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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.”
AN INTRODUCTORY WORD

THE REVEREND DR. JEFFREY F. BULLOCK
President

The University of Dubuque Theological Seminary currently finds itself at one of the most remarkable periods in its history. Over the last decade, our seminary has been transformed at virtually every level. Newly revised curricula, including our fully accredited Distance M.Div. and Distance Master of Arts in Missional Christianity degrees, new opportunities for lay education, new facilities ranging from a new library, new classrooms, a new recreation and wellness center, and a fine and performing arts facility, as well as many new faculty members have energized all of us who have the privilege of being here on a daily basis. What has not changed, however, is our focused commitment to prepare men and women for lay and ordained ministry. Though our students are prepared to go on to additional graduate work, most of our M.Div. students graduate from Dubuque with a call to serve in pastoral ministry, which is truly distinctive!

Our region has changed as well. This once sleepy community was recently recognized as one of America’s most livable cities. As a midsized urban community, we have all of the opportunities associated with larger metropolitan areas, but without the challenges. We have “rush minutes” rather than “rush hours,” a thriving arts and theater community, and our educational system is ranked as one of the best in the United States.

Ministry and mission in service to Jesus Christ and the revitalization of congregations, large and small, is at the center of who we are as a community of faith, worship, and learning. Though we are a community that is rooted in the great theological traditions of the church, we are continually finding ways to translate those traditions to a new generation of believers.

We look forward to welcoming you to our faith community.

Sincerely,

The Reverend Dr. Jeffrey F. Bullock
President
A MESSAGE FROM THE DEAN

Throughout its more than 150 years of history, the faculty and staff of the University of Dubuque Theological Seminary (U.D.T.S.) have been committed to forming God’s people for servant leadership in ministry and mission.

The seminary seeks to admit women and men who demonstrate a love of God and neighbor. We are looking for people who show keen intellectual ability, strong communication skills, and potential for leadership in mission and ministry.

The University of Dubuque Theological Seminary offers three graduate theological degree programs: the Doctor of Ministry (D.Min.), the Master of Divinity (M.Div.) and the Master of Arts in Missional Christianity (M.A.M.C.). Both our master’s programs are available in either residential or distance formats. The curricular requirements of the distance programs are identical to the residential program. Participants take two-week intensive courses offered annually in August and January, and online courses in the fall and spring. Under this paradigm, no matter where you live, it is possible to earn an M.Div. in four years and the M.A.M.C. in two years, primarily by taking online courses.

Dubuque Seminary provides two special programs for non-traditional students without an undergraduate degree. The 3/3 program enables qualified non-traditional students to complete a Bachelor of Arts degree and a Master of Divinity degree in six years. The 3/2 program provides for completion of both a Bachelor of Arts and a Master of Arts in Missional Christianity in five years.

We also offer online courses that can prepare students to be approved as Commissioned Ruling Elders, and online continuing education for teaching elders.

At Dubuque Seminary, we take seriously our responsibility to nurture those called to serve the church. Our faculty are committed doctors of the church, almost all of whom have significant pastoral experience. U.D.T.S. is a community where diversity is appreciated and Christian love is practiced. The seminary encourages a zeal for life-long learning and service.

We welcome your interest, and invite you to look closely at Dubuque Seminary as you seek to follow God’s call.

The Rev. Dr. Bradley J. Longfield
Dean of the Seminary and Professor of Church History

[signature]
MISSION STATEMENT

UNIVERSITY OF DUBUQUE
MISSION STATEMENT

The University of Dubuque is a small, private university affiliated with the Presbyterian Church (U.S.A.) 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 faith by educating students and pursuing excellence in scholarship. Therefore, the University of Dubuque is committed to:

- The Presbyterian tradition,
- Excellence in academic inquiry and professional preparation,
- Relationships which encourage intellectual, spiritual, and moral development,
- Community where diversity is appreciated and 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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HISTORY

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

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

In the mid-twentieth century the three seminaries in Dubuque – U.D.T.S., Wartburg Theological Seminary (then of the American Lutheran Church), and Aquinas Institute of Theology (Roman Catholic) – began to explore various avenues of ecumenical cooperation. This bore fruit in 1965 when these schools formed an unprecedented threefold-seminary consortium. U.D.T.S. moved its operations to the Aquinas Institute in Dubuque, sharing classroom, library, and living arrangements with Dominican seminarians and faculty. This lasted until 1981, when the Dominicans moved to St. Louis, Missouri, and U.D.T.S. returned to the University of Dubuque campus. Today, the Schools of Theology in Dubuque consortium allows cross-registration to both Wartburg and Dubuque Seminary student bodies.

The 1970s brought the foundation of the U.D.T.S. Native American Program. Native Americans from New York to Alaska have come to Dubuque to prepare for ministry to help meet the need for pastoral leadership in Native American communities.

Since 1998, the seminary has been educating ruling elders through distance education to provide leadership for smaller congregations. We also provide continuing education for teaching elders in distance format.

Beginning in 2007, Dubuque Seminary became one of a handful of mainline theological institutions accredited by the Association of Theological Schools to offer up to two-thirds of the Master of Divinity courses via distance education. In 2011 we started offering the Master of Arts in Missional Christianity in both distance and residential formats.

Throughout its history, the faculty and staff of U.D.T.S. have been committed to our mission: forming God’s people for servant leadership in ministry and mission.

UNIVERSITY SETTING

One of the advantages of theological education at U.D.T.S. 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, U.D.T.S. is able to offer students access to state-of-the-art library resources and computer facilities. The Charles C. Myers Library serves the needs of both the college and the seminary. Seminary students also have full access to university athletic facilities, including gymnasiums, racquetball courts, and a fitness room. Seminary students may participate in university intramural sports from basketball to softball to volleyball, and are able to partake of many concerts, art exhibitions, lectures and cultural events on campus.
LIBRARY SERVICES

The Charles C. Myers Library is a beautiful, inviting place that offers students a variety of study areas, including group study rooms, individual carrels, and Sylvia’s Common Ground, the coffee shop. The building offers wireless access and over 75 computers for student use.

A 21st century library is more than a physical space, however. Because of the library’s extensive online resources, the world of scholarship is at our students’ fingertips. Through the library web page, U.D.T.S. students may access over 60 databases, over 35,000 online periodicals, thousands of online books, and many key reference works. Many supplemental class readings are available online through the electronic reserve system. With an interlibrary loan system that delivers articles to students’ email within days, sometimes hours, students can get the resources they need. A friendly library staff is just an email or phone call away. If you are on campus, you may also stop in at the reference desk.

The Myers Library and Wartburg Theological Seminary’s Reu Memorial Library form a partnership to serve the needs of students. These separate collections are integrated through a single online library system. The combined resources include 185,000 volumes at the University of Dubuque and 94,000 volumes at Wartburg. The two libraries subscribe to a total of about 560 current print periodicals. A daily courier service between UD and Wartburg facilitates loans between libraries.

HOUSING OPTIONS

Housing in the Dubuque community is less expensive than in many other cities where seminaries are located. Townhouses and some homes are available on campus for seminary students. Housing is available on a first-come, space-available basis. In addition to the on-campus facilities, during J-term distance students are housed in local hotels.

SEMINARY TOWNHOUSES

The Seminary Townhouses are located on Collins Street, next to the University Park Village. The Seminary Townhouses consist of 32 three- or four-bedroom, two-story units that are equipped with a refrigerator, an electric stove, a dishwasher, air conditioning, and a one car garage. The townhouses provide on-campus living accommodations to both our residential and commuter Seminary students.

Inside, 1,400 square feet of comfortable living space set with oak trim and modern lighting and fixtures provides an appealing shelter from the hard work of seminary classes. An additional 485 square feet of basement and a single car garage will neatly fit all that you need for your seminary experience.

Pets, other than fish, are allowed only in a limited number of pet-friendly units in the townhouse family units.
ACCREDITATION
The University of Dubuque Theological Seminary is accredited by:

The Association Of Theological Schools in the United States and Canada (A.T.S.)
10 Summit Park Drive
Pittsburgh, PA 15275-1103
Phone: 412.788.6505
Website: www.ats.edu

and

The Higher Learning Commission North Central Association of Colleges and Schools (H.L.C. NCA)
30 North Lasalle Street, Suite 240
Chicago, IL 60602
Phone: 312.263.0456
Website: www.higherlearningcommission.org

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

U.D.T.S. is accredited by the Association of Theological Schools (A.T.S.) and the Higher Learning Commission (H.L.C.) to offer a significant portion of both the Master of Divinity degree and the Master of Arts in Missional Christianity degree via distance education.

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

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

THE SCHOOLS OF THEOLOGY IN DUBUQUE
Dubuque’s two seminaries – the University of Dubuque Theological Seminary (U.D.T.S.) and Wartburg Theological Seminary (W.T.S.) – have cooperated since 1962 in a ministry of theological education. Organized formally in 1965, the Schools of Theology in Dubuque also remain faithful to the traditions of each seminary.

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. U.D.T.S. and W.T.S. students have ready access to the faculties and resources of both seminaries.
When Jesus called his disciples, he simply said, “Follow me” (Mark 1:17). When he sent them out, he advised them to “take nothing for the journey, no staff, nor bag, nor bread, nor money; and do not have two tunics” (Luke 9:3). The disciples responded in faith.

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

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

Q: Do I need to have a call to enroll in seminary?
A: Some seminary students enroll in the Master of Arts in Missional Christianity degree for vocational or personal interests. This degree addresses the big question: What does it mean to be a faithful follower of Christ in today’s world?

