation, to proceed directly to the course for which the course in question is a prerequisite. The Director of Seminary Vocation in consultation with the appropriate professor may require students applying for advanced standing to submit appropriate documentation of study previously completed. Normally, applications for advanced standing should be submitted by the end of the first semester of attendance. Advanced standing can be granted only on the basis of coursework completed at an accredited institution, and not on the basis of testing. Advanced standing differs from proficiency credit and transfer credit (see Proficiency Credit and Transfer Credit below).

## **Proficiency Credit**

Proficiency credit is an option available to students who, independently of academic course structures, have learned material corresponding to a 500 level course in the Bible or History/Theology Divisions. Such students may request that the instructor who normally teaches the course evaluate their knowledge and, if it proves satisfactory, grant them credit for the course. Proficiency differs from advanced standing in that it results in credit granted by examination, for studies other than course work in an accredited seminary or graduate school (see Transfer Credit and Advanced Standing).

To apply for proficiency credit, students must obtain a proficiency evaluation form from the Registrar's office and complete the appropriate sections prior to taking the examination. Once the instructor has evaluated the student's work, the proficiency credit is recorded on the student's transcript by the registrar. Students must receive a grade of C or better on the proficiency exam in order to receive proficiency credit. The fee for receiving credit for a course by proficiency is ordinarily one-half of the current per credit hour rate and must be paid before the test is administered.

Regardless of the grade earned on the exam, the grade will be recorded on a student's transcript and affect the GPA. Maximum course load regulations do not apply to proficiency courses since the student does not register for such credit in the usual manner or within semester time limits. No more than one-fourth of the total credits required for a degree may be granted through proficiency credit (MDiv – 18 credits, MAMD – 10 credits). DMin students do not qualify for proficiency credit.

The instructor of a proficiency course will evaluate a student's knowledge or skills in whatever way and to whatever extent guarantees that the student's proficiency is equivalent to that expected in the regular course. A copy of the student's examination paper must be filed in the Registrar's office with the evaluation report.

## **Transfer Credit**

Transfer credit may be granted for work done at other accredited seminaries, or in exceptional cases, graduate schools. Transfer credit is listed on the student's transcript by course title, semester hours transferred, and grade. Only courses with a grade of C or better will be considered for credit. Only credits earned within the last 10 years will be considered for transfer. Field education hours will be evaluated according to the number of units of field education completed at the previous seminary. The degree requirements of both UDTS and the previous seminary will be compared to determine the equivalent number of field education transfer hours. Field education transfer hours will be designated with CR (for credit) if a letter grade was given at the previous seminary. (Ordinarily, only one half of the Field Education requirements will be transferable.)

Transfer credit differs from advanced standing in that it results in the entering of semester hours on a student's transcript; advanced standing does not affect semester hour totals, but rather eliminates certain area or prerequisite requirements. Both transfer credit and advanced standing may be awarded for the same course (see Advanced Standing). Transfer credit differs from proficiency credit in that it is granted for regular course work; proficiency credit is for work completed in non-traditional ways, and requires a tuition payment and examination (see Proficiency Credit).

In the case of a student who has been granted a degree by another seminary, no more than one-half of the credits required for the prior degree will transfer to a UDTS degree program.

In no case shall a student in the MDiv degree program at UDTS complete fewer than 25 semester hours at UDTS, and no fewer than 20 semester hours in the MAMD degree program.

In exceptional cases, transfer credit may be granted for graduate work completed at an unaccredited seminary or in another field of graduate study. Each of these courses to be considered for transfer credit will be evaluated and approved by the Director of Seminary Vocation. Courses are evaluated in light of the course content and its relevancy to the program emphasis of UDTS, the appropriateness of the reading list, the nature of the course procedures including the number of contact hours, and the basis of evaluation (paper, exams, etc.). Ordinarily, no more than six semester hours of such credit, and in no case more than 12 credits shall be transferred.

Transfer credit hours for courses taken at another accredited seminary will be evaluated and awarded through the Director of Seminary Vocation and the appropriate faculty member(s). Credit will be recorded by the Registrar's Office. Appeals may be directed to the Academic and Student Affairs Committee of the faculty.

## **Individual Study Projects**

Individual study projects are special projects pursued under the direction of a seminary faculty member in subject areas not currently offered in the seminary curriculum. Individual study projects require the consent of the instructor and the approval of the Dean.

A contract for an individual study project, available on the Moodle home page, must be completed and signed by the student and the instructor and approved by the Dean before registration may take place and work on the project may commence. Such a contract must be completed for each individual study project.

Individual study projects are flexible in form and content. They may make use of a wide variety of academic pursuits, such as directed reading, indepth research or field-based experimentation. Such projects are designated for a specific number of semester hours and may be pursued in either session of the fall or spring semester or in the summer. Although individualized, such projects are not independent: they require faculty supervision and grading as well as prior approval from the Dean in order for the student to earn academic credit.

The initiative for an individual study project belongs to the student who has responsibility for identifying a seminary faculty member with relevant expertise who is willing to supervise the student's work. The choice of topic belongs to the student. The number of academic credits, standards of performance, methods of evaluation and final grading are the prerogative of the faculty supervisor. The learning contract must include appropriate student learning outcomes and degree curricular goals. All details concerning these matters are to be specified in advance as part of the proposal in the learning contract. The Dean will approve the contract only if the student's proposal demonstrates that the number of semester hours to be awarded is comparable to that earned in regular listed courses of similar subject area and difficulty.

A maximum of 12 semester hours may be earned in individual study projects during the student's MDiv course of study. A maximum of 6 semester hours, exclusive of the MAMD project, may be earned in individual study projects during a student's MAMD course of study. Exceptions to these limits may be granted only by the Academic and Student Affairs Committee. The maximum number of individual study projects any faculty member may supervise during a given year is two.

Individual study projects are considered as regular courses for registration purposes, and therefore must be completed by the last day of the term in which they have been registered, unless an extension has been granted by the Academic and Student Affairs Committee. Individual study projects completed in the summer must be paid for as summer courses. Individual study projects will be assessed in the same manner as other courses, including the use of student evaluation forms and faculty course assessment forms. Assessment of individual study projects will be periodically reviewed by the faculty.

## **Tutorials**

Tutorials are regular UDTS courses listed in the catalog which are pursued on an individual basis under the supervision of a faculty member. They differ from individual study projects in that they are not custom-designed, but are rather identical in content to regularly offered courses.

Tutorials require the consent of the instructor and the approval of the Dean. A contract for a tutorial course, available on the Moodle home page, must be completed and signed by the student and the instructor, and is required before registration may take place and work on the project may commence. Such a contract must be prepared for each tutorial.

The Dean will approve a tutorial course only if it can be demonstrated that the student has a legitimate reason for being unable to take the course at the usual time. Students are not normally allowed to take a tutorial course during the same semester when the course is being offered. Tutorials count toward the maximum number of Individual Study Projects listed under that section. Tutorials completed in the summer must be paid for as summer courses. Core course requirements may not normally be fulfilled through tutorials.

## **ACADEMIC STANDING Grading**

UDTS courses are graded according to one of two systems: letter grade or pass/fail. The grading system for each course is determined by the instructor and is indicated on the course description available to students prior to registration. The instructor may designate either one of the two systems or may give students the option of electing one or the other system at registration. In cases in which an option is available, students may change their choice of grading system only until the last day to withdraw noted on the academic calendar. Letter grades are based on the following criteria:

A= the student analyzes underlying themes/issues/ideas in ways that organize material comprehensively and explore implications deeply, concretely and imaginatively. This work clearly goes beyond being accurate and is creative.

B= the student identifies material in an integrated fashion, examines the basic details through comparison and elaboration, and summarizes appropriately. The responses flow smoothly.

C= the student identifies the material with accuracy, but explores generalizations vaguely and examines specifics in a disjointed manner.

D= the student deals only with isolated pieces of material and uses the resources with uncertainty.

F= inappropriate use of sources and a failure to demonstrate the key issues with coherence.

Student grade-point averages are calculated by dividing the total number of grade points by the total number of semester hours for which the student has received either a letter grade or a grade F on a pass/fail basis.

In the letter-grade system, the following symbols and grade-point values are used:

A = 4.00	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = 0.67
C+ = 2.33	F = 0

In the pass/fail system, a grade equivalent to D- or above is recorded as pass, and a grade equivalent to F is recorded as fail. The grade of pass has no grade-point value, and therefore has no effect on the calculation of a student's grade-point average; a fail, on the other hand, has a value of 0 (the same as F) and is calculated in the student's grade-point average.

All core courses are graded according to the letter-grade system only. All Supervised Practice of Ministry and Field Education courses are graded according to the pass/fail system only.

Students pursuing their studies under the supervision of a church governing body, such as a presbytery or conference, are strongly urged to consult their supervising committee to determine whether a pass/fail grading system is acceptable, or whether letter grades are preferred. Students on academic probation do not have the option of choosing pass/fail grading.

A grade of I (incomplete) may be recorded only if the Academic and Student Affairs Committee has granted an extension. At the conclusion of the extension, the Registrar will change the I (incomplete) grade to the appropriate letter grade or pass/fail designation.

A course dropped after the end of the drop/add period (see Registration) will be graded W (withdrawn). Withdrawal from a course after the final withdrawal date is not permitted. Should a student report withdrawal from a class after that date, a grade of F will be recorded. In no case may a student appeal for withdrawal from class beyond the fourth week of the following full semester.

At the conclusion of each course, the instructor enters appropriate letter or pass/fail grades and they become part of the student transcripts. In no case may a student appeal a final grade for a course beyond the fourth week of the following full semester.

## **Extension of Course Requirements**

It is the policy of the seminary that all course work for all students is due by the last day of the term or by the last day of post-load in the case of residencies, unless the instructor has assigned an earlier due date. Requests for extensions beyond the last day of the term must be made to the Academic and Student Affairs Committee through the Director of Seminary Vocation.

Requests for extensions must be made by the end of the last day of the term, or by the last day of post-load in the case of residencies, and must be submitted in accordance with the Academic and Student Affairs Committee extension request form (<https://moodle.dbq.edu/mod/page/view.php?id=301856>). Such extension requests must state the specific unforeseen circumstances prompting the request. Mismanagement of time will not be considered as a valid mitigating circumstance. Both the student's advisor and the course instructor will be notified of the request and their input will be invited before the committee decision. Absent significant extenuating circumstances, all extensions that are granted will be with a reduction in grade on the outstanding assignment.

Assignment grade reductions for extensions will be assessed on the following scale:

Extensions of Two Weeks or Less – One letter grade

Extensions of Two Weeks or More – Two letter grades

Any student who requests two or more extensions for two consecutive semesters will be required to have a conversation with their advisor and the Dean or Director of Seminary Vocation regarding other options (leave of absence, reduction in load, etc.) before further extensions are granted. Any student who requests and receives two or more extensions in a third consecutive semester will be automatically placed on academic probation. All extensions shall be granted for a specific period of time. If the assigned work is not submitted by the extension date granted, a grade of F shall be assigned for that work. Judicatory authorities will be advised concerning extension requests.

## **Probation**

A student whose cumulative grade-point average falls below 2.0 or who receives a grade of F for six or more semester hours in a given semester shall be placed on academic probation. For purposes of determining probation, session I in residence and session II are considered together for both fall and spring semesters (August/fall and January/spring). Students on academic probation do not have the option of choosing pass/fail grading. Students who have attended colleges or universities that are not regionally accredited, or who have a marginal academic record, may be admitted on academic probation.

Students who are on academic probation for two successive semesters may be dismissed from the seminary (see Dismissal below).

In situations in which a student's poor academic performance is the result of unforeseen personal circumstances, the student may make written application to the Academic and Student Affairs Committee to remove probationary status for that semester. Such application must ordinarily be made before the first day of the following semester.

## **Satisfactory Academic Progress for Academic Purposes**

Maintaining Satisfactory Academic Progress for academic purposes of in the seminary and for the purpose of receiving financial aid are related but distinct. For purposes of financial aid, see "Maintaining Satisfactory Academic Progress for Federal and Institutional Aid."

The Maximum allotted time to receive a Doctor of Ministry degree is six years from the point of matriculation. The time limit to receive a Master of Divinity degree is six years from the point of matriculation. The time limit to receive a Master of Arts in Mission and Discipleship is three years from the point of matriculation. Exemptions to these limits may only be granted upon petition to the Academic and Student Affairs Committee, through the Director of Seminary Vocation.

Students who do not maintain satisfactory academic progress toward the degree will be placed on probation. Students who do not make satisfactory academic progress for two consecutive semesters are eligible for dismissal.

Satisfactory academic progress will be determined by the following requirements:

***Doctor of Ministry:*** Passing all three residencies earning a GPA of 3.0 or higher and completing the doctoral project within three years after the final residency.

***Master of Divinity:*** Earning a minimum of six credits per semester (with the exception of semesters during which a student has received a leave of absence). For purposes of Satisfactory Academic Progress, August Residency and Fall terms are considered together.

***Master of Arts in Mission and Discipleship:*** Earning a minimum of six credits per semester (with the exception of semesters during which a student has received a leave of absence). For purposes of Satisfactory Academic Progress, August Residency and Fall terms are considered together.

## **Dismissal**

Students may be dismissed from the seminary for one of the following reasons:

- If they have been on academic probation for two successive semesters (see Probation above)
- If their grade-point average has been less than 2.0 for three semesters of their seminary career
- If they have received a grade of F in a total of 12 semester hours of course work
- Three offenses of academic dishonesty
- If they fail to make satisfactory academic progress for two consecutive semesters
- If in the opinion of the Dean and of the Academic and Student Affairs Committee the continued participation of the student is prejudicial or potentially injurious to the student or the community

Dismissed students may apply to the faculty for reinstatement by submitting a written request to the Academic and Student Affairs Committee through the Dean. The Academic and Student Affairs Committee is empowered to act on behalf of the faculty in reinstating dismissed students.

