



UNIVERSITY *of* DUBUQUE
THEOLOGICAL SEMINARY

2024-2025 CATALOG AND HANDBOOK

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Founded 1852

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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

University of Dubuque 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 by Adrian Van Vliet to provide pastors for the settlers pouring into the Midwest during the latter half of the nineteenth century. In 1870 the seminary, then known as the German Theological School of the Northwest, was accepted by the General Assembly of the Presbyterian Church as an official institution. Undergraduate studies were eventually added to provide a more solid foundation for ministerial studies. The reorganized institution was granted a charter as the Dubuque Presbyterian German College and Seminary in 1911. In 1920 a new charter was issued, renaming the school the University of Dubuque.

In the recent past, the seminary has initiated several programs and agreements to serve the church. In 1964, the seminary joined Wartburg Theological Seminary of the Evangelical Lutheran Church of America and Aquinas Institute of the Roman Catholic Church in an unprecedented threefold seminary consortium. This arrangement lasted until 1981 when Aquinas Institute moved to St. Louis, Missouri.

In the 1970s, the seminary initiated the Native American Program to train pastoral leaders for Native American communities across the nation. In 1998 the seminary began distance education of ruling elders for the Presbyterian Church and is now accredited to offer the master of divinity, master of arts in Christian leadership, and master of arts in mission and discipleship primarily online. Throughout the 2000's, the seminary has been one of the leading providers of online theological education within mainline denominations.

That innovative leadership continues. Over the last five years, the seminary has received more than \$2,000,000 in grant funding to create new programs that serve pastors and congregations in fresh and relevant ways.

The faculty, staff, and administration are committed to maintaining the tradition of the University of Dubuque Theological Seminary of providing strong preparation for Christian leadership. Through teaching and scholarship in the classic theological disciplines, the faculty prepares women and men for faithful and effective service to Christ and the Church.

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.

Accreditation

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



**The Commission on Accrediting of 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



The Higher Learning Commission
30 North LaSalle Street, Suite 240
Chicago, IL 60602
Phone: 312.263.0456
Website: 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.

UDTS is accredited by the Association of Theological Schools (ATS) and the Higher Learning Commission (HLC) to offer a significant portion of the Master of Divinity degree and Master of Arts degrees 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.

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.

UDTS partners with Theology Matters, in a shared purpose of educating candidates for ministry in classes on the Bible, historic Reformed theology, ministry, and church history through the Master of Arts in Reformed Theology. Teachers in this program include full-time UDTS faculty and pastor-scholars whose knowledge has been tested in both academic and congregational settings.

UDTS partners with the Bishop Kemper School for Ministry (BKSM), in order to provide Episcopal/Anglican students at UDTS access to Anglican Studies courses for ministry preparation and preparation for General Ordination Exams in The Episcopal Church. Under this partnership, students may complete Anglican Studies courses through BKSM for graduate elective credit toward their UDTS degree elective credit requirements (up to 1/3 of their degree total). The elective credits must be approved through the credit by portfolio process administered by UDTS.

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.

Prospective Student Frequently Asked Questions

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.

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, and Field Education provide a foundation for our MDiv and MA 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 program is the best fit for me?

	Doctor of Ministry	Master of Divinity	Master of Arts in Mission and Discipleship	Master of Arts in Reformed Theology	Master of Arts in Ministry	Congregational Leadership Certificate
Who should consider this program?	Pastors and ministry leaders with a theological degree who desires congregational renewal or advanced leadership skills for their role	Individuals who want to prepare for ordained ministry or other ministry vocations	Individuals who want to explore their identity in Christ and calling to participate in God's mission in the world	Individuals serving in ministry in ordained or non-ordained roles, those transferring into Reformed or Presbyterian denominations, or those interested in pursuing doctoral work	Individuals interested in exploring the foundations of ministry in a flexible, fully online program	Lay leaders contributing to the ministries of their local churches including those in the PC(USA) seeking Commissioned Pastor candidacy, also known as Commissioned Ruling Elder (CRE)
Program Features	Cohort model, deep focus on a singular topic, designed for application in ministry	Cohort model, designed for preparation into ordained ministry roles	Flexibility in topics/course selection, project based capstone	Deep focus on Reformed tradition, taught by faculty and pastor-scholars	Flexibility in topics/course selection, fully online degree completed in as little as 1 year	Fully online, most courses offered every term
Degree Prerequisites	Master of Divinity or equivalent; active in ministry role	Bachelor's degree or equivalent;	Bachelor's degree or equivalent;	Bachelor's degree or equivalent;	Bachelor's degree or equivalent;	None
Total Credits/ Completion Time	40 credits 3-5 years	75 credits 3-4 years	40 credits 2 years	36 credits 2 years	30 credits 1-2 years	8 non-credit courses, 1-2 years
Residency Requirements	3 1-week residencies in May	3 2-week residencies in August	2 2-week residencies in August	1 1-week residency in August	None	None

Q: Are the residential and distance programs the same?

A: The academic standards we have set for our residential students are 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 will 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 is what we have 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 is 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.

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.

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 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 regularly come to campus for two-week residencies in August. 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 THE SEMINARY

The seminary seeks individuals 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.

Doctor of Ministry Admission Requirements

Applicants to the DMin program must demonstrate the following for admission:

- 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 an MDiv degree, see the section below on MDiv equivalency standards.
- Experience: Ordinarily, students must have been in full-time, but no less than half-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).

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. A personal interview with the director of the Doctor of Ministry program and/or cohort leader is a required part of the application process.

MDiv Equivalence for DMin Admission

Applicants to the Doctor of Ministry who do not have an accredited Master of Divinity degree may submit in lieu thereof a portfolio of ministry artifacts demonstrating the applicant's substantial and continuous engagement in ministry, specifically the applicant's:

- a) ability to thoughtfully interpret scripture and the theological tradition of one's ministry context,
- b) capacity to understand and adapt one's ministry to the cultural context,
- c) self-understanding of one's ministerial identity and vocational calling,
- d) readiness to engage in ongoing personal and spiritual formation for one's ministry,
- e) an accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling, and
- f) significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate."

This portfolio should be submitted with the application to the Doctor of Ministry program; where a ministry portfolio is submitted in lieu of a Masters of Divinity, the application narrative that normally accompanies the application should address each of the above areas, with specific reference to the applicant's academic study (accredited or non-accredited), certificates, ministry experience, and spiritual and vocational formation. In lieu of accredited academic work, documentation should also include evidence of capacity for quality academic work (a writing sample). Letters of reference may also be considered as relevant documentation and those writing should be advised of the qualifications to which they might speak. Applicants may also be required to demonstrate undocumented qualifications through enrollment and successful work in one or more Masters-level courses.



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
Email: tslemmons@dbq.edu

Master's Programs Admission Requirements

We encourage a broad baccalaureate preparation for our master's 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 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, Master of Arts in Mission and Discipleship, and Master of Arts in Reformed Theology, 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: full or part-time student in a degree program, transfer student, or unclassified student.

Application and Matriculation Process

Applicants for the MDiv and Master of Arts 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 five 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
- If English is not the applicant's first language, submit a TOEFL test score
- 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

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.

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.

Admission without a Baccalaureate Degree

Admission for Master of Divinity without a baccalaureate degree 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 an MDiv without first obtaining a bachelor's degree.
4. Required interview with an admissions review committee.
5. At least three years of work experience.

Admission for Master of Arts programs without a baccalaureate degree 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 an MA without first obtaining a bachelor's degree
3. Required interview with an admissions review committee
4. At least three years of work experience

For both MDiv and MA programs, students who meet the criteria above 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.

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 UDS housing, an additional housing deposit is required. These deposits are nonrefundable for students who do not enroll.

Admission 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.

International Students

International students are warmly welcomed to study at UDS. Because each situation is unique, international students are invited to reach out to Seminary Admissions.

Provisional Students

An applicant to the Master of Divinity or Master of Arts 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.

Transfer Students

A student from another accredited theological school who wishes to transfer to the Master of Divinity or the Master of Arts programs at UDS 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.

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 approval of the dean.
- Those who are currently attending or have graduated from other ATS accredited seminaries and wish to supplement their studies with UDS courses.