Most students at U.D.T.S. are working toward the Master of Divinity degree, to become clergy. The Christian Church has traditionally believed that people entering ordained ministry should be called by God. 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 ministry is right for them. For still others, recognizing God’s call is a difficult process of stops and starts, of experimentation and questioning. Some enter seminary to test the waters — to see if their sense of calling is confirmed by the experience of living in community, working with faculty who are both pastors and teachers, and focusing on ministry full-time.

As there is an inner call, those preparing for ministry in the Church should also have an outer call: the affirming voice of the church community saying, “We believe you have the gifts for ministry.” While Dubuque Seminary does not require you to have formal candidacy with your sponsoring denomination prior to your acceptance, we are committed to collaborating with your sponsoring denomination to provide the preparation you need for ministry.

Q: Can I afford seminary?
A: We realize that it can be daunting to consider having to pay for seminary knowing that church leaders often do not have large salaries. The Financial Planning Office at U.D.T.S. is committed to making seminary as affordable as possible for each student. Some tuition grants are available to residential and distance students who show need. Additional aid is available to cover both academic and living expenses, in the form of federal work/study employment on campus, loans, and scholarships from sources outside the seminary. Off-campus employment is also a significant source of income. Many Supervised Practice of Ministry (S.P.M.) positions pay stipends. The seminary helps students locate student pastorate in which compensation often includes not only a salary but also housing.

Residential students who choose to live off campus find Dubuque a pleasant and very affordable community. Housing and other costs in eastern Iowa are much lower than in most other cities where seminaries are located. For more information, please see the Financial Aid and Scholarships section of this catalog.

Q: How well will Dubuque prepare me for ministry?
A: The University of Dubuque Theological Seminary is a place of preparation for ministry. The M.A.M.C. will provide a theological foundation for a wide variety of Christian callings. While most of our M.Div. Students become pastors of congregations, some graduates become associate pastors, pastoral counselors, or enter specialized ministries.
Virtually all of our alumni/ae say they appreciate the broad, scripturally-based foundation of their Dubuque Seminary degree. The placement rate for Dubuque Seminary graduates seeking calls to pastoral ministry is very high.

Q: What are the housing options?
A: Some University-owned houses and townhouses are available on campus for seminary students. Housing is available on a first-come, space-available basis. In addition to the on-campus facilities, distance students stay at local hotels during J-term. There are also many of other affordable housing options in the Dubuque community.

Q: Will I fit into the seminary community?
A: Those who know Dubuque Seminary speak often of our close Christian community. We are smaller than many seminary communities and value the intimacy that comes with our size. Students know each other well. Faculty members are highly accessible.

The seminary’s common life begins with chapel services and extends through classes and informal conversations to the various ministries in which we are engaged. We are a community of men and women, young and old, professors and students, from a variety of Christian denominations. In short, preparation for ministry both on campus and online takes place in a community that is a cross-section of the church. The contributions of Native Americans and international students in our student body enrich our community.

Christian community is at the center of all that we do; it is a vital part of Dubuque’s preparation for ministry. A typical seminary social event, in fact, looks much like a local congregation gathering: men, women, and children, of different ages and backgrounds.

Q: What arrangements are there for commuters?
A: Approximately one-third of Dubuque Seminary’s residential students are commuters. Many commute because they are student pastors serving a church part-time while they pursue seminary classes. Some other students’ permanent residency is close enough to commute to campus. The seminary provides a flexible course schedule, offering many courses for degree programs through attendance on Tuesdays, Wednesdays, and Thursdays. Commuter students also have the option of renting a furnished room in our townhouses or staying at a local hotel if they choose to stay on campus a few nights a week.

Q: What about the city of Dubuque?
A: Dubuque’s identity is shaped by its location beside the Mississippi River. The hilly countryside is covered with farms, streams, and woods.

Dubuque’s geography and climate are ideal for many recreational activities, with each season creating new outdoor opportunities. The steep bluffs and rolling hills surrounding Dubuque provide a nice terrain for hiking in the summertime and alpine and Nordic skiing in the winter. Several neighborhood parks provide prime locations for family picnics. These parks also welcome the trampling of feet from Dubuque’s very active youth soccer organization.

The National Mississippi River Museum and Aquarium boasts working riverboats, fresh water aquariums, a wetland nature trail, a barge theater, live animals and living history presentations which celebrate the colorful history of America’s most powerful waterway. This museum is just part of the revitalized Mississippi Riverwalk which also includes an indoor waterpark and convention center.

The Five Flags Center plays host to a number of drama, music and sporting events. The Dubuque Symphony Orchestra performs regularly in the splendor of the center’s vaudevillian theater.

Iowa was named as “the best state in the nation to raise a child” by the Children’s Rights Council, a national child advisory organization. In 2013, Dubuque was named an All-America City, one of only a handful cities to earn this distinction nationwide. Recently, Forbes magazine claimed Dubuque is the top ranked best small city to raise a family. Dubuque community schools are committed to academic excellence and have been honored as “blue ribbon” schools. Schools offer individualized instruction to qualified students with a number of special programs designed to meet the needs of the gifted and challenged. Elementary age children of most residential seminarians attend nearby Irving School. Washington Middle School and Dubuque Senior High School are also nearby; they provide excellent instruction and many extracurricular activities.

Local facilities make Dubuque the hub of a regional health team, providing hospitals and
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UNIVERSITY OF DUBUQUE THEOLOGICAL SEMINARY

physicians to the tri-states of Iowa, Wisconsin, and Illinois. The community’s two hospitals – Mercy Health Center and Finley Hospital – boast state-of-the-art equipment, and provide the community with trauma services and exceptional capabilities in neonatal intensive care for high-risk newborns.

Many seminarians spend Saturday morning in the summer and the fall at the Farmer’s Market, the oldest continuous outdoor market in the Midwest. With the addition of handicrafts, the market has grown to cover an eight-block area offering colorful items and produce. Now, there is also a winter indoor Farmer’s Market!

Dubuque is easily accessible by air and is serviced by the Dubuque Regional Airport.

FREQUENTLY ASKED QUESTIONS
FOR DISTANCE STUDENTS

Q: How does distance learning reflect the mission of U.D.T.S.?
A: The mission of The University of Dubuque Theological Seminary is to form God’s people for servant leadership in ministry and mission. That’s what we’ve been doing for more than 150 years. We realize, though, that not everyone who hears God’s call is able to come to Dubuque for three or four years of seminary. That’s where distance learning comes in: by combining online classes with brief residential intensives, we can serve students and congregations from every part of the country and around the world. Because you don’t have to relocate for your studies, you can stay in your current setting.

Q: Is distance theological education right for me?
A: We think online learning is a great opportunity for students to equip themselves for ministry without relocating. Distance education harnesses the power of the Internet to provide a dynamic, interactive, flexible learning experience. Please contact us to help determine if this could be a viable alternative for you.

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

Q: How far is Dubuque from other cities?

A: Miles from Dubuque:

- Boise, ID 1,565
- Chicago, IL 183
- Dallas, TX 899
- Denver, CO 856
- Des Moines, IA 167
- Indianapolis, IN 380
- Kansas City, MO 375
- Louisville, KY 492
- Milwaukee, WI 160
- Minneapolis, MN 260
- New York City, NY 968
- Omaha, NE 330
- Orlando, FL 1,313
- Pittsburgh, PA 691
- Rochester, MN 176
- St. Louis, MO 330
- Seattle, WA 1,985

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ADMISSION TO SEMINARY
The seminary is looking for women and men who show strong potential for service to the church. We seek people who demonstrate a love of God and neighbor, keen intellectual ability, strong communication skills, and the potential for leadership.

U.D.T.S. is a graduate professional school. All students enrolling in degree programs must 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.

D.MIN. ADMISSION REQUIREMENTS

Master of Divinity Degree. Students must have completed an M.Div. degree with a “B” average or above from an A.T.S. accredited seminary.

Experience. Normally, students must have been in full-time ministry for a minimum of three years following completion of their M.Div.

Currently in Ministry. Students must be employed in a ministry setting and remain in ministry throughout their D.Min. program.

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), 220 (computer-based score), or 80 (internet-based score).

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

Interview. A personal interview with a faculty member is a required part of the application process.

For further information on the D.Min., contact:
Dr. Richard Shaffer
Associate Dean
University of Dubuque Theological Seminary
2000 University Avenue
Dubuque, Iowa 52001-5099
Phone: 563.589.3691

M.DIV. AND M.A.M.C.
ADMISSIONS REQUIREMENTS

We encourage a broad baccalaureate preparation for our masters program. 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 Arts in Missional Christianity (M.A.M.C.) and Master of Divinity (M.Div.) 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, to low academic grade point average, or other special circumstances.

The University of Dubuque Theological Seminary also provides two special programs for non-traditional residential students without an undergraduate degree. The 3/3 program enables qualified students to complete a Bachelor of Arts degree and a Master of Divinity degree in six years. The 3/2 program provides for completion of both a Bachelor of Arts and a Master of Arts in Missional Christianity in five years.

Students may be accepted into the residential Master of Divinity or Master of Arts in Missional Christianity programs for either the fall or the spring semester. Distance M.Div. and M.A.M.C. students ordinarily matriculate in August.