## **ENROLLMENT Full-Time Status**

Full-time load for the seminary MDiv and MAMD degrees is defined as 6 credit hours in the fall and spring semesters.

## **Maintaining an Enrolled Status**

In order to maintain their enrollment as students at UDTS, students must either register for each semester or obtain a leave of absence (see Leave of Absence).

In the absence of such registration or approved leave, status as a student will cease and the person will be considered as having withdrawn from the seminary (see Withdrawal from the Seminary).

## **Leave of Absence**

Students who find it necessary to interrupt their seminary program must apply to the Dean for a leave of absence. Leaves of absence will be granted for a specified period of time, after which they may be extended upon the student's request and at the discretion of the Dean. A leave of absence does not alter the time allotment for the various degree programs.

The letter of request should include the reasons for requesting the leave, particular mitigating circumstances, and the length of the leave. In no case shall a leave of absence be for more than one academic year. Factors to be considered in awarding a leave include, but are not limited to, the reasons for the request, expectations of the student's chances for continuing success in the program, and a plan for resuming studies.

Students must either resume their studies by the end of the leave period or must obtain an extension; otherwise, they will be considered as having withdrawn from the seminary and will not be able to return without reapplying for admission. Failure to enroll either for the fall or the spring semester without first obtaining a leave of absence will be considered as withdrawal from the seminary (see Withdrawal from the Seminary).

Doctor of Ministry students who find it necessary to suspend their studies for a period of time shall apply to the Dean of the seminary for a leave of absence through the office of the Director of the DMin Program.

## **Excessive Absences**

Regular attendance is an expectation for graduate-level learning.

Professors have the discretion to issue a grading penalty for excessive absences, including failure to log in or participate in assigned class sessions. While each instructor may set a more stringent policy, in no case will any student who is absent from one third of the classes (residential) or who fails to log into one third of the course sessions in a timely manner, including lectures and class forums (distance), receive a passing grade. For residential students, failure to complete pre-class assignments before class meetings will be regarded as being absent.

## **Withdrawal from the Seminary**

Students permanently withdrawing from the seminary must submit a letter of withdrawal and must have an exit interview with the Dean of the Seminary and the Dean of Financial Planning before leaving. Distance students may conduct these exit interviews virtually. In emergencies or in cases where this is impossible, persons authorized to act for the student should notify the Dean of the situation.

Students who fail to enroll for either the spring or fall semesters without first having obtained a leave of absence will be considered as having withdrawn from the seminary (see Leave of Absence).

Students who have withdrawn from the seminary and who subsequently desire to return must apply for readmission through the normal admission process.

## **COMMENCEMENT**

MDiv and MAMD students may apply to graduate in July, December or May, while DMin students graduate only in May, or by special request and subject to a vote of the faculty, in December. Graduation ceremonies take place only in May. Students graduating at other times are welcome to participate in May graduation ceremonies.

Students expecting to graduate in December must apply for graduation no later than May 1. Students expecting to graduate in May or July must apply for graduation no later than October 1. Failure to apply for graduation on time may prohibit graduation. Graduation application forms are available on Moodle: (<https://moodle.dbq.edu/mod/page/view.php?id=301856>).

Degrees are granted only after all program requirements have been met, all outstanding fees have been paid, and after readiness for graduation has been certified by the vote of the seminary faculty and approved by the university Board of Trustees. Seniors who have met all other graduation requirements may graduate *nunc pro tunc* if they lack only the completion of one course for graduation (five hours or less), if that course has received faculty approval for extension, and if the coursework is completed before the beginning of the following academic year. Students who complete their coursework in August residency (5 credits or less), may also apply to graduate *nunc pro tunc* and will be considered December graduates.

Applications to graduate *nunc pro tunc* must be made through the Academic and Student Affairs Committee who will make a recommendation to the faculty. Such applications must be made to the Academic and Student Affairs Committee no later than February 1.

## **POLICIES Inclusive Language Policy**

The University of Dubuque Theological Seminary affirms the equality of women and men in ministry and in the theological seminary, and affirms that language used in reference to humanity and to the people of God shall be gender-inclusive.

Papers and assignments done in the theological seminary shall conform to this guideline. Papers and assignments having gender-biased language are unacceptable and shall be returned to the student for correction and, if applicable, a late penalty will apply.

## **Sexual Harassment Policy**

The University of Dubuque Theological Seminary is committed by Christian faith to justice for all persons and will not tolerate any behavior, verbal or physical, by any person associated with the seminary, which constitutes sexual harassment against any other person associated with the seminary or University.

The University Sexual Harassment Policy, which applies to students, faculty, and staff, can be found at [www.dbq.edu/AboutUD/TitleIX](http://www.dbq.edu/AboutUD/TitleIX).

## **Statement on Disabilities**

The University of Dubuque prohibits unlawful discrimination against qualified students with disabilities and encourages their full participation within the University community. All faculty, staff, and administrators will actively support qualified students with disabilities in all the University's educational programs, services, and activities. More detailed information is published in the [University of Dubuque Student Handbook](#).

## **Grievance Procedures**

The seminary grievance procedures which apply to students, faculty, and staff are published in the Seminary Appendix to the [University of Dubuque Student Handbook](#).

# COURSE OFFERINGS

## DOCTOR OF MINISTRY

**DM 815/816 Seminar I (A & B)** (5 credits each semester)

An exploration of the theological and practical foundations for constructing a faithful vision for pastoral and church renewal.

Instructor: Staff

**DM 825/826 Seminar II (A & B)**

(5 credits each semester)

Building on Seminar I, this course helps students develop skills necessary for analyzing and engaging contemporary culture in order to strengthen pastors and congregations for mission.

Instructor: Staff

**DM 835/836 Seminar III (A & B)** (5

credits each semester)

Building upon previous work, students focus on application and integration. A primary objective is to develop a project proposal.

Instructor: Staff

**DM 865/866 Project Phase A & B**

(5 credits each semester)

Addressing a particular issue in ministry, students will offer new insights contributing to a greater pastoral effectiveness. This can be done either through the writing of a thesis or a Ministry Focus paper. Instructor: Staff

**DM 867 Project Phase C**

(1 credit)

A continuation of DM 865/866D as needed.

Instructor: Staff

## MASTER'S DEGREES

Key to Course Numbers

Each course number begins with a D, and consists of a prefix (such as BI, HT, or MN) and a three-digit course number.

The prefix refers to the curriculum division in which the course is offered:

BI	Bible
HT	History/Theology
MN	Ministry
FE	Field Education
SPM	Supervised Practice of Ministry
IN	Integrative

The three-digit course number refers to the following classifications. Although some courses presuppose a certain level of preparation, students are free to take any course they wish, provided appropriate prerequisite requirements are met and their advisor approves.

### **000 Level:**

Courses whose first digit is 0 do not ordinarily receive credit in a seminary degree program.

### **500 Level:**

Foundational classes open to upper level under-graduates and first year seminarians.

### **600 Level:**

Courses designed for middler students.

### **700 Level:**

Courses designed for senior students.

## Course Descriptions

The course descriptions below represent a listing of courses currently available at UDTS. Courses may not be available in every instance precisely as described here. Full information on available courses at UDTS, including objectives, content and requirements, is posted each semester on the seminary Moodle site. Courses offered at Wartburg Theological Seminary are listed on their website.

## **BIBLE DIVISION**

### **BI 003/004T New Testament Greek**

**(6 credits for UDTS students; fulfills the requirement of D BI 502, which is 3 credits)**

Letter grade only

An introduction to New Testament Greek offered in an eight week online or six-week residential class during the summer through Wartburg Seminary. Class work and tutorial help are designed to prepare the student for exegetical work. Wartburg MDiv students receive no credit for this course, which is a prerequisite for admission; UDTS students, however, may take it for six credit hours (see Schools of Theology in Dubuque Summer Language Program).

Instructor: Staff

### **D BI 500 Introduction to Biblical Hebrew**

**(3 credits)**

Prerequisites: none, letter grade or pass/fail

This course provides an introduction to the grammar, syntax, and vocabulary of biblical Hebrew. It is designed to facilitate the beginning stages of reading and exegesis in the Old Testament. This is an elective course that is required by certain denominations (please check with your governing body) but highly recommended for all students of Scripture.

Instructors: Matthew R. Schlimm, Staff

### **D BI 502 Introduction to New Testament Greek**

**(3 credits)**

Letter grade only

This course serves as an introduction to the grammar, syntax and vocabulary of New Testament Greek. Its goal is to facilitate reading and exegesis in the Greek New Testament.

Instructors: Nicholas Elder

### **D BI 511 God's Word: The Old Testament**

**(3 credits)**

Letter grade

only

An introduction to the content, historical background, canon, theological and critical issues of the Old Testament.

This course fulfills the MDiv basic first-year requirement in Old Testament studies. Instructors: Matthew R.

Schlimm, Staff

### **D BI 550 God's Word: The New Testament**

**(3 credits)**

Prerequisite: BI 511

Letter grade only

It is the goal of this course to give students:

1) an increased knowledge of New Testament texts and themes within the first century environment; and 2) a sharpened ability to determine the meaning of scriptural texts by employing interpretive methods designed to investigate their content, form, and context. NT Greek welcome but not required.

Instructors: Nicholas Elder

### **D BI 567 Special Topics in Bible**

**(3 credits)**

Letter grade or pass/fail at the discretion of the instructor

An in-depth look at one or more topics, thinkers, or movements in the field. Offered at the discretion of the department. Instructors:

Staff



**D BI 576 The Gospel of Luke (English Exegesis)**

**(3 credits)**

Prerequisite: BI 550

Letter grade (pass/fail optional for those taking this as an elective)

This course is an in-depth study of the Gospel of Luke, emphasizing the interpretation of Jesus' teachings according to Luke. Literary and narrative methods will be employed alongside historical methods in order to draw meaning from the text. The Jewish and Greco-Roman background of Luke will also be introduced and discussed. Special attention will be paid to the social dimension of the Lukan Jesus' teachings and their relevance for contemporary Christian faith and practice.

Instructors: Nicholas Elder

**D BI 627 Genesis (Hebrew Exegesis)**

**(3 credits)**

Prerequisites: BI 500, BI 511

Letter grade (pass/fail optional for those taking the course as an elective)

In this course, students will engage in an in-depth study of the book of Genesis, focusing on its themes, structure, literary artistry, and theological content. Students will learn and employ methods of exegesis

Instructor: Matthew R. Schlimm

**D BI 628 Genesis (English Exegesis)**

**(3 credits)**

Prerequisite: BI 511

Letter grade (pass/fail optional for those taking the course as an elective)

In this course, students will engage in an in-depth study of the book of Genesis, focusing on its themes, structure, literary artistry, and theological content. Students will learn and employ methods of exegesis.

Instructor: Matthew R. Schlimm

**D BI 629 The Psalms (English Exegesis)**

**(3 credits)**

Prerequisite: BI 511

Letter grade (pass/fail optional for those taking this course as an elective)

This course is designed to introduce students to the study of the Psalms, paying particular attention to their poetic artistry, structure, types, themes, and theological content. It will also include examination of the shape of the Psalter and how that impacts the way we read individual Psalms. Finally, this course will expose students to the ways in which the Psalms have been used historically and how they continue to be used in individual and communal worship and prayer. Students will learn and employ methods of exegesis. Instructor: Staff

**D BI 631 The Book of Isaiah (English Exegesis)**

**(3 credits)**

Prerequisite: BI 511

Letter grade (pass/fail optional for those taking this course as an elective)

In this course, we will examine various passages in the book of Isaiah, exploring their poetic artistry, themes, and theological content. Attention will be paid to how these texts were heard by the original audience and how they were later understood within the Christian tradition. Students will learn and employ methods of exegesis.