When you first apply for admission as an unclassified student, you will need to:

- Complete an unclassified student application, available by request
- Pay a non-refundable application fee of \$30
- 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 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.

A student may earn a maximum of 21 credits in unclassified status. To continue beyond 21 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.

Congregational Equipping Program Admission Requirements

Applicants to the Congregational Equipping Program must provide the following:

- Complete the Congregational Equipping application form in its entirety
- Complete the personal essay or statement
- Provide a reference from a pastor or a church governing body (judicatory) official

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

Based on the information you provide, our staff will contact your reference. Upon acceptance you will receive an email from us. Reply to the email with the courses you would like to initially register for. Staff will complete your initial course registration and will provide you with your UDTS login credentials and access to the Introduction to Online Theological Learning course.

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

Congregational Equipping Program Office
University of Dubuque Theological Seminary
2000 University Avenue
Dubuque, Iowa 52001-5099
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Phone: 563.589.3261 or 800.369.UDTS
Web: <https://moodle.dbq.edu/mod/page/view.php?id=301860>

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 or other church leader. 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: “Catechesis and Teaching the Faith”, “Navigating Identity: Self, Society, and Church Before God”, “New Life in the Word”, and “Crisis and the Church.”

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 normally held in late May on the UDTS campus. Some cohorts, whether by prior arrangement or due to unforeseen circumstances, may occasionally meet at alternative times and/or locations.

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.

The DMin program is always part-time, since it is assumed that most DMin students in the cohort will be engaged in other full-time ministry, and the cohort model provides for all students to progress through the three-year seminar phase of the program together. The normal course load is five credits per term.

Components of the Program

- Faculty-led cohort groups: Two faculty members (which may include adjunct faculty) 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-residency work. The pre-residency work consists of readings or special projects that are completed prior to the on-site residency. Post-residency work includes specific written projects which integrate reading, work done in residence, 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 fellowship that often continues well beyond the program, even throughout the rest of a student’s life.
- Congregational resource team: The congregational resource team offers the congregation or representatives from the student’s ministry context, a vital connection to the program. Constituted in the first year of the program, this team agrees to engage, support, and encourage the student 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 or relevant ministry setting. To the extent that the resource team remains active and engaged, it creates an ongoing learning environment for the student.

- Faculty resource team: 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 that contribute to pastoral effectiveness. The two possible options for the doctoral project are a ministry focus paper or a DMin thesis.
 - Ministry focus paper: Students may choose to write a publishable ministry focus paper, that 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. All students are strongly encouraged to offer their presentations on campus, but synchronous presentations can be made remotely with the permission of the cohort leader and Director of the Doctor of Ministry Program, as long as the presentation is live and the student remains available for a question-and-answer period following the presentation.

Curricular Divisions in Master's Programs

The seminary curricula are organized into three main divisions (Bible, History/Theology, and Ministry), plus 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 UDS 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.

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
- 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, develop skills necessary for pastoral tasks, and the integration of these. 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
- To help future pastors develop sensitivity to the contexts in which they are leading congregations

Field Education

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.

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
- Develop a holistic understanding of the pastoral vocation wherein ministry, relationships, personal spirituality, and self-care are held in a creative and faithful balance

Three credits of SPM plus three credits for the completion of the three field education courses are required for the MDiv degree. One credit of SPM plus the one-credit field education course FE602 Leadership in Context is required for the Master of Arts in Mission and Discipleship degree.

SPM 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. Evaluations are provided by supervisors, lay committees and students themselves. 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. Students seeking ordination should consult their judicatory to meet any specific requirements before seeking placement or UDTS approval. A maximum of nine credit hours in SPM/FE may be taken in the Master of Divinity program.

Master of Divinity Degree (MDiv)

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 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.

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 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
- Integrate theology and practice in all areas of life and ministry

Degree Program 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 as well as field education and interdisciplinary courses. Students may not register for more than 14 credits per session. Once matriculated, a student must take all core courses at UDTS. Core courses may not normally be fulfilled through tutorials.

Bible Division Requirements – 12 credits plus 3 elective credits:

- BI 511 Old Testament Introduction
- BI 550 New Testament Introduction
- BI XXX Interpreting the New Testament: Exegesis (Greek or English) (multiple courses available)
- BI XXX Interpreting the Old Testament: Exegesis (Hebrew or English) (multiple courses available)
- BI XXX Bible Elective, can include Biblical languages

History/Theology Division Requirements – 12 credits:

- HT 500 Early and Medieval Church History
- HT 502 Reformation and Modern Church History
- HT 540 What Christians Believe: Christian Doctrine I
- HT 556 What Christians Believe: Christian Doctrine II

Ministry Division Requirements – 12 credits:

- MN 501 Leading Christian Worship
- MN 531/532 Discipleship and Teaching I & II
- MN 578/579 Nurturing Wholeness in Christ: Caregiving I & II
- MN 640 Proclaiming the Word

Field Education Requirements – 6 credits:

- SPM 671/672 SPM Internship (3)
- FE 601 Pastoral Leadership
- FE 602 Leadership in Context
- FE 603 Leadership Ethics

Interdisciplinary Requirements – 12 credits:

- IN 520 God's Redemptive Mission
- IN 531/532/731/732 Disciple Formation I, II, III, and IV
- IN 782 Gospel in Context
- MN 630 Starting Missional Communities

Elective Requirements – 21 credits (3 of which must be Bible)

Denominational Requirements

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 (CPM) 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 CPM at the Committee's request. The Office of Seminary Vocation coordinates the ordination examinations required by the Presbyterian Church (USA) and advises students in their relationship with their CPM.

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.

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 Requirement

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.

Program Learning Objectives

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

Degree Program Requirements

Students in the Master of Arts in Mission and Discipleship program are required to complete 40 credit hours. A cumulative grade-point average of 2.0 is required for graduation. In addition, MAMD students are required to complete two years of full-time academic work, residentially or at a distance, including a project colloquy.

Required courses include:

- Bible: 6 credits
- History/Theology: 6 credits
- Mission/Integrative: 8 credits
- Disciple Formation I & II: 1 credit
- Field Education:
 - FE 602 Leadership in Context (1 credit)
 - SPM 671 Supervised Practice of Ministry (1 credit)
- TSR 798 Master's Project: 4 credits related to Mission and Discipleship

Optional Emphasis Areas:

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

Residency Requirement

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 nine credit hours in residence as a UDTS student, which can be completed during two August residencies.

Master of Arts in Reformed Theology (MART)

The Master of Arts in Reformed Theology is a 36-credit degree offered in a hybrid format that includes both online and face-to-face learning. The degree prepares Christian disciples for service in the church and world in ordained or non-ordained positions and strengthen the ministries of those already serving as pastors, commissioned lay pastors (CLPs), elders, deacons, and lay teachers, or those transferring into a Reformed or Presbyterian denomination. The degree also provides a foundation for those pursuing doctoral work in theology, philosophy, church history, biblical studies, or various fields in the humanities.

Program Learning Objectives

The MART curriculum enables students to:

- Identify and articulate the core commitments of the Christian tradition with a focus on the Reformed tradition
- Analyze how key theological terms and concepts emerged and function within the Christian tradition and, more specifically, the Reformed tradition
- Describe and evaluate the core commitments of the catholic and Reformed tradition in conversation with historical and contemporary critics
- Explain how key theological terms and concepts have been understood and applied in Christian congregations of various times and places, and, more specifically, congregations of the Reformed tradition
- Analyze and apply the principles of excellent moral character and professional ethics in the context of the Reformed tradition to current practices within it

Degree Program Requirements

Students in the Master of Arts in Reformed Theology program are required to complete 36 credit hours. A cumulative grade-point average of 2.0 is required for graduation. In addition, MART students are required to complete one course in residence and complete a capstone project.