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

APPLICATION AND MATRICULATION PROCESS

Applicants for the M.Div. and M.A.M.C. programs must:
▪ submit a $30 nonrefundable application fee
▪ provide the completed application form
▪ type two essays on assigned topics, each 500 to 750 words in length
▪ provide a resume or documentation of work experience
APPLICATION DEADLINES

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

Priority in the awarding of financial aid is given on the basis of the date of acceptance. Payment of the enrollment confirmation fee and the date of receipt of the housing deposit determines priority in campus housing assignments. If an applicant intends to use U.D.T.S. housing, an additional housing deposit is required. These deposits are nonrefundable for students who do not enroll.

ADMISSIONS DEFERRAL

An applicant who has been offered admission may defer enrollment for one academic year; however, any scholarships offered are not guaranteed when a student defers admission.

DENIED APPLICANTS

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

TRANSFER STUDENTS

A student from another accredited theological school who wishes to transfer to the Master of Divinity or the Master of Arts in Missional Christianity degree programs at the University of Dubuque Theological Seminary must submit a complete application, an official transcript record, and a letter of honorable dismissal and recommendation from the institution last attended (a completed Confidential Report of Academic Standing form will suffice).

Upon matriculation, the transcript is evaluated in detail, indicating how the transfer credits will be handled and the degree completion requirements. Only courses with a grade of C or better will be considered for credit and only courses taken within the previous 10 years will be considered for transfer. (See section titled Transfer Credit in the Academic Regulations section.)
PROVISIONAL STUDENTS
An applicant to the Master of Divinity or Master of Arts in Missional Christianity degree programs who does not meet all the academic qualifications for that program, but whom the admissions committee considers academically capable to undertake the program, may be permitted to enroll in the regular course of study for academic credit on a provisional basis. The student may be admitted as a provisional student for any term and must enroll in required courses. Such a student is eligible to be removed from provisional status and admitted to either degree program at the time the admissions committee feels confident in the student’s progress.

Occasionally the committee may admit a candidate conditionally, based on the successful completion of additional requirements (such as further progress in the denominational candidacy process, or additional undergraduate courses taken in the University of Dubuque College of Liberal Arts to supplement the applicant’s pre-seminary preparation). The committee may require applicants to submit GRE (or SAT, ACT) scores. The committee may also admit a candidate on academic probation. A grade point average of 2.0 or above in the first semester will ordinarily remove the individual from probation.

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

- Those who have not been admitted into a degree program and are permitted to begin studies without such admission;
- Those who do not meet formal requirements for admission into a degree program, but are permitted to take courses for purposes of personal growth;
- Those who do not meet formal requirements for admission to a degree program, but are permitted to pursue a non-traditional program of study, with the recommendation of their sponsoring denomination and with the approval of the Dean.

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

- Complete an Unclassified Student Application Form
- Complete an Unclassified Student Registration Form indicating the course(s) desired
- Pay a non-refundable application fee of $30; to pay by credit card call 563.589.3212
- Provide a reference from a pastor. Applicants must use our form for a Pastor/Judicatory Official reference. A second reference from a professor or colleague will be required, unless the applicant is currently attending an ATS accredited seminary
- Send a copy of the final official transcript from the institution granting their highest degree
- Submit the U.D.T.S. Confidential Report of Academic Standing if currently enrolled anywhere as a student
- Provide a narrative statement indicating why you are interested in graduate level theological studies as an unclassified student (500 words or less)

Unclassified students may take up to six hours per semester, three hours in the January or August term, 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 12 credits in unclassified status. To continue beyond 12 credits, the student must apply to a degree program, or apply for permission of the Academic and Student Affairs committee to continue as an unclassified student.
INTERNATIONAL STUDENTS

Certificate of Study
International students may apply for the Certificate of Study program. This is a one-year non-degree program allowing an international student to study at the University of Dubuque Theological Seminary, taking courses in whatever areas are of interest to the particular student. International students accepted into our Certificate of Study program may receive a scholarship to cover tuition, student fees, books, room and board, and a modest stipend for one academic year. All international students are responsible for the cost of their travel to and from Dubuque. Preference is given to exchange students seeking a degree in a non-U.S.A. seminary affiliated with U.D.T.S.

Degree Programs
International students are also eligible to pursue a degree from U.D.T.S. The degree for which we usually admit international students is the Master of Arts in Missional Christianity (M.A.M.C.). The M.A.M.C. takes two academic years to complete. No residential classes are offered during the summer term.

The seminary believes that it is most appropriate for students to obtain their basic theological education in the context of their own culture. For that reason, we do not ordinarily recommend that international students pursue the M.Div. degree in our seminary. Exceptions to this rule may be made upon specific request from the applicant’s sponsoring denominational authorities. Such a request should include an explanation of why the student cannot, or is not being urged to, obtain equivalent training in his or her home country.

International students accepted into our residential Master of Arts in Missional Christianity or our residential Master of Divinity degree programs may receive a scholarship. The student is responsible for expenses to cover any remaining tuition, books, room and board, medical insurance, travel and other living expenses. Students will need to show adequate proof of their ability to pay for these expenses prior to being awarded an I-20 from the United States Immigration and Naturalization Services.

International students who have completed the Master of Divinity degree or its equivalent, have been engaged in full-time ministry for a minimum of three years, and are currently employed in a ministry setting are eligible to apply for admission to the Doctor of Ministry degree program. Institutional financial aid is not available for D.Min. students. See the section on Degree Programs for more information.

Church Endorsement
Ordinarily, international applicants will be considered for admission only if they can present evidence of full endorsement of their plan of study by the church (denomination) from which they come. This endorsement shall be in the form of letters of recommendation from denominational leaders. Such letters must be originals (not copies), signed and dated by the person providing the recommendation. They should be submitted on the official letterhead of the person providing the recommendation.

English Competence
The seminary’s language of operation is English. International applicants whose native language is not English must demonstrate adequate ability in written and spoken English. This ability is ordinarily demonstrated through a score of at least 220 (computer-based scoring) or 550 (paper-based scoring), or 80 (Internet-based scoring; minimums of 19 reading, 19 writing, 21 listening, 21 speaking) on the Test of English as a Foreign Language (TOEFL). Applicants are expected to arrange to have their TOEFL scores sent directly to the seminary by the testing agency.
Information about TOEFL Testing Dates and Locations May be Obtained From:

Test of English as a Foreign Language
P.O. Box 6151
Princeton, NJ 08541-6151 U.S.A.
Telephone: 609.771.7100
Website: ets.org/toefl
Email: toefl@ets.org

Transcripts
An applicant’s academic transcripts or certificates must demonstrate the completion of at least a bachelor’s (undergraduate) degree or its equivalent, as well as whatever postgraduate studies have been completed. All transcripts or certificates should bear the official seal of the college, university or seminary and should be accompanied by a letter from the registrar, dean or other academic official indicating the level of work completed. Transcripts or certificates should be sent directly to the U.D.T.S. Seminary Admissions Office by the college, university or seminary and must be accompanied by a translation in English.

Fees and Scholarships
The cost of living and education in the U.S.A. are quite high. To avoid situations of confusion or misunderstanding, we insist that international applicants demonstrate adequate financial support: from their own funds, from church or other sources in their home countries, or from U.D.T.S.

For Financial Purposes, International Applicants are Divided into Two Categories:

1. Students Providing Their Own Financial Resources
Some international students are supported in their education by funding from personal, church, or government sources. The seminary will require such students to provide documentation of financial support in the form of bank statements, letters from scholarship granting agencies, etc. before granting admission and issuing the U.S. Immigration and Naturalization Service’s I-20 form (which is required to obtain a student visa). The amount of funding documented in this way must be adequate to provide for tuition, fees, books, room, board, medical, and miscellaneous expenses, and travel to and from Dubuque. International students studying in the United States on an F-1 student visa are not ordinarily permitted to seek paid employment.

2. Students Applying For Scholarship Through U.D.T.S. (Certificate of Study students)
See International Student Scholarships in the Prizes, Grants and Scholarships section, page 89.

Application Deadline
International applicants should submit all application materials to the U.D.T.S. admissions office by December 1 for consideration of admission during the next academic year. This allows sufficient time for processing a student visa.
PROGRAMS, SERVICES, WORSHIP & SPIRITUAL LIFE
PROGRAMS

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

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

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

To receive our Continuing Education mailings or for additional information please contact:
Office of the Associate Dean
University of Dubuque Theological Seminary
2000 University Avenue
Dubuque, Iowa 52001-5099
Phone: 563.589.3691

Lectureships
Each year the seminary brings outstanding lecturers to Dubuque to share their insights and scholarship with the community at large. The Berger Lectures on Preaching, established by alumni/ae and friends of the seminary in memory of the late professor of preaching, David I. Berger, have been delivered in recent years by noted scholars such as Craig Barnes, Jana Childers, Richard Hays, and Luke Timothy Johnson.

The Florence L. Warren Lectureship, established through the generosity of that late friend of the seminary, has brought to U.D.T.S. distinguished scholars, who have lectured on topics related to religion and culture. Some of those who have delivered these lectures are Ralph Watkins, Joel Carpenter, Andrew Purves, and Kenda Creasy Dean.

The Woods Lectures on Religion and Culture are made possible by a gift from the Westminster Presbyterian Church of Cedar Rapids, Iowa, in honor of their former pastor, the Rev. Dr. John Woods. Lecturers have included Rodger Nishioka, Chip Andrus, William Dyrness, and Jeremy Begbie. Other lecture and arts events of the university are open to members of the seminary community as well.