Instructor: Staff

**D BI 634 Ecclesiastes (English Exegesis) (3 credits)**

Prerequisite: BI 500, BI 511

Letter grade (pass/fail optional for those taking this course as an elective)

This course introduces students to the fundamentals of biblical interpretation by focusing on the book of Ecclesiastes/Qoheleth. Special attention is given to [1] describing the fine detail of the text itself through activities such as word studies, translation, and contextual study; [2] comparing and contrasting the messages of Ecclesiastes with other biblical messages; and [3] exploring how the book relates to the contemporary context, including ways of embodying Ecclesiastes in the world today. Instructors: Matthew R. Schlimm, Staff

**D BI 635 Galatians (English Exegesis)**

**(3 credits)**

Prerequisite: BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

This course will examine the content, argumentation, and theology of Galatians in light of its historical and cultural context with an emphasis on interpretation and understanding. The importance of this text for Christian faith and practice will be highlighted and examined. Various scholarly perspectives on Galatians will be presented, critiqued, and discussed. Instructors: Nicholas Elder

**D BI 637 Galatians (Greek Exegesis)**  
**(3 Credits)**

Prerequisite: BI 502, BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

This course will examine the content, argumentation, and theology of Galatians in light of its historical and cultural context with an emphasis on interpretation and understanding. The importance of this text for Christian faith and practice will be highlighted and examined. Various scholarly perspectives on Galatians will be presented, critiqued, and discussed. Instructors: Nicholas Elder

**D BI 638 Ecclesiastes (Hebrew Exegesis)**  
**(3 credits)**

Prerequisite: BI 500, BI 511

Letter grade (pass/fail optional for those taking this course as an elective)

This course Introduces students to the fundamentals of biblical interpretation on the book of Ecclesiastes/Qoheleth. Special attention Is given to [1] describing the fine detail of the text itself through activities such as word studies, textual criticism, translation, and contextual study. [2] comparing and contrasting the message of Ecclesiastes with other biblical messages; and [3] exploring how the book relates to the contemporary context, including ways of embodying Ecclesiastes in the world today. Instructors: Matthew R. Schlimm, Staff

**D BI 644 The Gospel of John (English Exegesis)**  
**(3 credits)**

Prerequisite: BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

This course is an in-depth study of the Gospel of John, examining its narrative, settings, teachings, and theological perspective in light of its context, using archaeological, historical, and literary methods. Scholarly issues such as historicity, reception, and origins will be introduced and critically examined. Narrative criticism will be employed to help draw meaning out of the text. John's Christology and Its distinctive portrait of Jesus will be emphasized and discussed, with special attention paid to the relevance of these topics for Christian faith and practice in antiquity and modernity. Instructors: Nicholas Elder

**D BI 645 The Gospel of John (Greek Exegesis)**  
**(3 credits)**

Prerequisite: BI 502, BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

This course is an in-depth study of the Gospel of John, examining its narrative, settings, teachings, and theological perspective In light of its context, using archaeological, historical, and literary methods. Scholarly issues such as historicity, reception, and origins will be introduced and critically examined. John's Christology and its distinctive portrait of Jesus will be emphasized and discussed, with special attention paid to the relevance of these topics for Christian faith and practice in antiquity and modernity. Instructors: Nicholas Elder

**D BI 647 The Psalms (Hebrew Exegesis)**  
**(3 credits)**

Prerequisites: BI 500, BI 511

Letter grade (pass/fail optional for those taking the course as an elective)

This course is designed to introduce students to the study of the Psalms, paying particular attention to their poetic artistry, structure, types, themes, and theological content. It will also include examination of the shape of the Psalter and how that impacts the way we read individual Psalms. Finally, this course will expose students to the ways in which the Psalms have been used historically and how they continue to be used in individual and communal worship and prayer. Students will learn and employ methods of exegesis. Instructor: Staff

**D BI 650 Biblical Art as Visual Exegesis**  
**(1 Credit)**

This course introduces students to the concept of Biblical art as visual exegesis, providing a methodological framework for students to critique artistic depictions of biblical texts, evaluating how artwork serves to interpret the Bible. Instructor: Matthew R. Schlimm

**D BI 662 The Gospel of Luke (Greek Exegesis)**  
**(3 credits)**

Prerequisite: BI 502, BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

This course is an in-depth study of the gospel of Luke, emphasizing the interpretation of Jesus' teachings according to Luke. Literary and narrative methods will be employed alongside historical methods in order to draw meaning from the text. The Jewish and Greco-Roman background of Luke will also be introduced and discussed. Special attention will be paid to the social dimension of the Lukan Jesus' teachings and their relevance for contemporary Christian faith and practice.

Instructors: Nicholas Elder

### **D BI 667 The Gospel of Matthew (Greek Exegesis)**

**(3 credits)**

Prerequisite: BI 502, BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

An exegetical study of the Gospel of Matthew in its first century context using both historical and literary methods. Emphasis will be placed [1] on understanding Matthew's story of Jesus in light of its Jewish background and [2] on the interpretation of Jesus' teachings and parables according to Matthew. Discussion will highlight the importance of the Gospel of Matthew for contemporary Christian faith and practice as well as its role in fostering Jewish-Christian relations.

Instructors: Annette B. Huizenga

### **D BI 668 The Gospel of Matthew (English Exegesis)**

**(3 credits)**

Prerequisite: BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

An exegetical study of the Gospel of Matthew in its first century context using both historical and literary methods. Emphasis will be placed [1] on understanding Matthew's story of Jesus in light of its Jewish background and [2] on the interpretation of Jesus' teachings and parables according to Matthew. Narrative criticism will be employed to help draw meaning out of the text. Discussion will highlight the importance of the Gospel of Matthew for contemporary Christian faith and practice as well as its role in fostering Jewish-Christian relations. Instructors: Staff

### **D BI 672 Romans (Greek Exegesis)**

**(3 credits)**

Prerequisites: BI 502, BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

A study of Paul's letter to the Romans focusing on the content and theology of the letter and in-depth exegesis of key passages. Different scholarly perspectives on Romans will be discussed and explored. Special attention will be paid to understanding Romans in light of its first century context and to the relevance of Romans for the church today.

Instructors: Nicholas Elder

### **D BI 673 Romans (English Exegesis)**

**(3 credits)**

Prerequisite: BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

A study of Paul's letter to the Romans focusing on the content and theology of the letter and in-depth exegesis of key passages. Different scholarly perspectives on Romans will be discussed and explored. Special attention will be paid to understanding Romans in light of its first century context and to the relevance of Roman's for the church today.

Instructors: Nicholas Elder

### **D BI 707 Archaeology and the New Testament**

**(3 credits)**

Letter Grade or Pass/Fail

This course will survey the archaeological background of the New Testament and its application for interpreting and understanding the New Testament texts. The archaeology of early Palestinian Judaism and of the classical Greco-Roman world will both be explored and applied to the study of the New Testament.

Instructors: Staff

### **D BI 713 Biblical Ethics (2**

**credits)**

Letter grade (pass/fail optional for those taking the course as a non-required elective).

This course examines how the Bible guides its readers in patterns of ethical living. Attention is given to both the diverse materials of the Bible and the ways that the Bible may inform contemporary discussions of ethics. Instructor: Matthew R. Schlimm

### **D BI 718 The Bible and New York Times Bestsellers**

**(2 Credits)**

Letter grade (pass/fail optional for those taking the course as a non-required elective).

This course examines popular religious works that have appeared on the New York Times bestsellers list. The goal is that students not only understand popular religious thinking in contemporary culture, but also develop frameworks for critically evaluating such thinking. Students will employ the methods of both exegesis and biblical theology (of both the Old and New Testaments) to form their critical assessments of popular books.  
Instructor: Matthew R. Schlimm

**D BI 727 The Jewish Background of Jesus and the New Testament (3 credits)**

Prerequisite: BI 511

Letter Grade or Pass/Fail

This course will explore the Jewish background of the New Testament, highlighting the Importance of its early Jewish context for interpretation and understanding. Selected texts from the Pseudepigrapha, Dead Sea Scrolls, and Apocrypha/Deuterocanon will be surveyed, along with the writings of Josephus. Selected topics in the archaeology of early Judaism (such as synagogues, the Temple, Galilean Villages, etc.) will also be explored.

Instructors: Staff

**D BI 737 Jesus of Nazareth (3 credits)**

Letter Grade or Pass/Fail

In this course, we will examine the life and thought of Jesus of Nazareth from historical perspective and using historical methods in order to answer the question, "who was Jesus of Nazareth?" Particular attention will be paid to Jesus' social and historical context within Second-Temple Judaism. Students will learn and evaluate different historiographical methods and approaches to studying Jesus, with an emphasis placed on the roles of evidence and Interpretation in history. In addition to the four canonical Gospels, we will be looking at archaeology and selected early Jewish texts that will help us to reconstruct Jesus' first-century Jewish world. Instructor: Staff

**D BI 749 The Book of Isaiah (Hebrew Exegesis) (3 credits)**

Prerequisite: BI 500, BI 511

Letter grade (pass/fail optional for those taking this course as an elective)

In this course, we will examine various passages in the book of Isaiah, exploring their poetic artistry, themes, and theological content. Attention will be paid to how these texts were heard by the original audience and how they were later understood within the Christian tradition. Students will learn and employ methods of exegesis.

Instructor: Staff

**D BI 773 1 Corinthians (Greek Exegesis) (3 credits)**

Prerequisite: BI 502, BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

An exegetical study of Paul's first letter to the Corinthians focusing on Interpretation and understanding of the text, taking its cultural, historical, and archaeological context into account. Current scholarly Issues will be discussed and explored. Particular care will be taken to examine this letter's place in Paul's thought and in the life of the church both in antiquity and today. Instructors: Nicholas Elder

**D BI 774 1 Corinthians (English Exegesis) (3 credits)**

Prerequisite: BI 550

Letter grade (pass/fail optional for those taking this course as an elective)

An exegetical study of Paul's first letter to the Corinthians focusing on Interpretation and understanding of the text, taking its cultural, historical, and archaeological context into account. Current scholarly Issues will be discussed and explored. Particular care will be taken to examine this letter's place in Paul's thought and in the life of the church both in antiquity and today. Instructors: Nicholas Elder

**D BI 787 Families in the Early Christian World (3 credits)**

Prerequisites: BI 511, BI 550

Letter Grade or Pass/Fail

This elective course examines various New Testament passages (especially from the letters) that speak to family life in the Greco-Roman context. Among the social-historical topics to be addressed are slavery, marriage, sexuality and asceticism, child-rearing, and family economics, and how all these are utilized metaphorically by the letter-writers. Of special interest are the practical and theological intersections of households and house-churches. Throughout the course, we correlate our learnings with what we know about families and churches in our Western Christian culture, and consider how best to do "family ministry" today. Instructor: Annette B. Huizenga

**D BI 699 Readings and Directed Research****(3 credits)**

Individual study or research project on some aspect of Scripture with the approval and under the guidance of one of the instructors in the division.

Instructor: Staff

**D BI 799 Readings and Directed Research****(3 credits)**

Individual study or research project on some aspect of Scripture with the approval and under the guidance of one of the instructors in the division.

Instructor: Staff

**HISTORY/THEOLOGY DIVISION****D HT 500 Growth of the Church: Early and Medieval Church History (3****credits)**

Letter grade only

This course is the first half of the required two-semester survey of the history of Christianity. Its objective is to familiarize students with the history and teachings of the Christian Church from early in the second century to the beginning of the sixteenth century.

Instructor: Bradley Longfield

**D HT 502 Renewal, Expansion, Fragmentation: Reformation and Modern Church History (3****credits)**

Prerequisite: HT 500 or permission of the instructor

Letter grade only

This course is the second half of the required two-semester survey of the history of Christianity. Its objective is to familiarize students with the history and teachings of the church from the Reformation to the present. Instructor: Bradley Longfield

**D HT 521 United Methodist Studies: History****(3 credits)**This course introduces students to the events, persons, and institutions of the people called Methodists from the time of the Oxford Holy Club to the present. This course fulfills the history education requirement of the *Book of Discipline* for candidates preparing for ordination in the United Methodist Church.

Instructor: Elmer Colyer

**D HT 540 What Christians Believe: Christian Doctrine I****(3 credits)**

Prerequisites: HT 500 and HT 502, or permission of the instructor

Letter grade only

This course introduces students to the content of the Christian faith as believed and confessed by the Christian church from the early church to the present day. Christian Doctrine I examines the Trinity, revelation, Scripture, authority, method, creation, human nature, and sin. There will be lectures, readings, and discussions. This will include readings and discussions of a variety of contemporary perspectives, such as Third World, feminist, and other theologies. Instructor: Elmer Colyer

**D HT 556 What Christians Believe: Christian Doctrine II (3****credits)**

Prerequisites: HT 500, HT 502 and HT 540, or permission of the instructor

Letter grade only

This course introduces students to the content of the Christian faith as believed and confessed by the Christian church from the early church to the present day. Christian Doctrine II examines the Person and Work of Christ, the Holy Spirit, salvation, the Church, sacraments, means of grace, the Christian Life, and Christian hope. There will be lectures, readings, and discussions. This will include readings and discussions of a variety of contemporary perspectives, such as Third World, feminist, and other theologies. Instructor: Elmer Colyer

**D HT 567 Special Topics In History/Theology****(3 credits)**

Letter grade or pass/fail at the discretion of the instructor

An in-depth look at one or more topics, thinkers, or movements in the field. Offered at the discretion of the department. Instructors:

Staff

**D HT 553 United Methodist Studies: Doctrine**  
**(3 credits)**

Prerequisites: MN 553 United Methodist Polity or HT 521 United Methodist History

This course is a basic introduction to the doctrine of the United Methodist Church and the Wesleyan/Methodist theological heritage. D HT 553 fulfills the doctrinal education requirement of the *Book of Discipline* for candidates who are preparing for ordination in the United Methodist Church.

Instructor: Elmer Colyer

**D HT 584 The Theology of C.S. Lewis**  
**(3 credits)**

This seminar will explore the life and thought of C.S. Lewis, one of the most popular lay theologians of the twentieth century, by reading and discussing a variety of his works and key secondary sources. Instructor: Bradley Longfield

**D HT 615 Presbyterian History and Confessions**  
**(3 credits)**

This course seeks to foster an engagement with the theology and ethos of the Reformed tradition. Our work will center around a study of the formative history of the Reformed movement, along with a survey of the *Book of Confessions* of the Presbyterian Church (USA). This course is highly recommended for Presbyterian students.

Instructor: Bradley Longfield, Staff

**D HT 631 Native American Christianity**  
**(3 credits)**

This seminar is an historical survey of the growth of Native American Christianity in the United States. It will examine the missionary goals and methods employed to missionize Native Americans, the various responses to missionization, and the development of vital and viable Native American Christian congregations. Particular focus will be upon Native American Presbyterians.

Instructor: Staff

**D HT 640 Building Bridges: Christianity and World Religions**  
**(3 credits)**

This seminar will provide an introduction to the historical, cultural, and religious backgrounds of Judaism, Islam, Buddhism and Hinduism, the world's major organized religions, and their complex relationships with Christianity. It will examine cultural and historical developments, religious commitments, and their engagement with those of other faiths. The course will also seek to provide not only awareness and understanding of these great world religions, but will challenge us, as Christians, to find ways that we can address the issues that separate us, to seek common ground with the values that we share, and to bear a Christian witness that winsomely engages our neighbors and builds bridges for faith and friendships of peace. Instructor: Staff

**D HT647 Redeeming the Routines of Ministry and Life: A Theological/Practical Approach to Ordering Ministry & Life (3 Credits)**

Prerequisite: HT 540 and HT 556

This course is designed to help the student develop a theological and practical approach to the problem of ordering his or her ministry and life in the context of contemporary American culture with its increasingly hectic style and pace of life. Instructor: Elmer Colyer

**D HT 667 American Puritanism through Edwards**  
**(3 credits)**

In this seminar, we will examine the Puritan tradition in America by reading and discussing primary and secondary works concerning Puritanism, culminating with a more intensive look at writings by and about Jonathan Edwards. Instructor: Bradley Longfield

**D HT 671 The Theology of John Wesley**  
**(3 credits)**

Prerequisite: HT 521 and HT 653

John Wesley is the father of Methodism and the most significant influence on the subsequent Wesleyan theological heritage. This course examines selected writings of John Wesley. The course provides students with an overview of Wesley's theology and relates it to discipleship, character formation, the Church and the practice of ministry.