Required courses – 18 credits:

- IN 510 Introduction to the Reformed Tradition
- BI 620 Interpretation of the Old Testament in the Reformed Tradition
- BI 630 Interpretation of the New Testament in the Reformed Tradition
- HT 520 Reformed Theology I
- HT 530 Reformed Theology II
- TSR 795 Capstone Project in Reformed Theology

Elective Courses – 18 credits of the following:

- HT 500 Early & Medieval Church History
- HT 502 Reformation & Modern Church History
- HT 615 Presbyterian History and Confessions
- HT 667 American Puritanism through Edwards
- HT 749 The Theology of Augustine
- HT 769 The Theology of T.F. Torrance
- HT 773 The Theology of Karl Barth
- HT 775 The Theology of John Calvin
- MN 501 Leading Christian Worship
- MN 616 The Psalms in Christian Worship
- MN 632 Preaching from the Old Testament
- MN 633 Preaching from New Testament Books
- MN 640 Proclaiming the Word
- MN 642 Expository Preaching
- MN 709 Worship in the Reformed Tradition
- Other elective offerings will be considered

Residency Requirement

MART students are required to attend one August residency and complete three credits at the UDTS campus.

Master of Arts in Ministry (MAM)

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 UDS faculty, learn alongside seminary students, and participate fully in the life of the seminary.

Program Learning Objectives

The MAM curriculum will enable students to:

- Articulate and interpret key themes from the Christian scriptures in conversation with contemporary and ecclesial contexts
- Articulate and interpret key Christian theological affirmations for Christian discipleship and ecclesial life
- Develop pastoral and practical theological methods and strategies for cultivating renewed and transformative ministry contexts
- Construct a biblically, theologically, and contextually coherent expression of Christian pastoral identity and practice in life and ministry
- Apply key practices for personal, communal, and ministerial flourishing and compose a coherent plan for life and ministry

Degree Program Requirements

Students in the Master of Arts in Ministry program are required to complete 30 credit hours. A cumulative grade-point average of 2.0 is required for graduation. In addition, MAM students are required to complete a capstone project.

Required Courses – 6 credits:

- IN 519 Theology and the Practice of Ministry
- IN 693 MA in Ministry Capstone

Bible – 6 credits from the following:

- BI 511 Old Testament Introduction
- BI XXX Old Testament Exegesis (multiple courses)
- BI 550 New Testament Introduction
- BI XXX New Testament Exegesis (multiple courses)
- Other options available by request

History/Theology – 6 credits from the following:

- HT 500 Early and Medieval Church History
- HT 502 Reformation and Modern Church History
- HT 540 Christian Doctrine I
- HT 556 Christian Doctrine II
- HT 655 Imagining Salvation
- HT 567 Theology in Place
- HT 567 Christianity and the Common Good
- HT 584 Theology of C.S. Lewis
- HT 615 Presbyterian History and Confessions
- HT 775 Theology of John Calvin
- Other options available by request

Elective Courses – 12 credits from those listed above or:

- IN 520 God's Redemptive Mission
- IN 521 Disciple Formation 1
- IN 522 Disciple Formation 2
- IN 721 Disciple Formation 3
- IN 722 Disciple Formation 4
- IN 782 Gospel in Context
- HT 647 Redeeming Routines of Ministry and Life
- MN 501 Leading Worship
- MN 531 Discipleship and Teaching 1
- MN 532 Discipleship and Teaching 2
- MN 555 Polity and Program of the Presbyterian Church (USA)
- MN 578 Caregiving 1
- MN 579 Caregiving 2
- MN 630 Starting Missional Communities

- MN 709 Worship in the Reformed Tradition
- FE 601 Pastoral Leadership
- FE 602 Leadership in Context
- FE 603 Leadership Ethics
- SPM 671 Supervised Practice of Ministry
- Other options available by request

NON-DEGREE PROGRAMS

Congregational Equipping Program

The overall goal of the Congregational Equipping Program of UDTS is to strengthen the church through quality theological education for lay persons. These courses are designed to serve the needs of all lay persons who are contributing their gifts to the ministry of their local church. Additionally, the courses offered meet the requirements common in many Presbyteries for those seeking commissioning as a Ruling Elder in PC(USA). Church officers, Christian education leaders and teachers, and persons who wish to deepen their understanding of the Christian faith will discover a rich opportunity through this program.

Classes are offered semi-synchronously and online (work completed weekly, no required class time, no residency component) through moodle.dbq.edu. Participants benefit from a theological education, including online interaction with faculty and other students. All online students are required to take an Introduction to Online Theological Learning course as a prerequisite to any core course.

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 certify the completion of courses.

Program Learning Objectives

The Congregational Equipping Program enables students to:

- Be formed by, live in, and minister out of Scripture and the historical and theological tradition of the Church
- Educate and equip individuals and congregations to live and minister joyfully and faithfully as part of their own denomination and the ecumenical church
- Integrate theology and practice in all areas of life and ministry

Program Requirements

The content in our courses, for the most part, is basic to many mainline denominations. Persons from the Reformed Church in America, the United Church of Christ, the United Methodist Church, and the ELCA have participated in these classes. This curriculum is intended to be used for elder and lay leadership training. This program also meets the requirements for those seeking to become a Presbyterian Commissioned Ruling Elders (CREs) in the Presbyterian Church (USA). Additionally, some congregations use this program for teacher education. Students may register to take individual classes or work to complete the Certificate in Congregational Leadership.

All online students must complete the Introduction to Online Theological Learning course. This course is designed to give students an introduction to online learning. During this experience, you will master the tools and techniques that make online learning a rewarding experience. When you have completed the course, you will be equipped to use our learning platform for online courses.

All eight courses are offered in both the fall and spring semesters of the academic year. Summer offerings are based on demand and instructor availability. Completion of all eight core courses is required to achieve the Certificate in Congregational Leadership.

- Introduction to Old Testament
- Introduction to New Testament
- Pastoral Care
- Presbyterian Polity
- Reformed Theology
- Introduction to Preaching
- Foundations of Christian Education
- Reformed Worship and Sacraments

Courses for advanced studies and continuing education opportunities are offered periodically in addition to the basic curriculum. Courses have been offered in the following topics: The Life and Theology of Paul, Connecting with the Congregation, Discerning a Call to Ministry, Church Administration and Finance, and Christian Leadership Ethics.

Students in the Congregational Equipping 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 Congregational Equipping courses will receive the Certificate in Congregational Leadership and are eligible to walk in commencement.

Certificate in Bible and Ministry

The Certificate in Bible and Ministry is designed to equip and prepare participants of the Madison Learning Community in the areas of Bible and ministry. Courses for this certificate are currently offered on-site via the Madison Learning Community, Madison, WI, only, on a three-year rotation. In-person attendance is required for all courses in this certificate program.

Program Requirements

This program requires the completion of six courses, either for-credit Seminary courses or not-for-credit Congregational Equipping courses, as follows:

Bible – four courses

- Old Testament Introduction
- New Testament Introduction
- Old Testament Exegesis
- New Testament Exegesis
- Other Bible courses may be accepted

Practical Ministry – two courses

- Introduction to Preaching
- Other practical ministry courses, as offered
- Other practical ministry courses may be accepted

Courses for advanced study and personal development may be offered as options in addition to the certificate requirements.

Students in the Certificate in Bible and Ministry 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 six of the core classes will receive the Certificate in Bible and Ministry and are eligible to walk in commencement.

ACADEMIC REGULATIONS

Academic Calendar

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

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 or cheating, 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 Dean of the Seminary whose decision is final.

Statement on academic dishonesty to be appended to all self-proctored tests/quizzes: "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."

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.

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

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.

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(s).

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 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.

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.

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, residencies are paired with the nearest full semester (August/fall and May/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.

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 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."

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, residencies are paired with the nearest full semester.
- Master of Arts degrees: 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, residencies are paired with the nearest full semester.

Maximum Time to Degree Completion

Each academic program has a maximum allotted time for completion as follows:

- Doctor of Ministry - six years from the point of matriculation
- Master of Divinity - six years from the point of matriculation
- Master of Arts degrees - three years from the point of matriculation

For students switching degree programs, allotted time will be counted from date of program change. For students sharing credits toward more than one degree, allotted time will be counted for each degree separately. Exemptions to these limits may only be granted upon petition to the Academic and Student Affairs Committee.

Dismissal

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

- academic probation for two successive semesters
- grade-point average has been less than 2.0 for three semesters of their seminary career
- received a grade of F in a total of 12 semester hours of course work
- three offenses of academic dishonesty
- failure 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.