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

Training is offered online through http://UDTSLearning.net.

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

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). U.D.T.S. does, however, certify the completion of courses.

To enroll in an online course in education for laity program, or receive additional information contact:
Distance Education Office
University of Dubuque Theological Seminary
2000 University Avenue
Dubuque, Iowa 52001-5099
Phone: 563.589.3630
Toll free: 1.888.207.8218
Or visit http://UDTSDubq.edu/distance
Denominational Tables Lunch Program
Every Wednesday 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 three groups also meet together regularly for an interdenominational luncheon to explore topics of common interest or to participate in dialogue with the seminary Dean.

The Westminster table provides a forum for fellowship and discussion of current issues facing the Presbyterian Church (U.S.A.). The Wesley table provides the United Methodist students a place in which community is enhanced while denominational issues and concerns are explored.

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

Off-campus Programs
A variety of off-campus opportunities are available for students to earn credits toward U.D.T.S. degree programs.

U.D.T.S. is a participating institution in the National Capital Semester for Seminarians (N.C.S.S.) program of Wesley Theological Seminary in Washington, D.C. The N.C.S.S. offers seminarians an opportunity to spend a semester in the nation’s capital, studying public policy issues from a theological perspective and encountering people involved in the political process. This program involves supervised study, direct political interaction and disciplined reflection. We offer a full semester of academic credit.

U.D.T.S. also has a standing invitation to send students, for short-term periods of study, to Trinity Theological Seminary in Legon, Ghana. Students may arrange many other off-campus study opportunities through the seminary’s individual study projects and tutorial options (see Individual Study Projects and Tutorials in the Academic Regulations section).

United Methodist Studies Program
Many U.D.T.S. students are preparing for a ministry in the United Methodist Church or another denomination within the Wesleyan tradition. As part of their seminary education, these students receive approved instruction in United Methodist history, doctrine and polity. Wesley Table is one of the primary components of the United Methodist Studies Program. This is a weekly lunchtime gathering of Methodist students and faculty for food and discussion. During these gatherings, the Wesleyan tradition is celebrated and embodied. Courses which are ordinarily required for United Methodist Conference membership and ordination are listed under Denominational Requirements in the description of the M.Div. program requirements. They are taught on a rotating basis over four semesters.

The seminary has enjoyed the endorsement of the University Senate of the United Methodist Church since 1972 for residential studies. U.D.T.S. 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 U.D.T.S. may contact:

Director of United Methodist Studies
University of Dubuque Theological Seminary
2000 University Avenue
Dubuque, Iowa 52001-5099
Phone: 563.589.3634

Wendt Character Initiative
As a result of a generous gift from Nancy and Richard Wendt, the University launched the Lester G. Wendt and Michael Lester Wendt Character Initiative in 2004. Consistent with the Reformed Christian Tradition and the University’s Mission and Values, the Wendt Character Initiative seeks to:

▪ Develop a curriculum that in content and structure forms an intellectual understanding and personal commitment of learners to a life of excellent moral character;
▪ Develop curricula and student life plans that actively integrate the virtues of truthfulness, honesty, fairness and the Golden Rule into every student’s educational experience;
Establish benchmarks and quality assurance metrics that measure the efforts of the University;

Support and facilitate the development of Judeo-Christian virtues, character, a commitment to a meaningful life, a strong work ethic, and lifelong desire to assist our Creator in the ongoing creative process within and among all of the members of the University learning community.

The Wendt Center for Character Education is responsible for oversight of all components of the Initiative including faculty support, Wendt Character Scholarships, the Michael Lester Wendt Lecture Series, the Wendt Center for Character Education, the Wendt Library Collection, and Dubuque Opportunity Scholars.

Native American Program
Since 1982, U.D.T.S. has placed energy and resources in the Native American study program, a program enabling Native Americans to pursue ordination as teaching elders to address the need for pastoral leadership in Native American congregations. In 2005, thanks to a generous grant from the Henry Luce Foundation, the seminary also inaugurated efforts to train Native American Commissioned Ruling Elders.

For more information on the Native American program contact:
Director of the Native American Program
University of Dubuque Theological Seminary
2000 University Avenue
Dubuque, Iowa 52001-5099
Phone: 563.589.3156

Summer Programs
Each summer the Schools of Theology in Dubuque offer intensive courses in Biblical Greek. The summer language program takes place on the Wartburg campus and fulfills Dubuque Seminary’s M.Div. Greek requirements. No U.D.T.S. tuition grants are available for summer language study, although student loans are available.

U.D.T.S. offers Distance Master’s classes during the summer. We regularly offer courses required by Presbyterian Church (U.S.A.) and other Reformed denominations. Many students find these classes are an excellent preparation for ordination exams. From time to time, other summer courses are also available through the Schools of Theology in Dubuque. They must be paid for as summer courses.

Many students utilize the summer months for service in Supervised Practice of Ministry (S.P.M.) positions (see Supervised Practice of Ministry in the Academic Regulations section) or in Clinical Pastoral Education (C.P.E.). S.P.M. and summer internships are available across the United States and usually pay a stipend, as well as being a source of credit toward degree program requirements. Summer S.P.M. and C.P.E. courses must be registered and paid for as summer courses.

SERVICES

Academic Success Center
An advantage of the seminary’s relationship with the larger university is access to the Academic Success Center. Many seminary students require instruction in graduate level writing, computer, or study skills. The Academic Success Center is equipped to provide instruction through individualized tutoring or group workshops.

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

**Bookstore**
The University of Dubuque bookstore is located on campus and offers textbooks, stationary supplies, clothing and other items.

**Orientation**
Orientation provides the new student an introduction to theological education, an opportunity to build relations within the community, information on services and facilities, and a time of consultation with the student’s academic advisor to plan the student’s theological curriculum. New students are required to attend orientation in order to register. Students who matriculate in Spring are required to attend orientation the following Fall.

**STUDENT ORGANIZATIONS**
In addition to the Student Association, a number of specialized organizations exist to serve the needs of particular student groups.

The seminary administration and the student association encourage students with common interests to form groups for fellowship and for the purpose of exploring such interests in depth. The Seminary Pastor to Students provides assistance to student organizations.

**Student Association**
Full- and part-time students enrolled in the Master of Divinity, Master of Arts in Missional Christianity, 3/3 and 3/2 programs become members of the University of Dubuque Theological Seminary Student Association upon matriculation. Fall and spring semester activity fees fund the Student Association. The Student Council is composed of elected representatives from the Student Association including representatives for each distance cohort and the 3/3 program.

Any Student Association member may attend and speak at Student Council meetings. However, only elected representatives may vote. All students are encouraged to participate by serving on committees. The Student Association holds community meetings at least twice per year in which all Student Association members present are able to speak and vote on particular issues presented by the Student Council.

The Student Council facilitates the programming and finances of the Student Association through committees. The Student Council coordinates fall and spring seminary social events such as barbecues, the annual Bagel Bash and J-term pizza party, and forums on issues facing the church and seminary today. The Student Council also sponsors the annual Awards Banquet at which graduates and other students are recognized.

The Student Council provides financial support for the Food Pantry, Spouse Group, denominational tables, and the Student Emergency Fund.

**Seminary Commons/Food Pantry**
The Student Council supports and manages the Seminary Commons. This includes both physical and virtual space in which students can share goods and skills, such as tools or tutoring. In the Commons space in Peters Commons, staple foods are stocked through co-op food pantry program in which all students may choose to participate. The Commons, including the food pantry, is funded through co-op contributions, designed chapel offerings, and student fees.
Spouse Group
Seminary spouses carry on a ministry of mutual support. The spouse group is composed of women and men whose husbands or wives are students at U.D.T.S. The group organizes a variety of activities depending upon the interests and available time of participating spouses. Recent activities include: Bible study, Q&A with faculty and their spouses, service projects, coffee get-togethers, and biennial “date nights” which provide child care for seminary families.

Theological Indian Student Association
The Theological Indian Student Association (T.I.S.A.) is the organization for those interested in Native American ministries. Open to any interested members of the student body, T.I.S.A. sponsors activities such as Bible studies, worship services and cultural events for the entire community.

Placement
The seminary endeavors to assist its students in locating a call to ministry at the time of graduation. The Office of Field Education provides information on placement opportunities, assistance with resume writing, and vocational counseling. Most graduates of Dubuque Seminary serve as pastors for congregations. Additionally, graduates serve as military or institutional chaplains (such as hospital, hospice, or prison ministry), and in a variety of missional callings

WORSHIP AND SPIRITUAL LIFE
“...The worship of the Lord is the beginning of wisdom.” (Proverbs 9:10). 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.

Chapel Worship
Chapel services are an integral part of U.D.T.S. community life. During the fall and spring semesters, corporate worship is held Tuesday through Thursday at 9:40 a.m. and during the August and J-term sessions daily at 11:15 a.m. The seminary community gathers to hear the Scriptures publicly read and the Word proclaimed, sing praise to God and join together in prayer. The chapel period, including both worship and fellowship, is 45 minutes in length.

Students and faculty are invited to participate in leading worship for the community. The Pastor to Students coordinates worship leaders, and guest leaders are invited by the Dean. During fall and spring semesters, Wednesday, which normally include the celebration of the Lord’s Supper, are led by faculty members and guests of the seminary. In August and January, communion is celebrated once or twice per intensive session.