Instructor: Elmer Colyer

**D HT 684 Evangelicalism and Fundamentalism in America**  
**(3 credits)**

This seminar will consider the development of evangelicalism and fundamentalism in America by reading and discussing a variety of significant primary and secondary sources.

Instructor: Bradley Longfield

**D HT 688 Christian Social Ethics  
(2 credits)**

This course will introduce students to major themes, approaches and issues in Christian ethics, with an emphasis on relating biblical Christian faith to contemporary social issues. Students taking this course will gain practical experience in ethical reason and analysis as well as exposure to a number of different approaches to ethical issues.

Instructor: Staff

**D HT 714 Missionaries, Mystics, and Martyrs  
(3 credits)**

This seminar will explore the lives of Christian missionaries, mystics, and martyrs and why they matter to the church. Christians believe that God is always speaking and these are ones who, often despite failures and foibles, are listening. They can teach us to be better listeners to the Triune God, provide role models of Christian discipleship and witness, and are a testimony to the love and glory of God. In light of what they have to teach us, we will assess our own availability to God for participation in the *missio Dei*, or mission of God.

Instructor: Staff

**D HT720 Trinitarian Ecclesiology: On Being the Church in a Post-Christian Society (3 credits)**

Prerequisite: HT 540 and HT 556

This course is an in-depth study of ecclesiology or the doctrine of the Church. The course will focus on the question of ecclesiality, what it is that makes the Church the Church, as well as on the various Church practices that embody and flow from ecclesiality.

Instructor: Elmer Colyer

**D HT 757 Christianity and Islam  
(3 credits)**

This seminar will provide an introduction to the historical, cultural and religious background of Islam and its complex relationship with Christianity. It will examine a common heritage as “people of the Book,” as well as divergent understandings of that heritage by exploring Qur’anic and Christian texts. It will also seek to provide awareness of the multidimensional facets of Islam and how Christians can address the issues, approach Muslim neighbors, and seek common ground through building friendships with those who also are seeking to know and honor God.

Instructor: Staff

**D HT 769 The Trinitarian Theology of T.F. Torrance  
(3 credits)**

Prerequisite: HT 540 and HT 556 or permission of the instructor

This course examines the theology of Thomas F. Torrance. Torrance was the most outstanding Reformed theologian in the Anglo-Saxon world in the twentieth century. This course provides students with an overview of Torrance’s theology and relates it to discipleship, character formation, the Church, and the practice of ministry.

Instructor: Elmer Colyer

**D HT 773 The Theology of Karl Barth  
(3 credits)**

A survey of the Barthian literature – doctrine, exegetical, history of doctrine, political, homiletical and devotional: a digest of the contents of the thirteen volumes of the Church Dogmatics, followed by in-depth study of a selected volume of the Dogmatics or a particular doctrine.

Instructor: Elmer Colyer

**D HT 775 The Theology of John Calvin  
(3 credits)**

Prerequisite: HT 500 or equivalent or permission of instructor

This seminar will explore the theology of John Calvin through a reading of the *Institutes of the Christian Religion* and consideration of key secondary sources. This course is highly recommended for Presbyterian students. Instructor: Bradley Longfield

**Directed Research**

**D HT 699 Readings and Directed Research  
(3 credits)**

Individual reading or a research project on some phase of history or theology, with the approval and under the guidance of one of the instructors in the division. Instructor: Staff

**D HT 799 Readings and Directed Research (advanced)**

**(3 credits)**

Individual reading or a research project on an advanced level, with the approval and under the guidance of one of the instructors in the division.

Instructor: Staff

**MINISTRY DIVISION**

**D MN 501 Leading Christian Worship**

**(3 credits)**

Letter grade only

This course serves as an introduction to the biblical and theological roots of worship, the history of worship in the Christian church, and the character and shape of corporate worship in particular congregations and traditions. Attention will be given to the place of sacraments, symbols, architecture and music in worship. Students will also be guided in the practice of liturgical leadership and will reflect on their roles as worship leaders.

Instructor: Timothy Slemmons

**D MN 502 Teaching Young Adults**

**(1 credit)**

Letter grade only

Students in this course will learn through reading, discussion, activities, and writing basic concepts of teaching young adults. Student development theories, specific curricular tools, and specific teaching pedagogy will be synthesized to prepare students to teach young adults in their first year of college.

Instructor: Lindsey Ward

**D MN 503 The Digital Narthex: Ecclesial Presence in the Internet Age (1 credit)**

Letter grade only

The advent of the internet is one of the defining events of our age and its ubiquitous integration into daily life has profound implications for Christian ministry. Today's Christian leaders must be able to reflect theologically on these implications as well as guide practical efforts to practice hospitality and witness in digital environments. This class is centered around theological reflection in the midst of practical skill-development as students design a church or ministry website and set-up accounts with major social media platforms. Instructor: Chris James

**D MN 504 Young Adult Formation**

**(2 credits)**

This course explores the cultural, intellectual, emotional and spiritual experiences of US young adults (18-30) with an understanding of the larger global context. Students will follow a practical theological method which explores a continuum of young adult experiences and then brings it into conversation with the resources of the Christian faith: scripture, reason, experience, and tradition, as a means of better understanding moves of the Spirit toward transformation, faith formation, and discipleship. Students will reflect on their own generational and social locations with a goal of developing their gifts for leadership and ministry with and for young adults in a variety of contexts. Instructor: Susan Forshey

**D MN 506 Young Adult World**

**(2 credits)**

This course explores cultural, intellectual, emotional and spiritual experiences of US young adults (15-25) through the lens of fiction stories. Students in this seminar-style course will follow a practical theological method to explore artifacts of US young adult eras, bringing them into conversation with the resources of the Christian faith: scripture, reason, experience, and tradition. The goals of the course are to better understand the worldview(s) and felt needs of this age group; discern appropriate and effective ways to share the Gospel with young adults; and pay attention to moves of the Spirit toward transformation, faith formation, and discipleship already present. Instructor: Susan Forshey

**D MN 515 Theology and Practice of Music in Worship**

**(3 credits)**

This course explores the theological role of music in gatherings of worship; immerses students in planning worship and music selection, with attention to the powerful role music has in communicating God's narrative of salvation, forming worshippers as disciples, and building habits and memory; and gives students practical helps in basic music theory, prayerful music leadership, and music worship resources. During the course, students explore a variety of song styles including chant, Taize, Spirit-led, Gospel, contemporary praise, and alternative worship. Instructor: Susan Forshey

**D MN 524 Conflict and Christian Community**

**(2 credits)**

This course provides a framework for understanding the underlying causes of conflict in congregations. The correlation between types of change and conflict is discussed. Insights from family systems theory are introduced. You will assess the efficacy of your own personal response to different levels of conflict. You will learn ways that conflict can serve as a means of grace and spiritual deepening.

Instructor: Staff



**D MN 528 Introduction to Spiritual Direction****(2 credits)**

Letter grade only

In an age of competing demands for time and attention, cultivating a listening and attentive presence is critical for those called into ministry. This course explores a variety of approaches to the art of spiritual direction, both in history and ecumenically. The course includes exercises for developing listening skills and discernment, and reflecting on personal gifts and challenges to attentive presence. Instructor: Susan Forshey

**D MN 531 Making Disciples I****(2 credits)**

Letter grade only

This course, part one of a required two-course series with MN531, explores the role and practice of the teaching and discipling ministries of the church as graced means of cultivating the character of Christ personally and corporately. An incarnational model of teaching and learning—engaging the whole person—is emphasized. Students reflect on their own experiences of these ministries, both as teacher and student; engage texts on teaching, contemplative attention, spiritual formation in children and youth, virtue formation, and catechesis; and practice practical theological reflection as they build skills for teaching in various contexts. Models for learning, recent cognitive research, and instructional design models will be dialogue partners as students select and describe a context of teaching and learning; then design, teach, and evaluate a teaching/learning experience. MN530 & MN531 are offered in successive August and Fall terms.

Instructor: Susan Forshey

**D MN 532 Making Disciples II****(1 credit)**

Letter grade only

Prerequisites: MN 531

This course, part one of a required two-course series with MN530, enables students to develop and teach a learning experience within their ministry contexts. MN531 and MN532 are offered in successive August and Fall terms. Instructor: Susan Forshey

**D MN 538 Planning and Leading Short-term Mission****(1-3 credits)**

This course prepares students to develop ministries of short-term mission that are theologically grounded, culturally sensitive, tied to the ministry and mission of the wider church, and carried out by participants who are practically and spiritually well prepared. The course can be taken on its own, or as a prerequisite for participation in a seminary mission team.

Instructor: Beth McCaw

**D MN 548 Ministry and Money****(3 credits)**

Money is one of the dominant forces in our society. A Christian response to the power of money draws on Biblical images and theological understandings of stewardship and faithful living. Christian leaders must be able to both teach and model this faithful response. This course will serve as an introduction to how this can be done with character and integrity. Instructors: Staff

**D MN 553 United Methodist Polity****(3 credits)**

A basic study of the *Book of Discipline 2000* of the United Methodist Church with special attention to United Methodist polity in theory and practice. MN 553D fulfills the polity educational requirement of Paragraph 315.4 for candidates who are preparing for ordination in the United Methodist Church.

Instructor: Staff

**D MN 555 The Polity and Program of the Presbyterian Church (USA)****(3 credits)**

This is a course in the principles and practices of the polity of the Presbyterian Church (USA). The class will study the ecclesiology reflected in the government of the church and will deal specifically with the powers, rights and responsibilities of the local congregation, the session, the presbytery, the synod, and the General Assembly, as well as General Assembly agencies and the minister. The foundation of the course will be the *Book of Order* of the PC (USA), with particular emphasis on the Form of Government and the Rules of Discipline. The class will also study the mission program and administrative process of the governing bodies. This class is highly recommended for Presbyterian students. Instructors: Staff

**D MN 564 Theological and Biblical Research Methods**

**(1 credit)**

Students learn basic research techniques that help them succeed in seminary; exploring research tools such as library catalogs, electronic databases, and print and online reference works. Students create a bibliography in University of Chicago (Turabian) format. Instructor: Staff

**D MN 567 Special Topics In Ministry**

**(3 credits)**

Letter grade or pass/fail at the discretion of the instructor

An in-depth look at one or more topics, thinkers, or movements in the field. Offered at the discretion of the department. Instructors: Staff

**D MN 578 Nurturing Wholeness in Christ: Caregiving I**

**(2 credits)**

Letter grade only

An introduction to the caring aspects of pastoral ministry, including biblical and theological foundations of care, the development of pastoral identity, various models of care, and varieties of essential pastoral communication skills necessary for entering diverse situations of crisis and need. The two sessions of this course take place in successive spring and August terms. Instructor: Beth McCaw

**D MN 579 Nurturing Wholeness in Christ: Caregiving II (1 credit)**

Letter grade only

An introduction to the caring aspects of pastoral ministry, including biblical and theological foundations of care, the development of pastoral identity, various models of care, and varieties of essential pastoral communication skills necessary for entering diverse situations of crisis and need. The two sessions of this course take place in successive spring and August terms. Instructor: Beth McCaw

**D MN 601 Foundations of Christian Leadership**

**(3 credits)**

Letter grade only

This course introduces a Christian understanding of the theory and practice of leadership focusing on four core aspects of leadership: practices, organization, environment, and God's sovereignty. It examines Biblical and theological concepts of leadership, explores modern understandings of leadership, and applies these concepts and understandings to missional contexts. Instructor: Staff

**D MN 602 Spiritual Disciplines: Theological Frameworks**

**(2 credits)**

This class explores Christian spiritual disciplines through both a theological and practical lens. Students study various theologians and their frameworks for understanding God, and analyze how spiritual disciplines work within these frameworks. For the final project, students craft an indepth description of their own theological framework, drawing upon the four sources of scripture, reason, tradition, and experience, and assess how their practice of spiritual disciplines functions within it.

Instructor: Susan Forshey

**D MN 605 Spirit and Truth: the Pastor as Liturgist**

**(3 credits)**

This course, which builds on Foundations of Christian Worship (MN 401/501), aims to develop the student's ability to apply scriptural and theological (particularly doxological and eschatological) criteria to the task of planning and providing for worship that is both spiritually vibrant and truly faithful. The liturgical role of the pastor and the network of pastoral relationships that are essential for effectively planning Christian worship that is simultaneously glorious and enjoyable will be considered in depth, specifically as matters of tradition and culture, essential elements and matters of preference (adiaphora), vie for the attention and priority of those charged with responsibility and accountability for worship. An awareness of the need to balance matters of shared responsibility and the proper use of authority and care in matters assigned to the pastor alone will be cultivated and practiced.