Commencement

MDiv and Master of Arts students may apply to graduate in December or April, 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 April. Students graduating at other times are welcome to participate in April graduation ceremonies.

Students expecting to graduate in December must apply for graduation no later than March 1. Students expecting to graduate in April must apply for graduation no later than October 1. Failure to apply for graduation on time may prohibit graduation.

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 credits 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.

Course Attendance

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.

Earning Credits

Students may earn credit or meet academic requirements by several alternate means: advanced standing, individual study projects/tutorials, shared credit, and transfer credit. Each alternate has specific requirements, limits, and processes as defined below.

Advanced Standing

Advanced standing is offered to students who can demonstrate knowledge or skills gained through means other than accredited graduate work. Advanced standing can be earned through equivalent undergraduate work, proficiency examination, or portfolio. Advanced standing may either eliminate requirements toward a degree or may award credits for coursework toward a degree. No more than one-third of credits toward a degree may be granted through advanced standing.

Options for petitioning for advanced standing:

- **Equivalent undergraduate work:** An undergraduate transcript and course syllabus may be submitted for evaluation by subject area faculty for introductory-level courses. Credit will not be awarded for undergraduate work, but introductory or prerequisite work may be waived.
- **Proficiency examination:** Students may request an examination of the course requirements of introductory or prerequisite courses. Examinations are charged 50% of the per-credit rate of the student’s degree program, and the grade earned in the exam is the grade recorded on the transcript for credit. Credit is only awarded for earned grades of C or better. Subject area faculty determine the method, style, and assessment of the examination provided.
- **Portfolio:** Students may request the review of a portfolio documenting how they achieved specific learning outcomes that are the focus of UDTS coursework through not-for-credit academic work or experience. For particular or core courses, documentation should demonstrate achievement of specific course learning outcomes as provided by subject area faculty. Portfolios are assessed for credit by subject area faculty. Portfolio evaluation and credit are charged at 50% of the per-credit rate of the student’s degree program.

Individual Study Projects/Tutorials

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 are flexible in form and content. They may make use of a wide variety of academic pursuits, such as directed reading, in-depth research or field-based experimentation. Such projects are designated for a specified number of semester hours in a particular academic term.

The initiative for an individual study project belongs to the student who has the 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 and be approved by the dean. Individual study project 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 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. A tutorial is only approved if a student can demonstrate a legitimate reason for being unable to complete the course at the usual time. A maximum of 15% of an academic program's credits may be completed in individual study projects and tutorials without dean approval.

Shared Credit – BA and Master's Degree

The University of Dubuque enables students to complete a Bachelor of Arts degree and a master's degree residually through shared credit. Students enroll in master's level courses that count toward the completion of a master's degree and as elective credit toward their undergraduate degree. Up to one-third of a UDTS master's degree can be earned through shared credit.

Normally, undergraduate students need to complete at least 92 undergraduate credits including most core/major requirements and be in good academic standing before beginning master's coursework. Tuition for shared credit, as well as financial aid, are calculated at the undergraduate rate until all requirements for the bachelor's degree are completed.

Shared Credit – More than one Master's Degree

At UDTS, students can complete more than one master's degree consecutively through shared credit. Students may enroll in and complete a Master of Arts degree then apply up to 100% of those credits to a second master's degree, so long as they meet the curricular requirements of that degree. In order to complete two master's degrees through shared credit, at least one-half of the coursework completed in the second degree must be unique to that degree, that is credits other than the credits already counted toward the first degree.

Prior to completing a degree, students are able to switch between master's degree programs and apply up to 100% of the completed credits to a different degree, so long as they meet the curricular requirements of that degree.

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 credits earned within the last 10 years with a grade of C or better will be considered for credit. Transfer credit may not exceed two-thirds of the student's degree program total credits. In exceptional cases, transfer credit may be granted for graduate work completed at an unaccredited seminary or in another field of graduate study. Ordinarily, no more than six semester hours of such credit, and in no case more than 12 credits shall be transferred. Field education hours will be evaluated according to the number of units of field education completed at the previous seminary. Ordinarily up to one-half of the completed units are accepted.

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.

Auditing Coursework

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% 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 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, as determined by the instructor, will result in a W for the course.

Enrollment

Student Classifications

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

Students in the Master of Arts programs are classified as juniors or seniors. Master of Arts juniors have completed fewer than 26 semester hours. Seniors have completed 26 or more semester hours.

Unclassified students are those who are taking UDTS courses, but who are not enrolled in a degree program.

Full-Time Status

Full-time load for the seminary MDiv and Master of Arts degrees is defined as six credit hours in the fall and spring semesters.

Maintaining 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. 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.

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 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 for either the fall or the spring semester without first obtaining a leave of absence will be considered as 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. Students requesting a leave of absence should bear in mind that the cohort model is not conducive to switching from one cohort to another.

Withdrawal

Students may withdraw from a course or courses any time after the add/drop period up to shortly after the course's midterm point (roughly the 60% mark). The withdrawal deadline is published in the academic calendar. A grade of "W" will be recorded for any withdrawn course and the student will be obligated for paying the tuition costs associated with the course.

Students permanently withdrawing from the seminary must submit a letter of withdrawal and must have an exit interview with the dean of the seminary 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.

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

Faculty Advisors

Upon matriculation to the MDiv or Master of Arts degree programs, each student is assigned a faculty advisor. 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. 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.

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.

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.

Registration

Registrar's Office

The Office of the Registrar, located on the third floor of the Charles and Romona Myers Center, 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.

Registration Process

All students register for classes online, following a consultation with their faculty advisor. MyUD enables students to register for classes and check course grades. Students are not eligible to register for courses until they have received clearance from their advisor. 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. Registration periods are announced in advance and instructions for self-registration are provided. Detailed course descriptions for courses offered in a given term can be found at <https://moodle.dbq.edu/mod/page/view.php?id=301862>.

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 six 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

Each term offers an add/drop window for students to make changes to their registration after the term has begun. In the fall and spring semesters, the drop/add period ends at 5 p.m. on the tenth day of classes. In August and other 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 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.

If a student does not attend a residential class or does not log in to an online class in the first 10 days of classes, that student will be administratively 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 10 days of classes, that student may drop the class through the add/drop period of class and no record of the registration will remain on the student's record. Beyond the add/drop period, 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.

Maximum Course Load

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

COURSE OFFERINGS

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
- DM Doctor of Ministry

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
- 800 Level: Doctorate courses

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, 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.

Doctor of Ministry

D 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

D 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

D 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, and where a Ministry Focus Paper is planned, an application to the Institutional Review Board for approval to engage in human subjects research.

Instructor: Staff

D 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

D DM 867 Project Phase C (1 credit)

A continuation of DM 865/866 as needed.

Instructor: Staff

Master's Degrees

Bible Division

D BI 500 Introduction to Biblical Hebrew (3 credits)

Prerequisite: 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.

Instructor: Matthew R. Schlimm, Staff

D BI 502 Introduction to New Testament Greek (3 credits)

Prerequisite: none; 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.

Instructor: Nicholas Elder, Staff

D BI 509 Greek Translation (3 credits)

Prerequisite: BI 502; letter grade only

This course is an advanced study of the grammar, vocabulary, and syntax of New Testament Greek in service of translation. It provides students practice both sight reading and translating the New Testament in its original language. The course engages the theory and practice of Bible translation, advances students' facility with Greek New Testament translation tools, and increases students' knowledge of Greek vocabulary.

Instructor: Nicholas Elder

D BI 511 God's Word: The Old Testament (3 credits)

Prerequisite: none; 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.

Instructor: 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.

Instructor: Nicholas Elder, Staff

D BI 567 Special Topics in Bible (3 credits)

Prerequisite: varies; 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.

Instructor: 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.

Instructor: Nicholas Elder

D BI 620 Interpretation of the Old Testament in the Reformed Tradition (3 credits)

Prerequisites: none; letter grade only

This course introduces the historical, literary, and cultural background and theological content of the Old Testament in light of the Reformed tradition. Student will gain knowledge of the Old Testament as understood by the Reformed tradition. By the end of the course, students will be able to: (1) outline the story of the Old Testament and identify major genres, characters, and key passages, (2) identify and articulate key theological themes in the Old Testament especially as interpreted in the Reformed tradition, and (3) analyze key passages in the Old Testament and explain how they function in the canon and within the Reformed tradition.