All students are welcome to participate in planning and/or leading worship. A portion of the chapel services are prepared through collaborative worship planning teams organized by the Pastor to Students and student Chapel Assistants. Any student who has passed Foundations of Preaching may preach in worship. In particular, all senior students are encouraged to preach and share their gifts for ministry with the whole seminary community. This is a culminating moment of a holistic curriculum.

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.
Choirs and Music
The offering of all gifts of music represented among students and faculty are encouraged in chapel services. At the beginning of each school year students are surveyed for gifts. The Pastor to Students and student Chapel Assistants gather duets, ensembles, and occasional vocal or instrumental choirs for worship preparation. The seminary has several octaves of handbells. Offertories are welcome especially during communion services.

Spiritual Formation
As part of its curriculum, U.D.T.S. has a vision of unifying a life of prayer, study and service. This means seeking to inhabit, both personally and communally, the spiritual practices that have shaped the life of the church over the centuries. Students and faculty at the seminary regularly meet together in Spiritual Formation Groups. Here they covenant together to practice and encourage each other to grow in corporate and individual spiritual disciplines. The objectives are to learn practices that form individuals and the body into the image of Christ, and to provide a community of trust for sharing spiritual concerns and accountability for growth. Students participate in Spiritual Formation Groups in their junior year, as well as in the spring semester of their senior year, and are facilitated by the faculty, all of whom lead in one year or another.
DOCTOR OF MINISTRY (D.Min.)

The University of Dubuque Theological Seminary Doctor of Ministry degree program is focused on congregational renewal and the leadership role of the pastor. It is based in the local congregation and attempts to identify concrete leadership tools for the pastor, rooted in the classical theological disciplines of the church.

Congregational Renewal:
The Pastor as Leader

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 D.Min. 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 significant theological and social issues in their congregations as well as within the church catholic;
▪ Develop lay congregational leaders by identifying 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. 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 two-week seminars and a doctoral project. Both pre- and post-class work are required for the seminars. Courses are held in late May on the U.D.T.S. campus.

Students must maintain continuous registration in the D.Min. program until completion of the degree, ordinarily in four or five years. The maximum time allowed for completion of the program is five years. The D.Min. 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.

COMPONENTS OF THE PROGRAM

Faculty-led Cohort Groups

Two faculty form the leadership team for the cohort group. They design the curriculum, provide the majority of teaching for the cohort group, create the reading list, and evaluate the 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.

The faculty shape the seminars by designing the curriculum and leading classes.

Pre- and Post-seminar self-directed learning

In addition to the faculty-student interaction, each seminar includes two additional components: pre- and post-seminar work. The pre-seminar work consists of readings or special projects which are completed prior to the on-site seminar.

Post-seminar work includes specific written projects which integrate reading, seminar work and the experience of ministry in the student’s ministry setting.

Peer learning

The cohort group structure creates a unique support community which is consistent and continues throughout the entire program. Peer learning creates an added dimension of community support and understanding that should continue beyond the program, throughout the rest of a student’s life.

Congregational resource team and faculty learning team

The congregational resource team is the congregation’s connection with the program. They agree to work with the pastor during the life of the D.Min. program. They help the student explore ideas and become a membership core
concerned with renewal in the congregation. To the extent that the resource team does its job, it creates an ongoing learning environment for the student.

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

**Doctoral project**

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

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

1. **Ministry Focus Paper.** Students may choose to write a publishable Ministry Focus Paper, which combines a theology of ministry with a strategy for ministry.

   As such, it is focused in a congregational setting and deals with theory, strategy and guidelines in order to produce more effective ministry in a particular locale.

2. **D.Min. 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 D.Min. thesis to faculty, students, and guests and discuss the implications of the project. The D.Min. colloquy is ordinarily scheduled during the week prior to commencement.

**CURRICULAR DIVISIONS IN MASTER’S DEGREE PROGRAMS**

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

**Bible Division**

Courses in the biblical area of study impart a broad and deep knowledge of the Bible – both the Old and New Testaments – so that U.D.T.S. graduates are able to faithfully interpret the Scriptures for the proclamation of the Good News in church and world, and so they can discover in the Word God’s empowerment for ministry, mission, and personal spiritual growth. The Bible division envisions Christian leaders who are formed by, live in, and minister out of Scripture.

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

1. Minister out of a foundational knowledge of biblical culture and literature
2. Engage the methods of biblical interpretation, including the history of interpretation and the historical-critical methods
3. Exegete biblical texts using various literary, historical, and linguistic tools, including the ancient languages
4. Articulate the essential message of salvation in Scripture, and explore the depths and nuances of that message
5. Apply, in their teaching and preaching, the words of Scripture in specific modern contexts; and
6. 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:

1. 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;
2. 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
3. To nurture an appreciative understanding of the rich diversity of the catholic faith and the expressions of that faith in various cultural, historical and geographical contexts toward the end of forming and nurturing vital faith communities in new contextual settings.

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

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

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

SUPERVISED PRACTICE OF MINISTRY (S.P.M.)/FIELD EDUCATION (F.E.)
Supervised Practice of Ministry (S.P.M.) and Field Education Courses (F.E.) are integral parts of the U.D.T.S. curriculum. The S.P.M. settings and F.E. courses provide numerous opportunities for seminary students to integrate theological reflection and pastoral leadership practice. At the University of Dubuque Theological Seminary, S.P.M. 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.

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

Two credits of Supervised Practice of Ministry plus 2 credits of Field Education courses are required for the Master of Arts in Missional Christianity degree. The Supervised Practice of Ministry requirements may be fulfilled through placements during the academic year or summer or through longer internships. During the fall and spring semesters, Supervised Practice experiences are coupled with Field Education Courses. Students may register for S.P.M. only after their first full year of study and must undergo a background check prior to placement. S.P.M. must be undertaken in an approved S.P.M. setting and must include supervisory conversations at least every other week. Evaluations are provided by supervisors, lay committees and students themselves. In completing the four credit S.P.M. requirement, students focus on areas of pastoral ministry such as preaching, visitation, teaching, counseling, or evangelism. Up to two credits of Supervised Practice of Ministry may be earned through participation in Clinical Pastoral Education (C.P.E.). Normally, at least two credits of Supervised Practice must be earned in a parish setting. A maximum of 12 credit hours in S.P.M./F.E. may be taken in the Master of Divinity program.

The S.P.M. placements and F.E. Courses will enable students to:

1. Develop the capacity for integrating theological reflection and the practice of Christian ministry;
2. Develop skills and capacities for faithful and joyful Christian ministry; and
3. Develop a holistic understanding of the pastoral vocation wherein ministry, relationships, personal spirituality, and self care are held in a creative and faithful balance.
MASTER OF DIVINITY (M.Div.) DEGREE

The Master of Divinity is the first professional degree for those seeking ordination. When pursued on a full-time basis, the residential program may be completed in three academic years. Some students spread their program over four academic years. U.D.T.S. also offers a four year program for those who choose to take up to two-thirds of their courses via distance education (online courses).

Residential students are encouraged to begin in the fall semester. Distance M.Div. students must always begin in August.

Curriculum

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

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

In this, the seminary seeks to advance the great ends of the church: “the proclamation of the gospel for the salvation of humankind; the shelter, nurture, and spiritual fellowship of the children of God; the maintenance of divine worship; the preservation of the truth; the promotion of social righteousness, and the exhibition of the Kingdom of Heaven to the world.” (Presbyterian Book of Order, The Great Ends of the Church, F-1.0304).

Master of Divinity Course Requirements

The Master of Divinity curriculum integrates theological studies with the practice of ministry to nurture faithful and effective Christian leaders. Students in the Master of Divinity program are required to complete 84 credit hours. A cumulative grade-point average of 2.0 is required for graduation. In addition, M.Div. students are required to successfully complete core courses in the three divisions of the seminary curriculum – Bible, History/Theology and Ministry – and S.P.M. and interdisciplinary courses. These include:

Bible Division

- Old Testament Introduction
- New Testament Introduction
- New Testament Greek
- New Testament Greek Exegesis
- Old Testament Exegesis (Hebrew Exegesis or OT English Exegesis)
- Biblical Capstone

History/Theology Division

- Early and Medieval Church History
- Reformation and Modern Church History
- Christian Doctrine I
- Christian Doctrine II

Ministry Division

- Discipleship and Teaching
- Foundations of Preaching
- Foundations of Christian Worship
- Foundations of Pastoral Care

Supervised Practice of Ministry

- S.P.M. I
- S.P.M. II
- S.P.M. III
- S.P.M. IV
- And Field Education (4 credits)
Interdisciplinary
- Spiritual Formation Group (3 credits)
- Theology of Mission and Evangelism
- Evangelism and Mission in Context
- The Missional Church

A student may propose alternative methods of demonstrating completion of the objectives of core courses, such as passing examinations in a given subject, writing papers, or successfully completing courses with similar content offered by other seminaries. All such alternative proposals must be approved in advance by the Associate Dean or the Academic and Student Affairs Committee of the faculty. Once matriculated, a student must take all core courses at U.D.T.S. Core courses may not be fulfilled through tutorials.

DENOMINATIONAL REQUIREMENTS

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

The Presbyterian Church (U.S.A.)
The Presbyterian Church (U.S.A.) requires that candidates for teaching elders 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 M.Div. curriculum prepares students for these exams, the following courses in particular are recommended for Presbyterian students:
- HT 615D Presbyterian History and Confessions;
- MN 555D The Polity and Program of the Presbyterian Church (USA);
- MN 709D Worship in the Reformed Tradition; and
- HT 775D The Theology of John Calvin.