Instructor: Timothy Slemmons

**D MN 606 The Mystery of Marriage**

**(3 credits)**

This course will introduce various types of premarital and marital counseling appropriate for most practitioners of pastoral care. This class will be grounded in a theology of marriage. Course objectives include: to understand the relationship between theological anthropology and marriage; to articulate biblical, historical and theological foundations of marriage; to understand human sexuality as an expression of relationality; and to examine and critique models for premarital and marital counseling. Instructor: Staff

**D MN 611 The Ministry of Leadership****(3 credits)**

This course will examine biblical, historical, and contemporary models of leadership with the goal of preparing pastors and congregational leaders to develop a clear theology of leadership grounded in vision, shared power, and spiritual gifts. Students will examine theories of leadership using reflection and self-inventory in order to determine one's own style and development as a leader, to become alert to the abuses of power within congregations, to become familiar with dynamics of leadership in different congregational settings, and to discover resources for the leadership development and training of pastors, staff, and lay leaders. Instructor: Staff

**D MN 612/D HT 612 The Ministerial Vocation****(3 credits)**

This course is devoted to integrative theological reflection on the practice of ministry in dialogue with classical and contemporary writers. Students will work to develop a theological understanding of Christian ministry that can serve to order and integrate their course work in seminary, as well as provide a coherent theological framework for shaping and defining their work as pastors. Instructor: Staff

**D MN 613 Tools for Church Revitalization****(2 credits)**

This course will examine the context of the crisis of decline facing mainline denominations in the United States and introduce tools that can help congregations rediscover core commitments and move from maintenance to mission. Instructor: Staff

**D MN 616 The Use of the Psalms in Christian Worship****(2 or 3 credits)**

This course explores the full breadth of the psalms in their various genres and functions; the history of their liturgical use in ancient Israel, and in the early, medieval, Reformation and modern eras; and the practical possibilities for using the psalms more broadly and effectively in worship today, including preaching the psalms.

Instructor: Timothy Slemmons

**D MN 626 Creative Models for Worship****(2 credits)**

This elective seminar course complements Foundations of Worship in equipping students to enrich worship through the use of diverse resources, the gifts of the congregation, and a collaborative approach to planning. In seminar format students will engage in study, discussion, planning, and evaluation of services of worship.

Instructor: Beth McCaw

**D MN 630 Starting Missional Communities****(2 credits)**

In our changing contexts, today's Christian leaders need, more than ever, to be able to cultivate new communities that can discern and join in the Spirit's initiatives. This course explores models of church planting and innovation and equips students with the missional imagination and habits needed to develop and lead new Christian communities that are contextually-rooted, spiritually vibrant, and theologically robust. Instructor:

Christopher James

**D MN 632 Preaching from the Old Testament****(3 credits)**

Prerequisite: MN 540

This is an advanced course in preaching and builds on skills and knowledge acquired in Foundations of Preaching (MN 640D). Students will undertake a study of one book from the Old Testament for the purposes of proclamation. In more general terms, students will be introduced to specific issues of biblical and theological interpretation that attend preaching from the Old Testament. In addition, students will also be asked to listen to and dialogue with pastors and scholars who are distinguished in the fields of preaching and homiletics and articulate a more nuanced vision of the preaching life.

Instructor: Timothy Slemmons

**D MN 633 Preaching from New Testament Books****(3 credits)**

Prerequisite: MN 540

This is an advanced course in preaching and builds on skills and knowledge acquired in Foundations of Preaching (MN 640D). Students will undertake a study of one book from the New Testament for the purposes of proclamation. Along the way, students will be asked to listen to and dialogue with pastors and scholars who are distinguished in the fields of preaching and homiletics. Students will interact with readings, lectures, peers, and other materials as they continue to develop an integrative knowledge of the theology and practice of preaching. Instructor: Timothy Slemmons

**D MN 640 Proclaiming the Word****(3 credits)**

Letter grade only

This course will lay the foundation for the practice of preaching in the church. It will strengthen the students' development of homiletical methods that include reflecting on biblical texts and theological themes, understanding the preaching context, and forming and delivering sermons that communicate orally and aurally. Students will preach in class and respond to colleagues' sermons with a view toward building skills in pastoral sensitivity and critical listening.

Instructor: Timothy Slemmons

**D MN 642 Expository Preaching****(3 credits)**

Prerequisite: MN 540

Letter grade or pass/fail

This course focuses on developing a clear understanding of expository preaching: what it is; what distinguishes it from other homiletical forms; what its role has been in the history of proclamation and in connection with periods of reformation, revitalization, and renewal; how to prepare and deliver expository sermons; and how to leverage the expository method in the development of preaching plans with the aim of spiritual growth, congregational nurture, evangelism, and missions.

Instructor: Timothy Slemmons

**D MN 643 The Liturgical Year****(3 credits)**

Prerequisites: MN 501

This course seeks to 1) retrace and expose key historical and theological developments in the evolution of the Christian Year, including its roots in the feasts of Israel; 2) give thematic consideration to the major seasons of the liturgical year; 3) critically evaluate the strengths and liabilities of using the Revised Common Lectionary for worship planning and preaching; 4) explore fruitful avenues of supplementing the limited scriptural diet of lectionary-based churches with a view to the spiritual formation of congregations; and 5) restore the entirety of the scriptural canon and the theological encyclopedia to full functionality in the planning of prophetic, programmatic preaching and vital, eschatological worship, mitigating the effect of vain repetition and merely temporal observances (Gal 3:10) that undermine the church's spiritual vitality, witness, and mission. Instructor: Timothy Slemmons

**D MN 651 Leaders as Stewards****(3 credits)**

Letter grade only

Prerequisite: MN 601

This course examines leadership practice through the lens of Christian stewardship. Three primary dimensions of organizational stewardship will be examined through both theory and application: the stewardship of physical resources, the stewardship of others and their gifts, and the stewardship of mission. Instructor: Staff

**D MN 661 Pastoral Administration****(3 credits)**

This course explores the nature and purpose of Pastoral Administration focusing on administration as a gift of the Holy Spirit given for the common good of the church. Special emphasis will be placed on the Pastoral Administrator's identity and role as steward of the gifts within a congregation; a systems approach to understanding the forces and functions within a congregation; and the interactive relationship between congregations and their environments. Students will cultivate individual skills, gifts, and temperaments in church administration with an emphasis on empowering lay persons and creating a healthy church culture.

Instructor: Staff

**D MN 709 Worship in the Reformed Tradition****(3 credits)**

This course will introduce students to the history and theology of worship in the Reformed tradition. Special emphasis will be placed on the current worship practices of the Presbyterian Church (USA), with attention to the "Directory for Worship" in the Book of Order, and other denominational resources. This course is highly recommended for Presbyterian students. Instructor: Staff

**D MN 716 The Forgiveness of Sins****(3 credits)**

This course seeks to examine the central position of the forgiveness of sins in pastoral ministry. Utilizing Biblical, theological, historical and psychological resources, students will gain a better understanding of what Eduard Thurneysen refers to as the "basis of pastoral care." Students will then focus upon caring skills in order to encourage the receiving and offering of forgiveness. Finally, students will be encouraged to examine the pastoral image of Confessor and to develop a model of ministry which helps the congregation reclaim the "Office of the Keys." Instructor: Staff

**D MN 774 Preaching the Passion****(1 or 2 credits)**

Prerequisites: MN 540

This advanced course in preaching, which builds on the skills and knowledge acquired in Foundations of Preaching (MN 540), examines the unique literary character of, and the Christological considerations involved in preaching from the passion narratives. How might the preacher better expound and proclaim the vital significance of the two longest and most complex narratives in each of the gospels? This course invites the preacher to consider and correct a major lacuna in lectionary preaching, and to proclaim the gospel from the perspective of Christ's redemptive suffering on the cross.

Instructor: Timothy Slemmons

**Directed Research****D MN 699 Readings and Directed Research****(1-3 credits)**

Individual reading or a research project on a topic within the ministry division, with the approval and under the guidance of one of the instructors in the division. Instructor: Staff

**D MN 799 Readings and Directed Research****(1-3 credits)**

Individual reading or a research project on a topic within the ministry division, with the approval and under the guidance of one of the instructors in the division. Instructor: Staff

**INTEGRATIVE/INTEGRATED COURSES**

Integrative courses are taught by the professors of all three divisions. Integrated courses are normally taught by a single professor.

**D IN 520 God's Redemptive Mission****(4 credits)**

This four-credit introductory course for all incoming students will help to prepare students for their seminary experience and ministry vocations. It provides an orientation and overview of the mission of God through the ages and what it means for the church to participate in God's redemption of the world through Christ. It focuses on the Triune God as a missionary God, the worshipping community as witness to the Gospel, and all Christians as apostolic members of the body of Christ. Furthermore, it equips students with patterns and practices for nurturing a life of discipleship, intimacy with Jesus Christ, and attentive listening to the Holy Spirit that will serve to unify a life of prayer, study, and service as disciples of Christ Jesus in today's world.

Instructors: Mary Emily Duba, Nicholas Elder, Susan Forshey

**D IN 521 Disciple Formation I****(0.5 credit) Letter grade only**

The first of a two-part series with IN 522, this course focuses on making space for God in daily life, and will help prepare students for their seminary experience and ministry vocations by providing patterns and practices for nurturing a life of discipleship intimacy with Jesus Christ and attentive listening to the Holy Spirit. Students gather in an online or on-campus group for the purpose of prayer and practice in community, covenanting together to explore personal and corporate disciplines, combining scholarly reading with experiential practice. Instructor: Susan Forshey

**D IN 522 Disciple Formation II****(0.5 credit) Letter grade only**

Prerequisite: IN 521

The second of a two-part series with IN 521, this course focuses on deepening intimacy with God through the ancient practices of discipleship. It helps students further integrate their lives, seminary experience and ministry vocations together by continued practice of disciplines nurturing a life of discipleship intimacy with Jesus Christ and attentive listening to the Holy Spirit. Students gather online or on-campus for the purpose of prayer and practice in community, covenanting together to explore personal and corporate disciplines, combining scholarly reading with experiential practice.

Instructor: Susan Forshey

**D IN 567 Special Topics in Integrated Studies****(3 credits)**

Letter grade or pass/fail at the discretion of the instructor

An in-depth look at one or more topics, thinkers, or movements in the field. Offered at the discretion of the department. Instructors:

Staff

**D IN 721 Disciple Formation III****(0.5 credit) Letter grade only**

Prerequisite: IN 522

The first in a two-course series with IN722, this course encourages students to reflect on and continue to integrate their seminary experience as they look ahead to God's next step in life and ministry. Students meet for the purpose of prayer and practice in community online or residentially, and engage in practices for nurturing a life of intimacy with Jesus Christ and attentive listening to the Holy Spirit. This course takes the discussion of spiritual disciplines to a deeper level and explores the call to vocational holiness, gratitude, and the challenges of dealing with addictions in the light of grace.

Instructor: Susan Forshey

**D IN 722 Disciple Formation IV****(0.5 credit) Letter grade only** Prerequisite:

IN 721

The second in a two-course series with IN721, this course encourages students to reflect on and continue to integrate their seminary experience as they look ahead to God's next step in life and ministry. Students meet for the purpose of prayer and practice in community online or residentially, and engage in practices for nurturing a life of intimacy with Jesus Christ and attentive listening to the Holy Spirit. This course takes the discussion of spiritual disciplines to a deeper level and explores the call to vocational holiness and personal discipleship in the midst of life, ministry, and leadership within the Church. Instructor: Susan Forshey

**D IN 782 Gospel in Context****(3 credits)**

Letter grade only; additional fee required

Wherever one does mission, the character of the context shapes the forms of evangelism and mission that are viable, appropriate, and faithful. This course explores the work of contextualization--how the gospel is proclaimed and embodied contextually. This course includes a brief immersion trip as well as classroom sessions to help students develop basic skills in reading contexts for Christian ministry. Building on a theological foundation, it considers how context is reflected in the forms of ministry and witness observed. Cost per person for the immersion to be billed to students by the student accounts office, is \$400.00. The prerequisite is IN 520 God's Redemptive Mission. Instructors: Christopher James, Mary Emily Duba

**D IN 783 The Missional Church****(3 credits)**

It is not so much that the church has a mission, but that God's mission (the *missio Dei*) has a church. This course reflects on the concrete practice of leading western congregations into greater missional identity and practice. Focus will be placed on approaches to Christian renewal and growth through cultivation of missional culture, spirituality, and engagement. Instructor: Staff

**D IN 784 World Christianity****(3 credits)**

Meets core requirement for MAMD

Letter grade only

This course provides the student with an overview of the breadth and diversity of the Christian movement as it explores global contexts, biblical witness, and discipleship around the world. The student will gain a greater appreciation of the faithfulness of Christ's church worldwide and the many ways the church embraces its missional identity in different places. There is much we can learn from one another.

Instructor: Staff

**D TSR798: MAMD Project Seminar****(4 credits)**

This missionally focused project is the capstone of the MAMD program and is normally taken in the final semester. The project provides an opportunity for students to engage in guided research into a particular context or situation, to engage in theological reflection and to develop proposals for embodying and proclaiming the good news of Jesus Christ in that context or situation. Successful completion of the project entails two distinct but related outcomes, a paper based on original research and a presentation. Prerequisites: 30 credits, including SPM Instructor: Christopher James

**SUPERVISED PRACTICE OF MINISTRY (SPM) AND FIELD EDUCATION (FE) COURSES**

MDiv students are required to complete three credits of Supervised Practice of Ministry (SPM) and three Field Education (FE) classes (FE 601, 602, and 603) to qualify for graduation.

MAMD students are required to complete one credit of Supervised Practice of Ministry and the Field Education course: FE 602, Leadership in Context.

MDiv and MAMD students may enroll in SPM only after completion of one year of seminary.

## **Field Education Courses**

### **D FE 601 Pastoral Leadership**

**(1 credit)**

This integrative seminar focuses on the essential functions of the pastoral office including: worship, leadership, celebrating the sacraments, conducting funerals, making visits and observing proper etiquette. Each day we will reflect on, discuss and practice various pastoral practices.

Instructor: Emily Blue

### **D FE 602 Leadership in Context**

**(1 credit)**

This course provides an overview of the basics of family systems theory and the insights it offers for leaders of congregations. Anxiety, self-differentiation and the role of the non-anxious presence are some of the topics explored, along with several tools for understanding the dynamics at work in a variety of ministry contexts.