Instructor: Staff

D BI 624 Biblical Hebrew Exegesis (3 credits)

Prerequisite: BI 500; BI 511; letter grade (pass/fail optional for those taking the course as an elective)

This course is a continuation of BI 500, providing further introduction to the basics of biblical Hebrew. It also involves the application of exegetical methods with the Hebrew text. This course is highly recommended for certain denominational requirements (please check with your governing body) and may be taken as an elective.

Instructor: Matthew R. Schlimm

D BI 627 Genesis (Hebrew Exegesis) (3 credits)

Prerequisite: 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 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 630 Interpretation of the New Testament in the Reformed Tradition (3 credits)

Prerequisites: none; letter grade only

This course introduces the historical, literary, and cultural background and theological content of the New Testament in light of the Reformed tradition. Student will gain knowledge of the New Testament as understood by the Reformed tradition. By the end of the course, students will be able to: (1) outline the story of the New Testament and identify major genres, characters, and key passages, (2) identify and articulate key theological themes in the New Testament especially as interpreted in the Reformed tradition, and (3) analyze key passages in the New Testament and explain how they function in the canon and within the Reformed tradition.

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.

Instructor: 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.

Instructor: 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.

Instructor: 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. Instructor: 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.

Instructor: 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.

Instructor: Nicholas Elder

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

Prerequisite: none; letter grade or pass/fail

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 652 African American Biblical Interpretation (3 credits)

Prerequisite: none; letter grade

This course analyzes the interplay between the Bible and race with particular attention to the experiences of African Americans. Topics are biblical, historical, and theological in nature. Biblically, the course will examine not only the Bible's explicit teachings on race, but also ways that the biblical narrative (such as the exodus story) has informed black identity. Historically, the class will focus on slavery, its abolition, the civil rights movement, the Pan-African movement, as well as more contemporary issues. Theologically, students will gain exposure to ideas from liberationist, postcolonial, and black theologians. Successful completion of the class provides a solid understanding of biblical exegesis, biblical theology, and the Black experience in America. This course satisfies requirements for Old Testament Exegesis

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.

Instructor: 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.

Instructor: Staff

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.

Instructor: Staff

D BI 670 Revelation (Greek Exegesis) (3 credits)

Prerequisite: BI 502, BI 550; letter grade only

A study of the New Testament book of Revelation focusing on the content and theology of the book and in-depth exegesis of key passages in the Greek language. Students will practice and develop various exegetical skillsets related to the interpretation and translation of the New Testament in general and the book of Revelation in particular. By the end of the class, students will be able to analyze and translate passages from the Greek text of Revelation, paying particular attention to its grammatical features, historical context, literary features, and contemporary relevance.

Instructor: Nicholas Elder

D BI 671 Revelation (English Exegesis) (3 credits)

Prerequisite: BI 550; letter grade only

A study of the New Testament book of Revelation focusing on the content and theology of the book and in-depth exegesis of key passages in the English language. Students will practice and develop various exegetical skillsets related to the interpretation of the New Testament in general and the book of Revelation in particular. By the end of the class, students will be able to analyze and interpret passages from the book of Revelation, paying particular attention to its historical context, literary features, and contemporary relevance.

Instructor: Nicholas Elder

D BI 672 Romans (Greek Exegesis) (3 credits)

Prerequisite: 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.

Instructor: Nicholas Elder

D BI 676 Gospel of Mark (English Exegesis) (3 credits)

Prerequisite: BI 550; letter grade only

A study of the New Testament Gospel of Mark focusing on the content and theology of the book and in-depth exegesis of key passages in the English language. Students will practice and develop various exegetical skillsets related to the interpretation of the New Testament in general and the Gospel of Mark in particular. By the end of the class, students will be able to analyze and interpret passages from the Book of Mark, paying particular attention to its historical context, literary features, and contemporary relevance.

Instructor: Nicholas Elder

D BI 699 Readings and Directed Research (3 credits)

Prerequisite: none; letter grade or pass/fail

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 at the junior/middler level.

Instructor: Staff

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

Prerequisite: BI 511, BI 550; 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.

Instructor: Nicholas Elder

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.

Instructor: 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.

Instructor: Nicholas Elder

D BI 799 Readings and Directed Research (3 credits)

Prerequisite: none; letter grade or pass/fail

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 at the senior level.

Instructor: Staff

History/Theology Division

D HT 500 Growth of the Church: Early and Medieval Church History (3 credits)

Prerequisite: none; 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 520 Reformed Theology I (3 credits)

Prerequisite: none; letter grade only

This course introduces the Christian faith as understood by the Reformed tradition. Using contemporary and classic texts valued by the Reformed tradition, it examines the doctrine of the knowledge of God, revelation, Scripture, authority, the triune life of God, election, God the Creator and Redeemer. Student will gain knowledge of the Christian faith as understood by the Reformed tradition. By the end of the course, students will be able to: (1) define key terms and concepts of Christian theology and, more specifically, Reformed theology, (2) understand how such terms and concepts relate to Holy Scripture and how they emerged and have developed in both the catholic and Reformed tradition, and (3) evaluate some of the Church's major theological claims in light of the criticisms of voices within and without the Church and in light of the demands of pastoral ministry today.

Instructor: Staff

D HT 521 United Methodist Studies: History (3 credits)

Prerequisite: none; letter grade only

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 530 Reformed Theology II (3 credits)

Prerequisite: HT 520; letter grade only

This course introduces the Christian faith as understood by the Reformed tradition. Using contemporary and classic texts valued by the Reformed tradition, it examines the doctrine of humanity (created, fallen, and redeemed), Jesus Christ, atonement, salvation (justification and sanctification), the Holy Spirit, the church, sacraments, and last things. Student will gain knowledge of the Christian faith as understood by the Reformed tradition. By the end of the course, students will be able to: (1) define key terms and concepts of Christian theology and, more specifically, Reformed theology, (2) understand how such terms and concepts relate to Holy Scripture and how they emerged and have developed in both the catholic and Reformed tradition, and (3) evaluate some of the Church's major theological claims in light of the criticisms of voices within and without the Church and in light of the demands of pastoral ministry today.

Instructor: Staff

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

Prerequisite: 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)

Prerequisite: 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)

Prerequisite: varies; 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.

Instructor: Staff

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

Prerequisite: MN 553 or HT 521; letter grade only

This course is a basic introduction to the doctrine of the United Methodist Church and the Wesleyan/Methodist theological heritage. 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)

Prerequisite: none; letter grade only

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)

Prerequisite: none; letter grade only

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

Prerequisite: HT 540 and HT 556; letter grade or pass/fail

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 655 Imagining Salvation (3 credits)

Prerequisite: none; letter grade only

This course explores questions of soteriology—the meaning and mystery of God’s saving work in Jesus Christ. Students interpret soteriological language and imagery found in Scripture, popular culture, and liturgical materials, and engage classic and contemporary theologies of salvation critically and constructively. Students come away able to do theology as a communal practice, to articulate what is at stake theologically and pastorally in diverse accounts of salvation, and to communicate the soteriological significance of Jesus Christ in theologically-grounded, contextually appropriate, and pastorally sensitive ways.

Instructor: Mary Emily Duba

D HT 667 American Puritanism through Edwards (3 credits)

Prerequisite: HT 500 or HT 520, or permission of the instructor; letter grade only

In this seminar, we will examine the Puritan tradition in America by reading and discussing key primary and secondary works concerning Puritanism, culminating with a more intensive look at the life and thought of Jonathan Edwards. Students will demonstrate an understanding of the main outlines of Reformed life and thought as manifest in American Puritanism and the thought of Jonathan Edwards and be able to analyze and evaluate its influence on American religious life, especially the Reformed tradition.

Instructor: Bradley Longfield

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

Prerequisite: HT 521 and HT 553; letter grade or pass/fail

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)

Prerequisite: HT 500 or permission of the instructor; letter grade or pass/fail

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 699 Readings and Directed Research (1-3 credits)

Prerequisite: varies; letter grade or pass/fail

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 at the junior or middler level.