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 400/500D Hebrew
- BI 424/624D Hebrew Exegesis
- BI 402/502D New Testament Greek

ANY NT GREEK EXEGESIS COURSE

The Greek language requirement may also be met through the Summer Language Program of the Schools of Theology in Dubuque. (See Summer Programs: Page 29)

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

The Field Education office administers ordination examinations required by the Presbyterian Church (U.S.A.) and advises students in their relationship with their C.P.M. For more information about opportunities for Presbyterians, please see the description of Westminster Tables in the Special Programs and Services section.

United Methodists
United Methodists are required to study the history, doctrine and polity of the United Methodist Church. These requirements are met through the following courses:
- HT 521D United Methodist Studies: History
- HT 553D United Methodist Studies: Doctrine
- MN 553D United Methodist Studies: Polity

United Methodist students also need to fulfill any additional requirements specified by their annual conferences. For more information about opportunities for United Methodists, please see the description of the Wesley Table in the Special Programs and Services section.
Other Denominations
Students of other denominations should consult with the Dean or Associate Dean to determine how the requirements of their denomination may be met at U.D.T.S. Polity courses for denominations other than the Presbyterian Church (U.S.A.), or the United Methodist Church, may be scheduled by special arrangement. For more information about opportunities please see the Gathering Of Other Denominations (GOOD) Table in the Special Programs and Services section.

RESIDENCY REQUIREMENTS
In addition to the semester-hour and course requirements listed above, M.Div. students are required to:
- Complete at least 28 hours in residency at U.D.T.S.
- Complete a minimum of 18 hours of classroom courses taught by U.D.T.S. 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.
All residential M.Div. students on the three-year plan are urged to pursue courses in the sequence described below. Since classes are scheduled according to the assumption that all students will follow this sequence, variation from it may result in schedule conflicts leading to delayed completion of the program. Students may not register for more than 14 credits per semester.

JUNIOR YEAR
Fall Semester
- BI 411/511D Old Testament Introduction
- BI 402/502D New Testament Greek
- HT 400/500D Early and Medieval Church History
- MN 401/501D Foundations of Christian Worship
- IN 521D Spiritual Formation Group

Spring Semester
- HT 402/502D Reformation and Modern Church History
- BI 657D New Testament Greek Exegesis
- IN 522D Spiritual Formation Group
- ELECTIVE (denominational)

January Intensive
- ELECTIVE (denominational)

MIDDLER YEAR
Fall Semester
- IN 581D Theology of Mission and Evangelism
- HT 440/540D Christian Doctrine I
- BI 400/500D Biblical Hebrew or Elective
- MN 540D Foundations of Preaching
- SUPERVISED PRACTICE OF MINISTRY/FIELD EDUCATION

Spring Semester
- HT 456/556D Christian Doctrine II
- BI 624D Hebrew II (OT Exegesis) or OT English Exegesis
- ELECTIVE (denominational)
- SUPERVISED PRACTICE OF MINISTRY/FIELD EDUCATION

SENIOR YEAR
Fall Semester
- IN 581D Theology of Mission and Evangelism or ELECTIVE
- MN 430/530D Discipleship and Teaching
- MN 572 Foundations of Pastoral Care
- ELECTIVE
- SUPERVISED PRACTICE OF MINISTRY/FIELD EDUCATION

Spring Term
- ELECTIVE or BIBLICAL CAPSTONE
- IN 783D The Missional Church
- IN 722D Spiritual Formation Group
- SUPERVISED PRACTICE OF MINISTRY/FIELD EDUCATION
- ELECTIVE

January Intensive
- IN 782 Evangelism and Mission in Context

Some denominations require Hebrew for ordination. Particular denominations may also specify additional course requirements (see Denominational Requirements in the Degree Programs section and check your denomination’s polity).

Elective classes are listed to illustrate how a student is to supplement the required course work in order to finish the M.Div. degree in three years. 84 credit hours are required for graduation.
Although the residential M.Div. degree is designed to be completed in three years of full-time study, the seminary recognizes that some students, particularly student pastors, may require more time to complete their program. For such students, a four-year extended plan is available. Students may not register for more than 14 credits a semester.

All M.Div. students on the four-year extended plan are strongly urged to pursue courses in the sequence described below. Since classes are scheduled according to the assumption that all students will follow this sequence, variation from it may result in schedule conflicts leading to delayed completion of the program.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>▪ BI 411/511D Old Testament Introduction</td>
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<tr>
<td>▪ BI 402/502D New Testament Greek</td>
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<tr>
<td>▪ MN 401/501D Foundations of Christian Worship</td>
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<tr>
<td>▪ IN 521D Spiritual Formation Group</td>
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<td><strong>January Intensive</strong></td>
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<tr>
<td>▪ ELECTIVE (denominational)</td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>▪ BI 450/550D New Testament Introduction</td>
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<tr>
<td>▪ BI 657D New Testament Greek Exegesis</td>
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<tr>
<td>▪ ELECTIVE (denominational)</td>
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<tr>
<td>▪ IN 522D Spiritual Formation Group</td>
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<tr>
<th>SECOND YEAR</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>▪ HT 400/500D Early and Medieval Church History</td>
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<tr>
<td>▪ BI 400/500D Biblical Hebrew or Elective</td>
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<tr>
<td>▪ MN 540D Foundations of Preaching</td>
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<tr>
<td><strong>January Intensive</strong></td>
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<td>▪ ELECTIVE (denominational)</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>▪ HT 402/502D Reformation and Modern Church History</td>
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<td>▪ ELECTIVE (denominational)</td>
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<tr>
<td>▪ BI 624D Hebrew Exegesis or Old Testament English Exegesis</td>
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<th>THIRD YEAR</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>▪ HT 440/540D Christian Doctrine I</td>
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<tr>
<td>▪ IN 581D Theology of Mission and Evangelism</td>
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<tr>
<td>▪ SUPERVISED PRACTICE OF MINISTRY/FIELD EDUCATION</td>
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<tr>
<td>▪ ELECTIVE</td>
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<td><strong>January Intensive</strong></td>
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<td>▪ OPEN</td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>▪ HT 456/556D Christian Doctrine II</td>
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<tr>
<td>▪ SUPERVISED PRACTICE OF MINISTRY/FIELD EDUCATION</td>
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<tr>
<td>▪ ELECTIVES</td>
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<tr>
<th>FOURTH YEAR</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>▪ MN 572D Foundations of Pastoral Care</td>
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<tr>
<td>▪ MN 430/530D Discipleship and Teaching</td>
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<tr>
<td>▪ BIBLICAL CAPSTONE or ELECTIVE</td>
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<tr>
<td>▪ SUPERVISED PRACTICE OF MINISTRY/FIELD EDUCATION</td>
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<tr>
<td><strong>January Intensive</strong></td>
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<tr>
<td>▪ IN 782D Evangelism and Mission in Context</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>▪ ELECTIVE or BIBLICAL CAPSTONE</td>
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<tr>
<td>▪ IN 783D The Missional Church</td>
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<tr>
<td>▪ IN 722D Spiritual Formation Group</td>
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<tr>
<td>▪ SUPERVISED PRACTICE OF MINISTRY/FIELD EDUCATION</td>
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</table>

Some denominations require Hebrew for ordination. Particular denominations may also specify additional course requirements (see Denominational Requirements in the Degree Programs section and check your denomination’s polity). Elective classes are listed to illustrate how a student is to supplement the required course work in order to finish the M.Div. degree in four years. There are 84 credit hours are required for graduation.
The Distance M.Div. operates on a cohort model. A class of students matriculates in August each year, and moves through the program together. Twice a year, students come to the Dubuque Seminary campus for two-week residential intensive courses. Through this combination of distance and residential learning, participants take an average of 21 credits per year, enabling them to earn the Master of Divinity degree in four years.

**FIRST YEAR**

August Intensive  
- MN 501D Foundations of Worship  
- MN 564D Theological Research  
- IN 521D Spiritual Formation Group

Fall Semester  
- BI 511D Old Testament Introduction  
- IN 581D Theology of Mission and Evangelism

January Intensive  
- IN 522D Spiritual Formation Group  
- ELECTIVE (denominational)

Spring Semester  
- BI 550D New Testament Introduction  
- ELECTIVE (denominational)

**SECOND YEAR**

August Intensive  
- MN 430/530D Discipleship and Teaching  
- FE 601D Essential Functions of the Pastor

Fall Semester  
- HT 500D Early and Medieval Church History  
- BI 502D New Testament Greek

January Intensive  
- FE 602D Understanding Context & Change  
- ELECTIVE (denominational)

Spring Semester  
- HT 502D Reformation and Modern Church History  
- ELECTIVE (denominational)

**THIRD YEAR**

August Intensive  
- BI 657D New Testament Exegesis  
- FE603D Clergy Ethics

Fall Semester  
- HT 540D Christian Doctrine I  
- BI 500D Biblical Hebrew or Elective  
- FE 670D Supervised Practice of Ministry I

January Intensive  
- MN 540D Foundations of Preaching  
- FE 604D Power of the Spoken Word

Spring Semester  
- BI 624D Hebrew Exegesis or OT Exegesis  
- HT 556D Christian Doctrine II  
- FE 670D Supervised Practice of Ministry II

**FOURTH YEAR**

August Intensive  
- MN 572D Foundations of Pastoral Care  
- ELECTIVE

Fall Semester  
- BIBLICAL CAPSTONE  
- ELECTIVES  
- FE 670D Supervised Practice of Ministry III

January Intensive  
- IN 782D Evangelism and Mission in Context  
- IN 722D Spiritual Formation Group

Spring Semester  
- IN 783D The Missional Church  
- ELECTIVE  
- FE 670D Supervised Practice of Ministry IV
MASTER OF ARTS IN MISSIONAL CHRISTIANITY (M.A.M.C.)