Instructor: Staff

### **D FE 603 Leadership Ethics**

**(1 credit)**

This course focuses on developing a theological understanding of the pastoral vocation which can guide decision-making and the setting of priorities in the parish. Students engage in practical reflection on the shape of "the good pastorate." Instructor: Beth McCaw

### **D FE 604 Discovering the Power of the Spoken Word**

**(1 credit)**

This is a practicum class focusing on the essentials of public speaking and communication especially in the context of worship. Participants will prepare recorded assignments to be presented and evaluated, focusing on oral interpretation, physical presence, and professional demeanor. In addition, work will be done on sharpening skills such as correct pronunciation and emphasis, vocal control and projection, and effective connection with the listeners.

Instructor: Staff

### **D FE 605 Christian Witness in a Changing Culture**

**(1 credit)**

A brief survey of several global religions emerging in North America, with discussions focused on how to proclaim the Gospel faithfully and effectively in the midst of such religious diversity.

Instructor: Staff

## **Prerequisite for Registering for SPM: Completion of One Year of Seminary.**

### **D SPM 671 Supervised Practice of ministry**

**(1 credit)**

Students participate in 120-300 hours of supervised ministry in an approved setting, guided by a trained supervisor and a committee of laity, to develop skills and capacities for a life of joyful service of Christ. Instructor: Lindsey Ward

### **D SPM 672 Supervised Practice of Ministry**

**(2 credits)**

Students participate in 300-400 hours of supervised ministry in an approved setting, guided by a trained supervisor and a committee of laity, to develop skills and capacities for a life of joyful service to Christ. Instructor: Lindsey Ward

### **D SPM 681 Clinical Pastoral Education (CPE) for SPM Credit**

**(1 credit)**

An interfaith professional education for ministry conducted in a certified center under the supervision of a chaplain supervisor accredited by the Association for Clinical Pastoral Education. Students register for one credit if completing CPE on an extended part-time basis during spring and fall semesters. No SPM documentation is required for CPE. However, submission of a copy of the CPE completion certificate to the Field Education office is required to receive SPM credit. Students may elect to have CPE considered for elective ministry hours instead of one SPM credit.

### **D SPM 682 Clinical Pastoral Education (CPE) for SPM Credit**

**(2 credits)**

An interfaith professional education for ministry conducted in a certified center under the supervision of a chaplain supervisor accredited by the

Association for Clinical Pastoral Education. Students register for two credits if the CPE is completed during one semester or over the summer. No SPM documentation is required for CPE. However, submission of a copy of the CPE completion certificate to the Field Education office is required to receive SPM credit. Students may elect to have CPE considered for elective ministry hours instead of one SPM credit.

## **FINANCIAL AID Application Process for Financial Aid**

1. Obtain a FSA ID for use throughout the federal process from the U. S. Department of Education's Web site at <http://studentaid.gov/fafsaapp>. If you already have a FSA ID, skip this step.
2. File the Free Application for Federal Student Aid (FAFSA) on or as soon as possible after October 1. You may file the FAFSA on-line using FAFSA on the Web at <http://www.fafsa.gov/> using your FSA ID. **Our federal code is 001891.**
3. **TIP!** Take advantage of the IRS Data Match service to make your FAFSA filing easier. During the FAFSA application process you will be prompted to use the [IRS Data Match](#) and the information provided by your taxes will be transferred for you into the FAFSA.
4. You may check the MYUD portal under the Financial Aid tab to check the status for any needed financial aid documents to complete your file. Promptly submit any additional information or documents requested by the Office of Student Financial Planning (usually if you were selected for a process called verification).
5. Watch for Email announcements for your Financial Aid Award beginning the first week of March. Your UD assigned email will be used.

The Office of Student Financial Planning is able to provide individual counseling to determine your needs and help create a realistic budget. It is the University's desire to minimize the student debt load upon graduation.

## **Wendt Character Scholarships**

Students may apply for a Wendt Character Scholarship through the [Wendt Center for Character Education](#) at the University of Dubuque. Recognizing our calling to nurture pastors of the highest moral character, the Wendt Character Scholarships were endowed by Nancy and Richard Wendt in honor of their father, Lester G. and their son, Michael Lester. The scholarships are awarded to those who have the potential for leadership, have lived lives of service, and who demonstrate excellent character by integrating into their lives virtues such as truthfulness, honesty, fairness, and the Golden Rule. Wendt Scholars are expected to adhere to the Character Scholar Pledge, participate in the weekly seminar and assignments, social gatherings, special lecture events, and in service to the UD, Dubuque, and broader communities. Together we will work toward the goal of growing in "intellectual understanding of and personal commitment to leading lives of purpose and excellent moral character." The scholarship is awarded on an annual basis with potential for reapplication.

## **Presbyterian Study Grant**

Eligible applicants must be full-time MDiv or M.A. students attending a Presbyterian Church USA-related seminary. See this [webpage](#).

## **University of Dubuque Refund Policy**

### **Return of Title IV Funds**

A student earns aid based solely on the length of time he or she attends. Until a student has passed the 60% point in the semester, only a portion of the student's dispersible aid has been earned. If a student completely withdraws or is expelled prior to the 60% point, then the Return of Title IV funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct Plus loans, Federal Perkins loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work-Study Program is also included in Title IV funds, it is not included when calculating the Return of Title IV funds.

If a student leaves school and fails to follow the withdrawal process, it is assumed the student withdrew at the midpoint of the period of enrollment, unless academically related activity can be documented past the 60% point. The Student Financial Planning Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of the software is available upon request from the Student Financial Planning Office at the University of Dubuque.

University of Dubuque will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant overpayment, the student must make satisfactory repayment arrangements with the Student Financial Planning Office at the University of Dubuque.

In accordance with Federal regulations, the student (or parent for a PLUS loan) must return unearned aid for which the student is responsible by repaying funds to the following sources in order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Perkins Loan, Direct PLUS Loan, Pell Grant, FSEOG, and other Title IV programs.



If a student receives less federal student aid than the amount earned, the school must offer a disbursement of the earned aid that was not received. This is called a post-withdrawal disbursement. Any post-withdrawal disbursement due must meet the required conditions for Title IV funds disbursements and be in accordance with all rules and regulations governing Title IV policy. A post-withdrawal disbursement must be made within 120 days of the date the institution determines that the student withdrew. Written notification identifying the type and amount of Title IV funds that make up the post-withdrawal disbursement will be provided to the student no later than 30 days after the school determines that the student withdrew.

### STUDENT TUITION AND FEES 2022-2023 DMin Students

Year 1	\$4,840
Year 2	\$4,840
Year 3	\$4,840
Year 4	\$2,200 (\$1,600 project fee + \$600 continuation fee)
Year 5	<u>\$ 600</u>
Total DMin Program Cost	\$17,320

#### MDiv and MAMD (\$620 per credit)

MDiv, 75 credits/four years	\$11,625	Program Total: \$46,500
MAMD, 40 credits/two years	\$12,400	Program Total: \$24,800

Full-time residential MDiv and MAMD student fees: \$525 per semester Full-time distance MDiv and MAMD student fees: \$380 per semester Part-time students will be charged fees on a prorated basis.

August Residency Hotel Room (if attending the Residency): Approximately. \$800 per Residency

Books and Supplies: Estimated at \$1,000 per year

Health Insurance: Students are required to supply proof of health insurance coverage when on campus (for distance student, this only applies for the August Residency)

#### MACL Students (\$545 per credit)

30 credits/two years	\$16,350 Total program cost
Fees	\$0

#### CLP Students

First-Time Learning Course	\$75
Tuition	\$375.00 per course

**Unclassified Students** \$790 per credit

Students ordinarily will not receive tuition grants (see Scholarship Grants for requirements) if they demonstrate a need less than the total cost of tuition or do not match the admission goals of the institution. The remaining need for tuition, as well as living expenses, can typically be met from income in one or all of the following sources: scholarships from denominational bodies or congregations, work-study employment on campus (minimum wage), Supervised Practice of Ministry, and outside employment or guaranteed student loans.

### PAYMENT OF FEES

All semester costs are due and payable at the beginning of each semester, before the student is admitted to classes. Alternatively, students may make an installment payment contract with the University Student Accounts Office. If fees have not been paid in full or an installment payment contract has not been made, a student will not be admitted to classes unless special arrangements have been made with the Student Accounts Office.

#### MDiv/MAMD/MACL Fees:

Application Fee	\$30.00 for M.Div./MAMD/MACL
Enrollment Confirmation Fee	\$100.00 ( <i>applied to first semester tuition</i> )
Graduation Fee	\$70.00
Transcript Fee	\$5.00 ( <i>first one free</i> )
Books and Supplies	\$1,000.00 per year ( <i>estimated</i> )

#### Doctor of Ministry Fees:

Application Fee	\$50.00 ( <i>non-refundable</i> )
Transcript Evaluation	\$20.00
Tuition Deposit Fee	\$100.00
Graduation Fee	\$70.00

## Health Insurance

Seminary students taking courses on campus are required to have health insurance that includes coverage for both major medical and hospitalization. Failure to provide evidence of medical insurance will prevent enrollment in residency courses. The seminary will not be held liable for medical bills incurred by the students. Maintenance of adequate medical insurance coverage is the student's responsibility.

Presbyterian Church (USA) students registered with their presbyteries as inquirers are eligible to enroll in the medical insurance portion of the denominational benefits plan, provided that they are also enrolled in the seminary on a full-time basis (at least 6 hours in the fall semester and 6 hours in the spring).

## EMPLOYMENT Seminary Employment

A number of part-time positions are available on campus for residential seminary students. For most of these, students are expected to qualify under federal work-study guidelines. The Student Financial Planning Office is the source of information about work-study and other on-campus student positions.

The UD Student Life Office keeps a list of off-campus part-time job openings for college and seminary students.

## Other Employment

Another source of income for seminary students is stipends from Supervised Practice of Ministry (SPM) positions. All M.Div. students are required to complete a designated number of semester hours in SPM (see Supervised Practice of Ministry in the Academic Regulations section). These positions doubly benefit the students, providing both income and academic credit. SPM position openings are posted through the Office of Field Education. Some SPM positions are student pastorates, in which the student serves as solo pastor of a small congregation. Student pastors are often provided housing in addition to a stipend.

## STANDARDS OF SATISFACTORY PROGRESS POLICY FOR FEDERAL AND INSTITUTIONAL FINANCIAL AID

The following guidelines will be used to determine a student's continued eligibility for all federal Title IV funds and for all institutionally controlled awards. Students awarded aid on a full-time basis are expected to complete a minimum of 6 hours in the fall and 6 hours in the spring academic semesters and will be granted no more than nine semesters of institutional aid eligibility. For purposes of determining full-time status, sessions I and II are considered together in each semester.

Academic progress will be measured both qualitatively and quantitatively. A minimum grade point average of 2.0 and a minimum number of credit hours completed each academic term are requirements. Both of these standards are designed to ensure a student keeps on schedule and completes within the prescribed program time, and not to exceed more than 150% of the program length. The quantitative pace will be measured by dividing the cumulative number of hours successfully completed by cumulative number of hours attempted by the student. Generally, to complete within 150% the student should not have a pace below 67%.

If the Dean of Student Financial Planning and Scholarships and the Dean of the Seminary decide to reinstate the student based on the appeal, the student will be reinstated on financial aid probation for one academic term. After the probationary term, the student must be making SAP or must be successfully following an academic plan. A student whose financial aid is terminated may not be reinstated until one academic term has expired.

Students attending full-time have a maximum of four and one half academic years to complete a program of study at the University of Dubuque. Parttime students have a maximum of 9 academic years to complete a program.

Academic progress will be measured both qualitative and quantitative. A minimum grade point average of 2.00 and a minimum number of credit hours completed in an academic year are requirements. Both of these standards are designed to ensure a student keeps on schedule and completes within the prescribed program time, and not to exceed more than 150% of the program length. The quantitative pace will be measured by dividing the cumulative number of hours successfully completed by cumulative number of hours attempted by the student. Generally, to complete within 150% the student should not have a pace below 67%. The following qualitative measure at the end of each semester indicates the required minimum cumulative grade point average required to receive financial aid:

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Transfer students will enter the time frame at the point according to the number of credits earned and accepted by the University of Dubuque for prior education at other institutions.

For quantitative measure, students enrolled full-time must complete 6 credit hours minimum each semester. Students enrolled part-time in a semester (1 to 6 credit hours per semester) must complete the minimum prorated credit hours per semester.

The following measure will be used to determine minimum quantitative progress:

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<u><b>Credit Hours Required</b></u>		
<b>Semester</b>	<b>Full-time</b>	<b>Part-time</b>
1	6	prorated
2	12	prorated
3	18	prorated
4	24	prorated
5	30	prorated
6	36	prorated
7	42	prorated
8	48	prorated
9	54	prorated
10	60	prorated
11	66	prorated
12	72	prorated
13	78	prorated

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All "A" through "F" grades or "P" for passing with credit which have been accepted by the Registrar will be considered as credits earned and completed for qualitative progress analysis. All "W", "I", AU (audit) will not be considered credits completed toward qualitative or quantitative satisfactory academic progress. If a student repeats a course because he or she failed it in a previous term, or because the student wishes to improve a grade in a course, the credits may be included in the total number of credits when determining enrollment status. If a student withdraws from a course or fails a course, and takes it the next term, the course will be counted toward enrollment status for that next term.

If a student falls below the required qualitative financial aid standards for maintaining satisfactory academic progress, the student will be placed on financial aid warning for the following semester during which the student will continue to receive financial aid. If at the end of the warning period the appropriate minimum cumulative grade point average is not achieved, all financial aid will be subject to termination.

If the student does not successfully complete the required quantitative hours for a semester, the student will be placed on financial aid warning for the following semester during which the student will continue to receive financial aid. If at the end of the warning period the student has not completed the appropriate minimum number of credit hours per policy, the student's financial aid will be subject to termination.