Instructor: Staff

D HT 749 Theology of Augustine (3 credits)

Prerequisite: HT 500, HT 520, or permission of the instructor; letter grade only

Augustine of Hippo, a bishop at the turn of the fifth century, guided the Christian church of his day through grave internal crises and the crumbling of Roman civilization. His writings have been among the most influential in Western Christendom down to the present day. This seminar acquaints students with the major contours of Augustine’s life and thought through a close reading of selected primary texts and biographical literature. Students will demonstrate an understanding of the main outlines of Augustine’s theology and be able to analyze and evaluate the influence of this theology in contemporary churches, particularly those in the Reformed tradition.

Instructor: Staff

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

Prerequisite: HT 500 or permission of the instructor; letter grade or pass/fail

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: Staff

D HT 773 Theology of Karl Barth (3 credits)

Prerequisite: HT 500, HT 520, or permission of the instructor; letter grade only

This seminar will explore the life and theology of Karl Barth, among the most important Protestant theologians of the 20th century, through selected readings in Barth’s theological corpus and key secondary sources. Students will demonstrate an understanding of the main outlines of Barth’s mature theology and be able to analyze and apply this theology in the contemporary church.

Instructor: Staff

D HT 775 Theology of John Calvin (3 credits)

Prerequisite: HT 500, HT 520, or permission of instructor; letter grade or pass/fail

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. Students will demonstrate an understanding of the main outlines of Calvin's mature theology and be able to analyze and apply this theology in the contemporary church.

Instructor: Bradley Longfield

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

Prerequisite: varies letter grade or pass/fail

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 at the senior level.

Instructor: Staff

Ministry Division

D MN 501 Leading Christian Worship (3 credits)

Prerequisite: none; 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 503 Digital Narthex: Ecclesial Presence in the Internet Age (1 credit)

Prerequisite: none; 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: Christopher James

D MN 504 Young Adult Formation (2 credits)

Prerequisite: none; letter grade only

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)

Prerequisite: none; letter grade only

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)

Prerequisite: none; letter grade only

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 518 Theology and Film (3 credits)

Prerequisite: none; letter grade only

Movies are one of the most potent and pervasive mediums through which people today explore the meaning of life and grapple with the beauty and brokenness of human experience. This class approaches contemporary films as sources of insight regarding the culture we inhabit, vessels of common grace, and catalysts for fruitful dialogue and Christian witness.

Instructor: Christopher James

D MN 528 Introduction to Spiritual Direction (2 credits)

Prerequisite: none; 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 Discipleship and Teaching I (2 credits)

Prerequisite: none; letter grade only

This course, part one of a required two-course series with MN532, 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. MN 531 and MN 532 are offered in successive August and Fall terms.

Instructor: Susan Forshey

D MN 532 Discipleship and Teaching II (1 credit)

Prerequisite: MN 531; letter grade only

This course, part two of a required two-course series with MN531, 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)

Prerequisite: none; letter grade or pass/fail

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)

Prerequisite: none; letter grade or pass/fail

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.

Instructor: Staff

D MN 553 United Methodist Polity (3 credits)

Prerequisite: none; letter grade only

A basic study of the 2016 Book of Discipline of the United Methodist Church with special attention to United Methodist polity in theory and practice. MN 553 fulfills the polity educational requirement of Paragraph 324.4 for candidates who are preparing for ordination in the United Methodist Church.

Instructor: Elmer Colyer

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

Prerequisite: none; letter grade only

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.

Instructor: Staff

D MN 567 Special Topics in Ministry (3 credits)

Prerequisite: varies; 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.

Instructor: Staff

D MN 578 Nurturing Wholeness in Christ: Caregiving I (2 credits)

Prerequisite: none; 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 parts, MN 578 and MN 579, 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)

Prerequisite: MN 578; 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 parts, MN 578 and MN 579, of this course take place in successive spring and August terms.

Instructor: Beth McCaw

D MN 601 Foundations of Christian Leadership (3 credits)

Prerequisite: none; 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)

Prerequisite: none; letter grade only

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 in-depth 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)

Prerequisite: MN 501; letter grade or pass/fail

This course, which builds on MN 501: Leading Christian Worship 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 611 The Ministry of Leadership (3 credits)

Prerequisite: none; letter grade or pass/fail

This course examines 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 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 616 The Use of the Psalms in Christian Worship (3 credits)

Prerequisite: none; letter grade or pass/fail

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)

Prerequisite: MN 501; letter grade or pass/fail

This elective seminar course complements MN 501 Leading Christian 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 engage in study, discussion, planning, and evaluation of services of worship.

Instructor: Beth McCaw

D MN 630 Starting Missional Communities (3 credits)

Prerequisite: none; letter grade only

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 640; letter grade or pass/fail

This is an advanced course in preaching and builds on skills and knowledge acquired in MN 640 Proclaiming the Word. Students undertake a study of one book from the Old Testament for the purposes of proclamation. In more general terms, students are introduced to specific issues of biblical and theological interpretation that attend preaching from the Old Testament. In addition, students are 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 640; letter grade or pass/fail

This is an advanced course in preaching and builds on skills and knowledge acquired in MN 640 Proclaiming the Word. Students undertake a study of one book from the New Testament for the purposes of proclamation. Along the way, students are asked to listen to and dialogue with pastors and scholars who are distinguished in the fields of preaching and homiletics. Students 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)

Prerequisite: none; letter grade only

This course lays the foundation for the practice of preaching in the church. It strengthens 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 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 640; 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)

Prerequisite: MN 501; letter grade or pass/fail

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 661 Pastoral Administration (3 credits)

Prerequisite: none; letter grade or pass/fail

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 is 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 cultivate individual skills, gifts, and temperaments in church administration with an emphasis on empowering laypersons and creating a healthy church culture.

Instructor: Staff

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

Prerequisite: varies; letter grade or pass/fail

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 at the junior or middler level.

Instructor: Staff

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

Prerequisite: none; letter grade or pass/fail

This course introduces students to the history and theology of worship in the Reformed tradition. Special emphasis is 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 774 Preaching the Passion (1 or 2 credits)

Prerequisites: MN 640; letter grade or pass/fail

This advanced course in preaching, which builds on the skills and knowledge acquired in MN 640 Proclaiming the Word, 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

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

Prerequisite: varies; letter grade or pass/fail

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 Courses

D IN 510 Introduction to the Reformed Tradition (3 credits)

Prerequisite: none; letter grade only

Through lecture, reading, and discussion this course will introduce students to the Reformed tradition, its history, theology, polity, liturgy, ethos, and mission. This course, which is required for all students in the MA in Reformed Theology degree program and is an elective for other students, will provide foundational background for those seeking to lead in this tradition.

Instructor: Tim Slemmons, Beth McCaw

D IN 519 Theology and Practice of Ministry (3 credits)

Prerequisite: none; letter grade only

This introductory course for all incoming MAM students introduces theological education for ministry, with a focus on gaining basic skills in biblical literacy, theological reflection, practical theological strategies for ministry context analysis; and practices for a flourishing discipleship and ministry.

Instructor: Susan Forshey

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

Prerequisite: none; letter grade only

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)

Prerequisite: none; 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)

Prerequisite: IN 521; letter grade only

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)

Prerequisite: varies; 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. Instructor: Staff

D IN 693 MA in Ministry Capstone (3 credits)

Prerequisite: final MAM semester; letter grade only

This required MAM course provides students the opportunity to integrate their degree learning through the creation of a ministry portfolio and project. Students will show competency in each of the five program learning outcomes by crafting a ministry context-based portfolio of experiences and feedback, and completing a final integrative ministry project.

Instructor: Susan Forshey

D IN 721 Disciple Formation III (0.5 credit)

Prerequisite: IN 522; letter grade only

The first in a two-course series with IN 722, 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)

Prerequisite: IN 721; letter grade only

The second in a two-course series with IN 721, 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)

Prerequisite: IN 520; 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. Additional cost per person for the immersion to be billed to students by the student accounts office.

Instructors: Christopher James, Mary Emily Duba

D IN 783 The Missional Church (3 credits)

Prerequisite: none; letter grade or pass/fail

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 is 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)

Prerequisite: none; 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 TSR 795: MART Project Seminar (3 credits)

Prerequisite: none; letter grade

This project is the capstone/summative project of the MART program. It provides an opportunity for students to engage critically and constructively with the contents of the Christian tradition, especially as reflected in the Reformed tradition, for the sake of growing faith and effective mission and ministry.