What does it mean to be a faithful follower of Jesus in today’s world? How does our faith impact our vocation and avocations? The Master of Arts in Missional Christianity degree provides you with the opportunity to explore your identity in Christ and your calling to participate in God’s mission in the world.

Curriculum
The Master of Arts in Missional Christianity will equip women and men for leadership in missional ministry in congregations or other settings. The program incorporates instruction in the religious heritage of the Christian tradition, the cultural context of ministry, personal and spiritual formation, and an area of specialization such as parachurch leadership, mission work, new church development, urban ministry, worship leadership, Christian education, parish nursing or other forms of Christian ministry.

The M.A.M.C. 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 requirements:
This 48 credit degree program requires two-years of full-time academic work residentially or via distance education, including a project colloquy.

REQUIRED COURSES:

Bible: 6 credits
History/Theology: 9 credits

Integrative:
▪ IN 581D Theology of Mission and Evangelism (3 credits)
▪ IN 782D Evangelism and Mission in Context (3 credits)
▪ IN 784D Missional Christianity (2 credits)
▪ IN 521D, IN 522D, IN 722D Spiritual Formation Groups (3 credits total)

Field Education:
▪ FE 602D Context and Change (1 credit)
▪ FE 605D Christian Witness in a Changing Culture (1 credit)
▪ FE 670D Supervised Practice of Ministry, two missional settings (2 credits)

Master’s Project: 6 credit project related to missional christianity

Possible Electives:
▪ MN 538D Leading Short-term Mission Trips
▪ HT 613D Women in Mission
▪ HT 631D Native American Christianity
▪ HT 714D Missionary Impulse
▪ HT 785D The Finality of Christ in a Pluralistic World
▪ HT 688D Christian Social Ethics
▪ MN 530D Discipleship and Teaching
▪ MN 739D Preaching and the Public Square

Residency Requirements
Residential M.A.M.C. students are required to complete at least two consecutive semesters in residency at full-time status. ‘Residency’ is defined as academic work done at U.D.T.S. ‘Full-time’ is defined as at least nine semester hours. Distance M.A.M.C. students are required to complete at least 18 credit hours in residence as a U.D.T.S. student.
RECOMMENDED COURSE SEQUENCE FOR COMPLETING
THE RESIDENTIAL M.A.M.C. IN TWO YEARS

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

FIRST YEAR
Fall
- **BIBLE or HT ELECTIVE**
- **BIBLE or HT ELECTIVE**
- **IN 521D Spiritual Formation Group**
- **IN 581D Theology of Mission & Evangelism**

January Intensive
- **IN 782D Evangelism & Mission in Context**

Spring
- **BIBLE or HT ELECTIVE**
- **BIBLE or HT ELECTIVE**
- **IN 784D Missional Christianity**

SECOND YEAR
Fall
- **BIBLE or HT ELECTIVE**
- **FE 602D Context & Change**
- **FE 670D S.P.M. I**
- **TSR 698D M.A.M.C. Project A**
- **ELECTIVE**

January Intensive
- **ELECTIVE**

Spring
- **ELECTIVE**
- **FE 605D Christian Witness in a Changing Culture**
- **FE 670D S.P.M. II**
- **TRS 798D M.A.M.C. Project B**
- **IN 722D Spiritual Formation Group**

RECOMMENDED COURSE SEQUENCE FOR COMPLETING
THE DISTANCE M.A.M.C. IN TWO YEARS

The Distance M.A.M.C. operates on a cohort model. A class of students will matriculate in August each year, and move through the program together. Twice a year, students will come to the Dubuque Seminary campus for two-week residential intensive courses. Through this combination of distance and residential learning, participants will take an average of 24 credits per year, enabling them to earn the Master of Missional Christianity in 2 years.

FIRST YEAR
August Intensive
- **IN 521D Spiritual Formation Group**
- **MN 564D Theological Learning & Research**
- **ELECTIVE**

Fall
- **BIBLE OR HT ELECTIVE**
- **IN 581D Theology of Mission & Evangelism**

January Intensive
- **IN 522D Spiritual Formation Group**
- **IN 782D Evangelism & Mission in Context**

Spring
- **BIBLE or HT ELECTIVE**
- **IN 784D Missional Christianity**
- **PROJECT-RELATED ELECTIVE**

Summer
- **TSR 698D MAMC Project A**
- **FE 670 SPM I**

SECOND YEAR
August Intensive
- **ELECTIVE**
- **FE 605 Christian Witness in a Changing Culture**

Fall
- **BIBLE or HT ELECTIVE**
- **TSR 798D MAMC Project B**
- **FE 670D S.P.M. II**

January Intensive
- **BIBLE or HT ELECTIVE**
- **FE 602 Context & Change**
- **IN 722D Spiritual Formation Group**

Spring
- **BIBLE or HT ELECTIVE**
- **ELECTIVE**
- **PROJECT COLLOQUIUM**
3/3 PROGRAM (SIX-YEAR B.A./M.DIV. DEGREE PROGRAM)

The University of Dubuque enables a person to complete the B.A. and the M.Div. degrees in six years. The 3/3 Program is designed for students who have been out of high school for at least five years.

The program involves two components:
1. Three years of undergraduate study which must include at least one full year (a 30 semester hour residency requirement) in the University of Dubuque undergraduate program, and
2. Three years of course work at the University of Dubuque Theological Seminary.

General 3/3 program information:
1. Applicants to the 3/3 Program may be required to take the ACT.
2. Applicants must apply to the undergraduate program while simultaneously applying to the seminary. After acceptance from the undergraduate admissions office the applicant is eligible for provisional acceptance to the seminary program. The application process is separate for each program.
3. A condition of acceptance is denominational endorsement (the seminary requires a letter from the appropriate church official acknowledging that the 3/3 Program is an acceptable track for the applicant).
4. Students may transfer no more than two years (64 semester hours) of undergraduate work and no seminary work to the 3/3 Program.
5. It is recommended that 3/3 students major in one of the humanities or social sciences.
6. Normally students in this program may not enroll in seminary courses until they have completed 92 undergraduate credits (including most core courses and major requirements). Undergraduate students may not enroll in more than 29 semester hours of seminary work before completion of the bachelor's degree.
7. Up to 29 semester hours of seminary courses will count toward the 120 credit hours required for the bachelor's degree.
8. These same 29 semester hours will count toward the 84 credits required for the M.Div. degree.
9. Tuition will be charged at the undergraduate rate until the requirements for the bachelor's degree are completed. Credits earned after the completion of the bachelor's degree will be charged at the seminary rate.
10. Financial aid will be determined according to the undergraduate policy until completion of the bachelor's degree.
11. Undergraduate students must be in good academic standing in order to enroll in seminary classes.
12. Official acceptance to the seminary is based on application to the seminary by Dec. 1 of the year prior to seminary matriculation, updated letters of reference, and an acceptable undergraduate record.
13. Persons admitted to the 3/3 Program are eligible for either undergraduate or seminary housing.

3/2 PROGRAM (FIVE-YEAR B.A./M.A.M.C. DEGREE PROGRAM)

The University of Dubuque also offers a 3/2 program, an accelerated B.A./M.A.M.C. program, to qualified students. The same regulations pertain as in the 3/3 program, with the exception that students spend only two years in the seminary, and earn the M.A.M.C. degree instead of the M.Div. degree.

General 3/2 program information:
1. Applicants to the 3/2 Program may be required to take the ACT.
2. Applicants must apply to the undergraduate program while simultaneously applying to the seminary. After acceptance from the undergraduate admissions office the applicant is eligible for provisional acceptance to the seminary program. The application process is separate for each program.
3. Students may transfer no more than two years (64 semester hours) of undergraduate work and no seminary work to the 3/2 Program.
4. After the completion of at least 64 semester hours of undergraduate studies (which should include most core courses and major requirements) students in this program may begin taking certain seminary courses. However, undergraduate students may not enroll in more than 25 semester hours of seminary work before completion of the bachelor’s degree.

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

6. These same 25 semester hours will count toward the 48 credits required for the M.A.M.C. degree.

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

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

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

10. Official acceptance to the seminary is based on application to the seminary by Dec. 1 of the year prior to seminary matriculation, updated letters of reference, and an acceptable undergraduate record.

11. Persons admitted to the 3/2 Program are eligible for either undergraduate or seminary housing.
STUDENT CLASSIFICATIONS

Students in the M.Div. program are classified as juniors, middlers, or seniors. Juniors are those who have completed fewer than 28 semester hours. Middlers are those who have completed 28 to 55 semester hours. Seniors are those who have completed at least 56 semester hours.

Students in the M.A.M.C. program are classified as juniors or seniors. M.A.M.C. juniors are those who have completed fewer than 24 semester hours. M.A.M.C. Seniors are those who have completed at least 24 semester hours.

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

FACULTY ADVISORS

Upon matriculation to the M.Div. or M.A.M.C. degree program, each student is assigned a faculty advisor by the Associate Dean. Student preferences as to choice of advisor and proposed academic interests are taken into consideration. Students admitted to the college/seminary cooperative 3/3 or 3/2 program are assigned an undergraduate program advisor by the college at the time of matriculation. A seminary faculty advisor is assigned when the student matriculates in the seminary. After one year, a student may make a request for a different faculty advisor to be assigned by the Associate Dean.