The student then has the right to appeal the suspension of financial aid by indicating in writing to the Dean of Student Financial Planning and Scholarships:

A. the reasons regarding failure in maintaining satisfactory academic progress (for example the death of a relative, an injury or illness of the student, or other special circumstances)

B. what has changed that will allow the student to meet the standards at the next evaluation and why financial aid should not be terminated.

The letter will be presented to the Financial Aid Committee for decision. Any decision by the committee will be final.

If the Financial Aid Committee votes to reinstate the student based on the appeal, the student will be reinstated on financial aid probation for one academic term. After the probationary term, the student must be making SAP or must be successfully following an academic plan. A student whose financial aid is terminated may not be reinstated until after one academic term has expired.

# UNIVERSITY OF DUBUQUE THEOLOGICAL SEMINARY

## STUDENT HANDBOOK ACADEMIC LIFE

### Academic Calendar

The academic calendar for each year is posted on the [seminary webpage](#).

### Course Attendance Requirements

Professors have the discretion to issue a grading penalty for excessive absences including failure to log in or participate in assigned class sessions. While each instructor may set a more stringent policy, in no case will any student who is absent from one third of the classes (residential) or who fails to log into one third of the course sessions in a timely manner, including lectures and class forums, receive a passing grade.

### Course Evaluation

All courses are evaluated by students at the end of each semester in order to provide feedback to the faculty and administration. Evaluations are conducted during an announced evaluation period at the end of the semester. Instructors see these evaluations only after all grades for the course have been turned in to the Registrar. In addition, instructors will seek out and respond to evaluations from students at different times during the semester.

### Covenant of Academic Accountability

“...comfort each other and edify one another...recognize those who labor among you and are over you in the Lord and admonish you, and esteem them very highly in love for their work’s sake.” (1 Thess. 5:11-13)

We, of the University of Dubuque Theological Seminary, believe that the Bible provides us with insights for our lives; and that in response to this belief, we actively strive to apply these truths in a consistent manner in every aspect of our daily living. With the Holy Spirit and the Scripture as our inspiration, we conceive of ourselves as being called into a covenantal relationship with God and with each other, where we agree to uphold one another in a spirit of unity, mutual responsibility and mutual accountability.

In keeping with this belief, we hereby covenant with each other to individually and collectively endeavor to maintain the highest standards of honesty and integrity in all areas of our lives, including our academic pursuits. Furthermore, we covenant together to be truthful and seek righteousness and wisdom in all things. As students, we covenant that each of us will submit only our own work which has been completed within the specified instructions, and that each of us will learn and employ the proper methods for expressing the ideas of others as they influence and support the formation of our own thoughts.

To all these things we pledge ourselves as members of the Body of Christ and of this covenant community. For as such, just as we are able to share in each other’s victories and achievements, so do we also recognize that when one of our members falters we all falter, and when even one of us fails we all suffer the blow. Therefore, we accept that as part of this covenantal body, we are both privileged and obliged to advise and to caution one another should temptations or transgressions arise; just as we are also obliged and blessed to hear the members of our community should they seek to hold us accountable for our words and our deeds.

### Academic Dishonesty

The Seminary defines plagiarism as the copying or use of work or ideas not the student’s own, in any form including AI generated text without acknowledgment. Students shall not represent the work of another as their own or in any way misrepresent their own work, or the work of another. The use of any outside source, whether of idea or of paraphrase, shall be properly acknowledged. Any quotation, even of phrase, shall be marked by quotation marks. Misrepresentation shall be avoided. The Seminary defines cheating as the dishonest use of resources. Cheating on any academic assignment is prohibited. The first offense of plagiarism, once established, will be penalized by an “F” on the assignment. Second offense, once established, will be penalized with an “F” for the course. Third offense, once established, results in the student being eligible for dismissal from the Seminary. The Academic and Student Affairs Committee of the Seminary, with the Dean, shall adjudicate all claims of cheating and enforce this policy. Appeals of the decision of the Academic and Student Affairs Committee can be directed to the Vice President of Academic Affairs through the Director of Seminary Vocation. The VPAA’s decision is final.

**Statement on Academic Dishonesty to be Appended to All Self-Proctored Tests/Quizzes** All self-proctored tests or quizzes shall have the following statement appended: “I promise that I have not received unauthorized

assistance during this quiz/test. If a closed book assignment, I have not used any resources in print or digital form. I have completed this assignment in the time stipulated by the instructor.”

## GENERAL INFORMATION

### FERPA (Family Educational Rights and Privacy Act)

#### • Access to Student Records

As custodian of student records, in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and amended in 1998, the University assumes the trust and obligation to ensure the full protection of student records which includes maintaining the confidentiality of educational records. The University has developed policy guidelines for access to educational records with respect to the rights of eligible students and parents of dependent eligible students. Educational records maintained by the University are considered confidential, except for directory information and information that is exempt from the need for consent. Information that may be disclosed may be released publicly in verbal, printed, electronic, or other form. The administrative procedures outlined in this section are to be compiled by University personnel who have or accumulate educational records, which are in a personally identifiable form. Students may direct questions regarding FERPA and the regulations to the Registrar and the Dean for Academic Affairs.

The full policy on FERPA is found at <https://www.dbq.edu/Academics/Registrar/FERPA/>

#### • Confidentiality of Student Records

The University of Dubuque follows the general policy of not releasing personal student information to outside agencies without the expressed written consent of the student. The University will make periodic evaluations of the information placed in student records to assure that only information related to the specific purpose of the educational program be collected and maintained. A student's record shall be construed as containing the academic record, the health record (not including counseling files), SPM internship files, the placement files (unless a waiver of right to see references has been signed), along with any record of official University response to disciplinary or academic problems.

### ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) at the University of Dubuque is located on the second floor of the Charles C. Myers Library. The mission of the ASC is to assist students to become self-determined, motivated, and independent learners and to connect them with the resources necessary to achieve both academic and personal goals. Services include the following:

- Academic Coaching
- Disability Services
- Testing Services
- Subject Tutoring and Writing Center

Additional information on the Academic Success Center can be found at <http://www.dbq.edu/Academics/AcademicSupportSuccess/> or you can contact the Academic Success Center at 563.589.3262.

### DISABILITIES SERVICES

The University of Dubuque provides accommodations to students with documented disabilities upon request by the student. The accommodations the university can provide are based on the written recommendations of a licensed diagnosing professional.

Common accommodations coordinated for students include, but are not limited to, extended time on exams, supplemental notetaking services, a reader or scribe for exams, and alternative textbooks.

University of Dubuque Policy on Reasonable Accommodation for Qualified Students with Disabilities. The policy below is a shortened form of UD's full policy. For the full text, please visit:

<https://www.dbq.edu/Academics/AcademicSupportSuccess/AccessibilityServices/>

The University of Dubuque (UD) encourages qualified students with disabilities to fully participate in the community of the University of Dubuque. All faculty, staff, and administrators will actively support qualified students with disabilities in all the University's educational programs, services, and activities. UD prohibits unlawful discrimination against qualified students with disabilities.

#### Responsibility for Identification and Request for Disability Services

It is the responsibility of the qualified student with a disability to disclose information regarding the nature and extent of the disability to the Director for Learning Support Services (DLLS) in the Academic Success Center when requesting accommodations. The DLLS will help the qualified student determine which UD personnel, i.e. faculty advisor, teaching faculty,

administrators, etc., should be aware of the disability in order to provide the accommodations that are necessary and appropriate. UD will assist the qualified student in identifying potential accommodations taking into consideration, among other matters, the qualified students' needs, preferences, and available resources. Although every appropriate effort will be made to provide qualified students with requested accommodations, UD does not guarantee that a qualified student will automatically receive his or her choice of accommodations and reserves the right to make the final decision on the accommodations to be provided.

The State of Iowa has developed documentation guidelines for individuals with disabilities. The guidelines provide criteria regarding qualified diagnosticians as well as a time line for the documentation process. UD typically applies those guidelines, which are available from the Director for Learning Support Services (DLLS) or can be found at <https://www.dbq.edu/Academics/AcademicSupportSuccess/AccessibilityServices/>.

It is the responsibility of the qualified student with a disability to regularly provide appropriate current medical documentation of the nature and extent of the disability and the need for specific services or accommodations to the DLLS and to cover any costs associated with acquiring the appropriate medical documentation. If the University has reason to doubt the validity, accuracy, or completeness of the medical documentation, UD may require, at its own expense, the re-examination of the qualified student and/or his/her documentation by a service provider designated or approved by UD.

The process for identification should begin with the qualified student registering with the DLLS, where the student will receive procedural information and assistance in arranging needed services and accommodations. Qualified students with disabilities are expected to follow standard office procedures for requesting and acquiring services relative to a disability. Standard office procedures will include:

1. A meeting with the DLLS to review the student's medical documentation.
2. The DLLS will provide a Verification of Individualized Student Accommodations (VISA) form once the appropriate documentation has been provided.
3. The qualified students will provide the VISA form to the professor/ instructor of a course in which they are requesting specific accommodations.
4. An instructor who has concerns regarding the provision or nature of the requested accommodations should address those concerns with the DLLS who will act as a liaison with the qualified student.
5. Requests for additional accommodations should be directed to the DLLS.
6. It is the responsibility of the qualified student requesting an accommodation to follow up with a professor/instructor or other UD department(s) to ensure the accommodation is provided in a timely manner.
7. Faculty members who are not familiar with specific disabilities or appropriate accommodations should contact the DLLS for clarification and assistance.
8. In the event a faculty member denies an accommodation, the qualified student may request a joint review of the decision by the DLLS and the office of the Vice President for Academic Affairs. Findings and recommendations will be forwarded to the President for a final decision.

A copy of the Request for Accommodation form and response must be forwarded to the DLLS to be included in the qualified student's file.

#### • **Tests and Examinations**

Examinations, tests, and other methods of evaluating qualified students with disabilities will be conducted in a manner to ensure that the results of the evaluation represent the qualified student's achievement in the course rather than reflecting the qualified student's disability. Appropriate methods of alternative testing for qualified students with disabilities will be determined on an individual basis, taking into consideration the type and extent of the qualified student's disability, the nature of the course material, provided that the alternative method of testing must be practical and not cause an undue burden or fundamental alteration in the nature of the testing program objectives and outcomes. Testing formats that can be demonstrated as essential to the integrity of the program of instruction being pursued by such qualified student or to any licensing requirement will not be considered as unlawfully discriminatory within the confines of this policy. Alternative methods of testing may include, but are not limited to: additional time; use of a reader and/or scribe; alternative forms of the test such as large print, Braille, taped or oral versions; use of special equipment such as a computer or closed circuit magnifier; alternative test location; or any necessary combination of these alternatives. While it is necessary at times to have differences in specific requirements and in methods of evaluation, the overall level of academic challenge for qualified students with disabilities shall be equivalent to that for other students.

#### • **Auxiliary Aids**

UD will provide qualified students with disabilities access to the appropriate auxiliary aids necessary to allow reasonable participation in UD's educational programs and activities, unless it fundamentally alters the nature of the program or activity in a

way that interferes with the integrity of the program of instruction being pursued by such qualified students or to any licensing requirement. Auxiliary aids include services, adaptive equipment, or other educational assistance that enables a qualified student with a disability to participate in or benefit from the educational process. Auxiliary aids may include, but are not limited to: readers, sign language interpreters, note takers, tutors, and special equipment. The DLLS will assist qualified undergraduate and graduate students in locating tutors and readers. UD does not provide personal attendant care. The DLLS will help identify service providers and special equipment on campus or in the community. Rules may not be imposed on a qualified student's use of auxiliary aids if the rule would have a limiting effect on the qualified student's participation in the educational process (e.g., prohibiting guide dogs, interpreters, tape recorders, or other necessary special equipment in the classroom).

In unusually difficult cases, UD may provide alternative methods by which the qualified student with a disability may effectively meet educational requirements. Any such alternatives must be practicable and not interfere with the integrity of the program or activity or any licensing requirement. Such alternative methods may include, but are not limited to the following: course substitution, curricular modification, and extended time to meet requirements. Such accommodations will be employed only when deemed necessary and so long as the alternative method is nondiscriminatory in nature, is not unduly limiting to the educational process of the qualified student with a disability, and is reasonable under all of the circumstances.

Qualified students requesting auxiliary aids are expected to provide the DLLS access to medical, educational, psychological, or other information as necessary to assess the need for auxiliary aids. UD reserves the right to disallow the use of auxiliary aids that are or are reasonably likely to be disruptive to the academic environment.

### **Complaint Process**

Students with disabilities have the right to have access and accommodation complaints addressed through a formal appeals procedure. Relief may be sought from decisions, actions, or conditions that are believed to be in violation of the law or this policy statement.

Any member of the student body who believes she/he has not been reasonably accommodated as required by law or this policy, or who believes she/he has been unlawfully discriminated against on the basis of a disability, may initiate informal or formal actions for complaint resolution as outlined in the University of Dubuque's Harassment Policy. These procedures are published in the Student Handbook or may be obtained from Student Life. The Director for Learning Support Services can be contacted at 563.589.3757.

## **LIBRARY**

The Charles C. Myers Library is an integral part of student learning at the University of Dubuque, providing students with a highquality collection and reference librarians dedicated to teaching them how to find, evaluate and use those resources. The beautiful building is a center for learning on campus, encouraging group and individual study and providing the databases, books, and journals students need to be successful in research assignments.

The collection is a blend of print, electronic and media resources, with 128 specialized databases, 182,000 print volumes, 233,000 electronic books, and 40,000 electronic journals. The media collection includes 6,400 DVDs and 33,000 streaming educational films. Items not available through the collection may be ordered via interlibrary loan free of charge.