Instructor: Staff

D TSR 798: MAMD Project Seminar (4 credits)

Prerequisites: 30 credits, SPM 671 or 672; letter grade only

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.

Instructor: Christopher James

Field Education

D FE 601 Pastoral Leadership (1 credit)

Prerequisite: 1 year of study; pass/fail

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)

Prerequisite: 1 year of study; pass/fail

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)

Prerequisite: 1 year of study; pass/fail

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 SPM 671 Supervised Practice of Ministry (1 credit)

Prerequisite: 1 year of study; pass/fail

Students participate in a minimum of 120 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)

Prerequisite: 1 year of study; pass/fail

Students participate in a minimum of 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 to Christ.

Instructor: Lindsey Ward

D SPM 681 Clinical Pastoral Education (CPE) for SPM Credit (1 credit)

Prerequisite: 1 year of study; pass/fail

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. 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.

STUDENT HANDBOOK

Seminary 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. 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.

Lectureships

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

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 Lecture on Religion and Culture is 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.

Denominational Tables Lunch Program

Regularly on Mondays, 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 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.

The Wesley Tables 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.

United Methodist Studies Program

Many UDTS 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. 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. UDTs 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 UDTs 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
Email: ecolyer@dbq.edu

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. 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.

Seminary Committees and Organizations

Faculty/Staff Council

The Faculty/Staff Council shall consist of the full-time members of the seminary faculty and administrative staff, and the vice president of academic affairs. The council is chaired by the university 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:

- admission and recruitment
- continuing education
- course evaluation
- curriculum
- degree requirements
- grading
- granting degrees
- professional studies

The 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:

- campus activities
- campus rules and regulations
- health services
- housing
- student counseling
- student discipline

Academic and Student Affairs Committee

The Academic and Student Affairs Committee is a seminary faculty committee chaired by the director of seminary vocation, and comprised of at least three appointed seminary faculty and/or academic staff members. The committee is responsible for the following official items on behalf of the seminary:

- appeals of transfer credit decisions
- course extension requests
- exemption from maximum allotted completion time of degree program
- exemption from or alteration to required residency term
- *nunc pro tunc* requests
- probation appeals
- reinstating dismissed students
- plagiarism offenses
- student life grievances

Student Association and Student Council

Full- and part-time students enrolled in the Master of Divinity, Master of Arts programs are regarded as part of the University of Dubuque Theological Seminary Student Association. Fall and spring semester activity fees of degree-seeking students fund the Student Association. The Student Association convenes at least annually during the August residency, and voting for representatives is conducted in person and online.

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. Any Student Association member is encouraged to attend and speak at Student Council meetings and engage in programs and ministries. 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.

Seminary Facilities

Alumni Chapel

Formerly known as Alumni Hall or Old Chapel, Alumni Chapel, was the second building constructed on campus in 1907 and was restored in 1981. It is home to a lecture hall and is used for small gatherings and services including seminary lectures and events. It is on the National Register of Historic Places.

Blades Hall

Blades Hall is home to Campus Ministry, the Sgt. Jeffery B. Dodge Veterans Center, classrooms, and Blades Chapel where weekly college chapel services are held as well as other ceremonies.

Charles and Romona Myers Center (MTAC)

This building is home to the Office of the President, Human Resources, Registrar, Student Financial Planning, University Relations, and Wendt Center.

Charles C. Myers Library

Myers Library offers student lounge, study, and quiet spaces for students to work and learn. The building has wireless access and 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.

Heritage Center

Heritage Center is home to a number of spaces that are occasionally utilized by the seminary including classrooms, John and Alice Butler Hall, a performance hall that seats nearly 1,000 patrons, CyberCafè dining facility, inviting patio space, a convenience store, and an ice cream shop.

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, the Jack and Barbara Smeltzer Dining Hall, the Advising and Vocation Center, the Babka Bookstore and Gift Shop, and the Food Share Co-Op.

Smeltzer-Kelly Student Health Center

The Smeltzer-Kelly Student Health Center opened in fall 2019. The center offers primary health care, brain health and counseling services, and dietary and wellness educational services. Services are available for residential seminary students throughout the year and distance seminary students when on campus for residencies.

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).

Financial Aid

Applying 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 <https://studentaid.gov/fsa-id/create-account/launch>. 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 www.studentaid.gov using your FSA ID. Our federal code is 001891.
3. 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 in the spring. 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.

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. University of Dubuque has 45 days to return any unearned Title IV funds to the Department of Education.

If the amount of earned aid is more than the disbursed amount, as of the date the student withdrew, a post-withdrawal offer will be made. University of Dubuque is required to automatically disburse any earned grant funds in a post-withdrawal offer within 45 days after the school determined the student withdrew. 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. 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. Federal loans require that a student respond to a post-withdrawal offer within 14 days in order to qualify for the post-withdrawal disbursement of loans.

University of Dubuque will automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. If the Return to Title IV calculation results in a credit balance, the school will return funds to any Federal loan (or Parent Plus loan) and/or private loans. However, the school needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give his/her permission the student will be offered the refund. If the post withdrawal disbursement results in a credit balance, a refund will be issued within 14 days.

Satisfactory Progress for Financial Aid Purposes

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, residencies are paired with the nearest full 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. Part-time 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:

- 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:

Credit Hours Required		
Semester	Full-time	Part-time
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

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:

1. 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)
2. 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.

Scholarships and Aid Options

Presbyterian Study Grant

Eligible applicants must be full-time MDiv or M.A. students attending a Presbyterian Church USA-related seminary. For more information, see [this resource](#).

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.

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.

Another source of income for seminary students is stipends from Supervised Practice of Ministry (SPM) positions. These positions doubly benefit the students, providing both income and academic credit. 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.

Tuition and Fees

Doctor of Ministry

Year 1-3: \$5,285/year

Years 4-5: \$675/year continuation fee

Project fee: \$1,600

Master's Programs

\$675/credit + student fees

Unclassified Students

\$865/credit

Congregational Equipping Program

\$410/course

Student Fees

Full-time MDiv and Master of Arts student fees: \$842.50/semester

Part-time MDiv and Master of Arts student fees: \$415/semester

Application Fee, all Masters and Doctoral applicants: \$30

Enrollment Confirmation Fee, all Masters applicants: \$100

Graduation Fee, all graduating students: \$70

Estimated Additional Expenses

August Residency Hotel Room (if attending the Residency): Approximately \$800/residency

Books and Supplies: Approximately \$1,000/ year

Payment of Fees

Payments must be made by the due date of billing. Diplomas, transcripts, and grades will not be issued to students until their financial obligations are settled with the Student Accounts Office. For further information, contact the Student Accounts Office. The tuition, fees, and other charges described in this section are set for each academic year. They are subject to change from one academic year to the next as deemed necessary by the University.

Health Insurance

University of Dubuque does not require proof of health insurance for enrolled students with the exception of international students, student-athletes. However, it is highly recommended that all enrolled students have health insurance coverage either through their family's medical plan or some privately purchased health insurance plan. All international students may purchase University-approved health insurance with repatriation and medical evacuation coverage. Any student interested in obtaining health insurance may contact the Smeltzer-Kelly Student Health Center for assistance or visit <https://www.dbq.edu/CampusLife/StudentServicesResources/Smeltzer-KellyStudentHealthCenter>

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 six hours in the fall semester and six hours in the spring).

Student Services

Academic Success Center

An advantage of the seminary's relationship with the larger university is access to the Academic Success Center. The Center, located on the second floor of the Charles C. Myers Library, 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. 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.

Accessibility Services

The University of Dubuque (UD) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, Fair Housing Act, and other applicable federal and state laws that prohibit discrimination on the basis of disability. UD encourages students with documented disabilities to fully participate in the community of the University of Dubuque. All faculty, staff, and administrators will actively support students with disabilities in all the University's educational programs, services, and activities.