The Myers Library and Wartburg Theological Seminary's Reu Memorial Library form a partnership to serve the needs of theological students. A courier service between UD and Wartburg facilitates loans between libraries.

Along with material that support students' academic work, the library has an extensive leisure collection, including feature films, television series, magazines, graphic novels, and fiction, including a large young adult collection.

Reference librarians are available for individualized research assistance at the reference desk Monday through Thursday from 8:00 a.m. to 10:00 p.m. and Friday 8:00 a.m.-noon, online via the library web page ([www.dbq.edu/library](http://www.dbq.edu/library)), and by individual appointment.

The building has both wireless access and many easily-accessible network ports. Computers are available throughout the building.

Sylvia's Common Ground Coffee Shop, located on the first floor, is a popular destination for study breaks, snacks, and fellowship.

The library sponsors and co-sponsors a variety of programming, including Finals Study Breaks and Doggie De-stress.

During the academic year, the library is open 109 hours per week with extended hours at the end of the term.

Library Hours (Academic Year)

Monday—Thursday .....	7:00 am – Midnight
Friday .....	7:00 am—9:00 pm
Saturday .....	8:30 am—9:00 pm
Sunday .....	10:00 am—Midnight

**REGISTRAR’S OFFICE**

The Office of the Registrar is located on the third floor of the Charles and Romona Myers Center. This office maintains academic records for all students. These records are updated as additional credits are earned. Students register for classes, drop or add courses as necessary, make directory information changes (such as address, name, parents’ address, and phone numbers), and formally change advisors and major areas of study through this office. Forms for veterans and other persons eligible for veteran’s benefits are initiated and maintained by the Office of the Registrar. This office also certifies enrollment for social security, vocational rehabilitation, and social services. Other responsibilities of the Office of the Registrar include posting of grades, issuance of transcripts, evaluation of transfer credit from other colleges and universities, and certification of students for graduation and academic honors.

**Newsletter**

The GOOD NEWS is a publication of the University of Dubuque Theological Seminary Student Council published frequently during the academic year. It includes news and information for and about the Theological Seminary. To submit an item to the GOOD NEWS, e-mail submissions as attachments to [goodnews@dbq.edu](mailto:goodnews@dbq.edu) by Wednesday afternoon of each week, and copy to [EBblue@dbq.edu](mailto:EBblue@dbq.edu).

**Pastor to Seminary Students**

In her role as Pastor to Seminary Students, Rev. Emily Blue, coordinates the Seminary chapel services and is available for short-term pastoral care for students and families in person or by telephone. The Pastor to Students Office is located in Severance Hall, Room 226. The Pastor to Students refers students to other university and community resource persons for personal and family counseling, ministry coaching, addiction treatment, trauma and serves as staff liaison to the Student Council. The Pastor to Students may be reached at 563.589.3630.

**FACILITIES**

**Peters Commons**

This building is home to the Student Life offices of the Vice President and Dean of Students, Formation, Residence Life offices, Career Services, UD counseling services, the Jack and Barbara Smeltzer Dining Hall, the Advising and Vocation Center, the Babka Bookstore and Gift Shop, and the UD Food Pantry.

**Van Vliet Hall**

In May 2022, the seminary faculty and staff moved into historic Van Vliet Hall. Seminary administrative offices are on the second floor, while faculty offices are located on both the second and third floors. Also on the second floor, the seminary makes use of Guy Chapel for weekly services and as a space for prayer or quiet conversation. At the opposite end of that hall, the large Urbach Lounge offers space for meetings and studying. The lower level of the building houses technology staff, including the UD Help Desk. Two other faculty departments (Communications and Literature and Languages) are also on the third floor.

The building is generally opened at 7:30 a.m. on weekdays, and locked around 5:00 p.m. To reserve either Guy Chapel or the Urbach Lounge, contact Jill Dodds, the Dean’s Administrative Assistant (563-589.3122, or [JDodds@dbq.edu](mailto:JDodds@dbq.edu)).

**OTHER INFORMATION Communicating with Faculty**

Every student at the Seminary is encouraged to communicate his/her educational goals and needs to the Seminary faculty. This is especially important for students who often have special circumstances which need to be brought to a professor’s attention.

Make an appointment with your instructors as soon as possible. Discuss with him/her any and all matters related to your full participation in your courses. These might include:

- Your vocational and current learning goals.
- Your home mailing address and phone number.
- How to submit assignments.
- How best to communicate time-sensitive information.



- Other arrangements concerning your participation in the course, e.g. small group scheduling, notification of class cancellations.
- VISA letter on accommodations

Please use your dbq.edu assigned e-mail address for all official Seminary correspondence. Faculty are not responsible for e-mail and attachments sent via other providers which may be auto-routed to junk mail.

When it is necessary to miss a residential class, please notify your instructor before the class begins.

### **Ecclesiastical Relations**

#### Presbyterian ordination process:

Resources on the Presbyterian ordination process are available from the Director of Seminary Vocation. Students are strongly encouraged to remain in close contact with their Committees on Preparation for Ministry as the CPM may have additional requirements beyond what UDTS requires for graduation. The Presbyterian Ordination Exams are held three times each year (in September, January, and April.) The Bible Content Exam is offered twice a year in August and February. Students must have permission from their CPMs in order to take the ordination exams. Presbyterian students are encouraged to read the ordination exam handbook found at [www.pcusa.org/resource/handbook-ordination-examinations/](http://www.pcusa.org/resource/handbook-ordination-examinations/). Any further questions about the exams should be addressed to the Office of Field Education. The Office of Field Education can also assist with vocational discernment and placement consideration.

### **UD Food Share Co-Op**

Initiated decades ago by Dubuque Seminary Students, the UD Food Share Co-Op now offers food resources for all UD students, staff, and faculty. Located on the lower level of Peters Commons, the Co-Op is open for a few hours every weekday. See this webpage for more information: <https://www.dbq.edu/CampusLife/StudentServicesResources/FoodPantry/>

### **Housing for Distance Students**

Students in the Seminary Distance Degree Programs (MDiv and MAMD) are required to meet residency requirements in order to complete the degrees, which means they need to take a certain number of courses in person on campus. The seminary will ordinarily reserve a block of rooms at a discounted rate, but it is up to the students to make their own housing and travel arrangements.

### **Advertising Policy**

All persons wishing to post notices/advertisements on the Seminary bulletin boards need to bring a copy of the proposed advertisement to the Seminary Dean's office for approval before posting or distributing.

## **CONTACT, COMPLAINT, AND POLICY INFORMATION**

### **Sexual Harassment Policy**

“As God who called you is Holy, be Holy yourself in all your conduct.” -1 Peter 1:15

Standards for ethical behavior for all Christians are grounded in scripture. As forgiven people, we are to live out and proclaim the Gospel and to work for reconciliation, for the good, and for justice. By the power of the Holy Spirit we are called to refrain from doing harm and to respond to Christ's love in positive and constructive behavior toward others.

Ministers of the Gospel in particular live in a covenant relationship of implied trust with their congregations. Abuses of power and sexuality betray that trust in a damaging way. Those preparing for ministry in the name of Jesus Christ need to prepare themselves to live lives worthy of the Gospel of Christ (Phil. 1:27). The ethical conduct of all who are in preparation for ministry is of vital importance to the Church because through these representatives is conveyed an understanding of God and the Gospel's Good News.

The University of Dubuque Theological Seminary strives to foster justice and respect for the dignity and worth of all members of the Seminary and University community by providing an educational and professional environment free of unwanted verbal or physical contact that is oppressive or intimidating. The Seminary will not tolerate any behavior that constitutes sexual harassment. Please refer to the Title IX Policy: Discrimination on the Basis of Sex & Sexual Misconduct, which can be found at: <https://www.dbq.edu/media/AboutUD/Title-IX.pdf>

### **Jeanne Clery Act Information**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an Annual Security Report and Annual Fire Safety Report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff no later than October 1<sup>st</sup> of each year. This document, referred to as the “Annual Security Report and Annual Fire Safety Report” or “ARS”, is one of many mechanisms designed to inform current and potential University of Dubuque community members of crime, arrest and referral statistics, of current crime response, reporting, prevention and awareness policies, including policies regarding sexual assault, domestic violence, dating violence and/or stalking, of campus disciplinary policies and relevant state laws, and of campus safety and security. This ASR includes crime, arrest, and referral statistics for the previous three calendar years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University of Dubuque, and on property within, or immediately adjacent to and accessible from the campus. The Fire Report at the end of the document contains current University of Dubuque Housing fire safety protocols and fire statistics for the previous three calendar years.

This report is prepared by the University of Dubuque to gather policies for this report, UD collaborated with the Deans of Student Life, Residence Life, Human Resources Office, Counseling Services, Intercollegiate Athletics Department, the Title IX Coordinator(s) and other divisions and departments on campus.

Statistics are gathered through reports to the Campus Safety and Security, the Deans of Student Life, Residence Life, the Title IX Coordinator(s) and reports submitted by other Campus Security Authorities. UD also requested crime statistics from outside law enforcement agencies that may have jurisdiction over UD’s non-campus property. The ARS form can be found at: [www.dbq.edu/AboutUD/CommunityStandards/SafetyandSecurity/CampusSafety/JeanneCleryAct/](http://www.dbq.edu/AboutUD/CommunityStandards/SafetyandSecurity/CampusSafety/JeanneCleryAct/)

### **Discipline**

The Seminary Dean and the Academic and Student Affairs Committee are responsible for discipline of Seminary students. If, in the opinion of the Dean and the Academic and Student Affairs Committee, the continued membership of the student is prejudicial or potentially injurious to the student or community, the student may be dismissed. The decision of the Academic and Student Affairs Committee may be appealed to the Vice President of Academic Affairs. The VPAA’s decision is final.

### **Student Grievance Policy and Procedure**

Dissatisfaction and grievance may arise out of actions taken by faculty, administration, or other students. Students with a grievance are encouraged to discuss the issue with the involved party or parties to seek informal resolution of the difficulty. In cases where resolution seems impossible, a written appeal stating the grievance, the evidence supporting the grievance, and the requested solution may be filed with the appropriate parties listed below. A hearing with the appropriate party or parties may be requested by the named arbiter or arbiters.

**Admissions:** The Director of Admissions, Dean, and Vice President of Academic Affairs. Their decision is final.

**Academic Discipline or Dismissal:** The Vice President of Academic Affairs in consultation with the Chair of the Academic and Student Affairs Committee through the Dean. The decision of the VPAA is final.

**Academic Procedures:** The Vice President of Academic Affairs in consultation with the Chair of the Academic and Student Affairs Committee through the Dean. The decision of the VPAA is final.

**Accommodation for Qualified Student with Disabilities:** The Vice President of Academic Affairs in consultation with the Dean of the Seminary, the Director of the Academic Success Center, and the Director of Human Resources. The decision of the VPAA is final.

**Course Grade:** A grade on a particular assignment may be appealed to the instructor of the course. The final grade for a course may be appealed to the Dean and instructor. Their decision is final.

**Housing:** The Assistant Dean/Director of Residence Life and Vice President/Dean of the Seminary. Their decision is final.

**Financial Aid:** The Dean of Financial Planning and the Dean of the Seminary. Their decision is final.

**Student Life:** The Vice President of Academic Affairs, in consultation with the Chair of the Academic and Student Affairs Committee, through the Dean of the Seminary. The decision of the VPAA is final.

In all cases where a formal written appeal is filed a record of all the proceedings shall be made and permanent records maintained in the Dean's office and the student's file. An issue may be appealed once.

### **SEMINARY COUNCILS, COMMITTEES AND ORGANIZATIONS** **Faculty/Staff Council (FSC)**

The Faculty/Staff Council shall consist of the full-time members of the faculty and administrative staff, and the Vice President of Academic Affairs. The Council is chaired by the President or the President's designee, usually the Dean of the Seminary. The FSC is responsible for recommending policy and implementing program in the areas of:

Degree Requirements	Admissions and Recruitment
Curriculum	Continuing Education
Grading Course Evaluation	Granting Degrees
Professional Studies	

The University Vice President and Dean of Student Formation, who is not a member of the FSC of the Seminary, is, in conjunction with the Dean of the Seminary, responsible for policies and programs relating to the following areas:

Housing	Campus Rules and Regulations
Student Discipline	Health Services
Campus Activities	Student Counseling

### **Student Council (STUCO)**

The Seminary Student Council consists of elected representatives from programs including MACL, MDiv, MAMD, DMin, and four at-large representatives. They meet during the August residency and monthly by conference call and other media. They provide programming that nurtures fellowship throughout and across the Student Association; ensure opportunities for relationship building within, between, and beyond constituencies (e.g. with a cohort; between classes and degree programs; and to the communities served by our students, including the UD campus and communities across the country/world); provide for corporate speakers, conferences, mission projects); consider and represent Student Association interests to the University administration.

#### Abbreviations

AH - Alumni Hall	GPA - Grade Point Average
ATS - Association of Theological Schools	HT - History/Theology Division
BI - Biblical Division	I - Incomplete
BLC - Blades Chapel	MACL – Masters of Arts in Christian Leadership
CE - Christian Education/Continuing Education/Contextual Education	MAMD - Master of Arts in Mission and Discipleship
CIF - Church Information Form	MDiv - Master of Divinity
COTE - Committee on Theological Education	MN - Ministry Division
CPE - Clinical Pastoral Education	ORDs - Presbyterian Church Ordination Exams
CPM - Committee on Preparation for Ministry	PIF - Personal Information Form
D - Dubuque Campus or Severance Hall	PNC - Pastor Nominating Committee
DMin - Doctor of Ministry	SPM - Supervised Practice of Ministry
DS - District Superintendent	TOEFL - Test of English as a Foreign Language
FAFSA - Free Application for Federal Student Aid	UD - University of Dubuque
G - University Science Center (Goldthorp)	UDTS - University of Dubuque Theological Seminary