Accessibility Services coordinates academic adjustments and accommodations for students with disabilities. The process involves a student-initiated review of the individual's documentation, consultations with the student to identify appropriate accommodations, production of a Verification of Individual Student Accommodations (VISA) letter, as well as support and education of campus community members who are responsible for the implementation of accommodations. UD is committed to providing access for all members of the learning community.

Responsibility for Identification and Request for Accessibility Services

It is the responsibility of the student with a documented disability to initiate a request for reasonable accommodations, based on their disability, by contacting the Accessibility Services Coordinator. It is also the student's responsibility to provide current and supporting documentation to the coordinator that aligns with the requested academic adjustments. All expenses incurred with acquiring the appropriate medical documentation are the responsibility of the student. Follow-up consultation with the Accessibility Services Coordinator will assist the student in identifying potential accommodations based on the individual student's needs, preferences, and available resources.

Although every appropriate effort will be made to provide students with their requested accommodations, the University of Dubuque cannot provide accommodations that fundamentally alter a course's essential design or learning outcomes. 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 student and/or additional documentation from a service provider designated or approved by the University of Dubuque.

To review, the process for identification begins with the student self-disclosing to the Accessibility Services Coordinator the nature of their disability. Upon the initial contact by the student to the Accessibility Services Coordinator, the Accessibility Services Coordinator will review procedural expectations with the student; students with disabilities are expected to follow standard office procedures for requesting and acquiring accessibility services/accommodations relative to their disability. Requests should be made in a timely manner (preferably prior to the start of a term or shortly thereafter, housing accommodations follow a priority deadline of 60 days prior to the start of Fall term). Accommodations cannot be granted retroactively.

Standard office procedures will include:

1. The student will contact the Accessibility Services Coordinator to request an accommodation.
2. It is the student's responsibility to provide up-to-date documentation to support their request.
3. The Accessibility Services Coordinator will review the student's medical documentation and meet one-on-one with the student to discuss potential accommodations.
4. Based on the documentation, the Accessibility Services Coordinator will provide a pdf copy of the Verification of Individualized Student Accommodations (VISA) letter via the student's UD email address.
5. The qualified student will provide their VISA letter to the professor/instructor of any course in which they are requesting the specific accommodations.
6. An instructor who has concerns regarding the provision or nature of the requested accommodations should address those concerns with the Accessibility Services Coordinator, who will act as a liaison for the qualified student, and also consider the extent to which the accommodation fundamentally alters the course's essential design or learning outcomes. Consultation with the Dean for Undergraduate Studies will be established.

7. Any additional requests for further accommodations should be made by the student and directed to the Accessibility Services Coordinator.
8. It is the responsibility of the student with a VISA letter to follow up with all professors/instructors, or other UD department(s), to ensure the accommodation is provided in a timely manner.
9. Faculty members who are not familiar with specific or appropriate accommodations should contact the Accessibility Services Coordinator for clarification and educational assistance.
10. In the event a faculty member denies an accommodation, the student with a documented disability may request a joint review of the decision by the Accessibility Services Coordinator, the Dean for Undergraduate Studies, and the office of the Vice President for Academic Affairs. Findings and recommendations will be forwarded to the President for a final decision.

All supporting documents related to the student are stored electronically and will be maintained and disposed of according to the University's established protocol. This information is also available on the UD webpage or at:

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

Tests and Examinations

Examinations, tests, and other methods of evaluating students with documented disabilities will be conducted in a manner that ensures the results of the evaluation represent the student's achievement in the course rather than reflecting the student's disability. Appropriate methods of alternative testing for students with documented disabilities will be determined on an individual basis, taking into consideration the type and extent of the student's disability, and the nature of the course material, provided that the alternative method of testing is 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 based on 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 software, alternative forms of the test such as large print, 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 may provide qualified students with disabilities access to the appropriate auxiliary aids necessary to allow reasonable participation in the University'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 or based on 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. The Accessibility Services Coordinator will assist qualified undergraduate and graduate students in locating tutors. UD does not provide personal attendant care. The Accessibility Services Coordinator will help identify service providers and special equipment on campus or in the community. However, it is not the financial responsibility of the University of Dubuque to provide personal devices or services. Rules may not be imposed on a qualified student's use of auxiliary aids if the rule would have a limiting effect on the student's participation in the educational process (e.g., prohibiting guide dogs, interpreters, 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 requirements. 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 student with a documented disability, and is reasonable under all of the circumstances.

Students with documented disabilities requesting auxiliary aids are expected to provide the Accessibility Services Coordinator 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 initiate complaints regarding discrimination on the basis of disability. Complaints will be 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 they have not been reasonably accommodated as required by law or this policy, or who believes they have 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 Accessibility Services Coordinator can be contacted at 563.589.3262 or at ASC@dbq.edu.

Ecclesiastical Relations

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. Ordination exam support and resources are provided for all current and former students that are registered for exams.

Food Share Co-Op

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

Foundations of Theological Education/Orientation

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 online “Foundations of Theological Education” experience that prepares them for theological and online study, and is a prerequisite for their degree classes. In this experience, 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 a day of relationship-building and completion of enrollment tasks.

Library

The Charles C. Myers Library is an integral part of student learning at the University of Dubuque, providing students with a high-quality 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. Access to these resources is available via the library web page (www.dbq.edu/library). Items not available through the collection may be ordered via interlibrary loan free of charge.

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

Reference librarians are available for individualized research assistance at the reference desk Monday through Friday online via the library help page (<http://libguides.dbq.edu/help>) and by individual appointment.

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

Monday-Thursday	7:00 a.m. to 10:00 p.m.
Friday	7:00 a.m. 6:00 p.m.
Saturday.....	10:00 a.m. to 4:00 p.m.
Sunday	Noon to 10:00 p.m.

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 by Wednesday afternoon of each week.

Pastoral Care

All seminary students have access to the Pastor to Students who provides pastoral care in-person or at a distance through short-term pastoral counseling, prayer, and worship opportunities. In her role as Pastor to Seminary Students, Rev. Emily Blue, coordinates the seminary chapel services and provides useful referrals to individuals for 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.

Placement

The seminary endeavors to assist its students in locating a call to ministry at the time of graduation. The Office of Seminary Vocation posts information on placement opportunities on Moodle (<https://moodle.dbq.edu/course/view.php?id=18970>) and assists with vocational counseling.

Student Housing

Campus housing is available on campus for residential seminary students throughout the academic year. Housing is available on a first come, space-available basis.

Students in the seminary distance degree programs with residency requirements are required to meet those 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 local hotel a discounted rate, but it is up to the students to make their own housing and travel arrangements.

Worship and Spiritual Life

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 online 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.

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.

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.

Worship and Spiritual Life

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 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.

Other Student Policies and Information

Abbreviations

- ATS - Association of Theological Schools
- BI - Biblical Division
- CE - Continuing Education
- CEP – Congregational Equipping Program
- COTE - Committee on Theological Education
- CPE - Clinical Pastoral Education
- CPM - Committee on Preparation for Ministry
- D - Dubuque Campus (used in course numbering)
- DMin - Doctor of Ministry
- DS - District Superintendent
- FAFSA - Free Application for Federal Student Aid
- USC - University Science Center
- GPA - Grade Point Average
- HRTG - Heritage Center
- HT - History/Theology Division
- I - Incomplete
- MAM - Masters of Arts in Ministry

- MAMD - Master of Arts in Mission and Discipleship
- MART - Master of Arts in Reformed Theology
- MDiv - Master of Divinity
- MN - Ministry Division
- MTAC – Charles and Romona Myers Center (Myers Teaching and Administrative Center)
- ORD - Presbyterian Church Ordination Exams
- PNC - Pastor Nominating Committee
- SPM - Supervised Practice of Ministry
- SWC - Smith Welcome Center
- TOEFL - Test of English as a Foreign Language
- UD - University of Dubuque
- UDTS - University of Dubuque Theological Seminary
- W – Withdrawal (used on transcripts)

Communicating with Faculty

Every student at the seminary is encouraged to communicate their educational goals and needs to the seminary faculty. This is especially important for students who often have special circumstances that need to be brought to a professor's attention. Make an appointment with your instructors as soon as possible. Discuss with them 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
- attendance or participation conflicts or concerns

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

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.

Sexual Harassment

"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>

Student Grievances

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.

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 1st 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/