U.D.T.S. faculty 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, especially within the advisor’s group of advisees, and seeks to encourage and facilitate the individual development of the student.

The advisor assists the student in translating vocations into educational goals and programs, engaging in self-evaluation, and cultivating the ability to recognize strengths.

REGISTRATION

All students register for classes online, following a consultation with their faculty advisor. MYUD, which is accessed through the university website, enables students to register for classes, make schedule changes, and check course grades. While the student/advisor consultation is an important part of this process, the student is ultimately responsible for making certain he/she has 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.

New students register for courses during orientation. Returning students must register for the following semester’s courses during the announced registration period. Students who fail to register during this period will incur a late registration fee of $50.

CROSS-REGISTRATION

Students who are registered for U.D.T.S. residential degree programs have the option of cross-registering for courses offered by Wartburg Theological Seminary, up to a maximum of 6 credit hours per semester. With the approval of the Dean, residential students may also register for graduate courses at the University of Dubuque. With the approval of their advisor and the Dean of the Seminary, residential 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 U.D.T.S. program. In such an instance, the Committee will require the professor of the undergraduate course to submit a description of the ways course requirements will be augmented to meet graduate expectations.
DROPPING AND ADDING COURSES

In the fall and spring semesters, the drop/add period ends at 5 p.m. on the tenth day of classes. In August and J-Term intensive terms, the drop/add period ends at the end of the second day of the intensive. 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 following the registration period, provided the registration process has been completed.

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

If the dropping of classes reduces the student’s credit load below a full-time or half-time standing threshold, funding from federal sources may need to be returned to the funding agency.

MAXIMUM COURSE LOAD

Residential students are not ordinarily permitted to register for more than 14 credit hours per semester, 4 credit hours in January and 4 credit hours August intensives. Distance students are not ordinarily permitted to register for more than 7 credits per online semester and 4 credits for August and January intensives. An exception to this is the first year August intensive which requires 5 credits.

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

AUDIT POLICY

Residential and Distance M.Div. audit policy

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

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

Residential audit hours are not normally counted in calculating the tuition rate. Students who are enrolled for at least 9 credits can audit residential classes for free as long as the number of credit hours plus audit hours does not exceed 14 hours. Otherwise, the cost of auditing a course is one-half the regular part-time per credit hour rate. Failure to complete audit requirements will result in a W for the course.

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

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

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

Proficiency Credit
Proficiency credit is an option available to students who, independently of academic course structures, have learned material corresponding to a 500 level course in the Bible or History/Theology Divisions. Such students may request that the instructor who normally teaches the course evaluate their knowledge and, if it proves satisfactory, grant them credit for the course. Proficiency differs from advanced standing in that it results in credit granted by examination, for studies other than course work in an accredited seminary or graduate school (see Transfer Credit and Advanced Standing). To apply for proficiency credit, students must obtain a proficiency evaluation form from the Registrar’s office and complete the appropriate sections prior to taking the examination. Once the instructor has evaluated the student’s work, the proficiency credit is recorded on the student’s transcript by the registrar. Students must receive a grade of C or better on the proficiency exam in order to receive proficiency credit. The fee for receiving credit for a course by proficiency is ordinarily one-half of the current part-time per credit hour rate and must be paid before the test is administered.

Regardless of the grade earned on the exam, the grade will be recorded on a student’s transcript and affect the GPA. Maximum course load regulations do not apply to proficiency courses since the student does not register for such credit in the usual manner or within semester time limits.

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

Transfer Credit
Transfer credit may be granted for work done at other accredited seminaries, or in exceptional cases, graduate schools. Transfer credit is listed on the student’s transcript by course title, semester hours transferred, and grade. Only courses with a grade of C or better will be considered for credit. The statute of limitations for transfer credits is 10 years. Field education hours will be evaluated according to the number of units of field education completed at the previous seminary. The degree requirements of both U.D.T.S. and the previous seminary will be compared to determine the equivalent number of field education transfer hours. Field education transfer hours will be designated with CR (for credit) if a letter grade was given at the previous seminary. (Ordinarily, only one half of the Field Education requirements will be transferable.)

Transfer credit differs from advanced standing in that it results in the entering of semester hours on a student’s transcript; advanced standing does not affect semester-hour totals, but rather eliminates certain area or prerequisite requirements. Both transfer credit and advanced standing may be awarded for the same course (see Advanced Standing). Transfer credit differs from proficiency credit in that it is granted for regular course work; proficiency credit is for work completed in non-traditional ways, and requires a tuition payment and examination (see Proficiency Credit).
In the case of a student who has been granted a degree by another seminary, no more than one-half of the credits required for the prior degree will transfer to a U.D.T.S. degree program.

In no case shall a student in the M.Div. degree program at U.D.T.S. complete fewer than 28 semester hours at U.D.T.S., and no fewer than 24 semester hours in the M.A.M.C. degree program.

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

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

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

A contract for an individual study project, available at the Registrar’s Office, must be completed and signed by the student and the instructor, and approved by the Dean before registration may take place and work on the project may commence. Such a contract must be completed for each individual study project. Individual study projects are flexible in form and content. They may make use of a wide variety of academic pursuits, such as directed reading, in-depth research or field-based experimentation. Such projects are designated for a specific number of semester hours and may be pursued in either the fall or spring semester, in the January or August intensives, or in the summer. Although individualized, such projects are not independent, since they require faculty supervision and grading as well as prior approval from the Dean in order for the student to earn academic credit.

The initiative for an individual study project belongs to the student who has responsibility for identifying a seminary faculty member with relevant expertise who is willing to supervise the student’s work. The choice of topic belongs to the student. The number of academic credits, standards of performance, methods of evaluation and final grading are the prerogative of the faculty supervisor. All details concerning these matters are to be specified in advance as part of the proposal in the learning contract. The Dean will approve the contract only if the student’s proposal demonstrates that the number of semester hours to be awarded is comparable to that earned in regular listed courses of similar subject area and difficulty. A maximum of 12 semester hours may be earned in individual study projects during the student’s M.Div. course of study. A maximum of 6 semester hours, exclusive of the M.A.M.C. project, may be earned in individual student projects during a student’s M.A.M.C. course of study. Exceptions to these limits may be granted only by the Academic and Student Affairs Committee. The maximum number of individual study projects any faculty member may supervise during a given year is two. Individual study projects are considered as regular courses for registration purposes, and therefore must be completed by the last day of the term in which they have been registered, unless an extension has been granted by the Academic and Student Affairs Committee of the faculty. Individual study projects completed in the summer must be paid for as summer courses.

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

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

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

Modular Courses (or modules)
Although most U.D.T.S. courses are offered on a semester or August/January intensive calendar, some courses are offered on a modular basis. Modules may be short intensive courses of one or two-week duration or courses that meet periodically throughout the semester. Typically modules are valued at one- or two-semester hours.

GRADING
Grading System
U.D.T.S. 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 concretely and imaginatively. The responses are exciting. 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 piecemeal 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:

\[
\begin{align*}
A &= 4.00 \\
A- &= 3.67 \\
B+ &= 3.33 \\
B &= 3.00 \\
B- &= 2.67 \\
C+ &= 2.33 \\
C &= 2.00 \\
C- &= 1.67 \\
D+ &= 1.33 \\
D &= 1.00 \\
D- &= 0.67 \\
F &= 0
\end{align*}
\]

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, Spiritual Formation Groups, and Clinical Pastoral Education courses are graded according to the pass/fail system only.

Students pursuing their studies under the supervision of a church governing body, such as a presbytery or conference, are strongly urged to consult their supervising committee to determine whether a pass/fail grading system is acceptable, or whether letter grades are preferred.

Students on academic probation do not have the option of choosing pass/fail grading. A grade of I (incomplete) may be recorded...
only if the Academic and Student Affairs Committee of the faculty has granted an extension. At the conclusion of the extension, the Registrar will change the I (incomplete) grade to the appropriate letter grade or pass/fail designation.

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

At the conclusion of each course, the instructor reports either letter grades or pass/fail grades – as appropriate – to the Registrar, who enters the grades on student transcripts. In no case may a student appeal a final grade for a course beyond the fourth week of the following full semester (fall or spring).

EXTENSION OF COURSE REQUIREMENTS

It is the policy of the seminary that all course work for all students is due by the last day of the term or by the end of post-load in the case of August intensive or the January intensive, 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 of the faculty, through the Associate Dean.

Requests for extensions must be made at least one week before the end of the term, or by the end of the first week of post-load in the case of August or January, and must be submitted in accordance with the Academic and Student Affairs Committee form available in the Dean’s office or in the Associate Dean’s office. Such extension requests must state the specific unforeseen circumstances prompting the request. Mismanagement of time will not be considered as a valid mitigating circumstance. Both the student’s advisor and the course instructor must sign the request form; these indicate only that the advisor and instructor have seen the request, and do not represent endorsement of the extension request. Absent significant extenuating circumstances, all extensions that are granted will be with a reduction in grade.

Grade reductions for extensions will be assessed on the following scale:

Extensions of Two Weeks or Less – One letter grade
Extensions of Two Weeks or More – Two letter grades

Any student who requests two or more extensions for two consecutive semesters will be required to have a conversation with their advisor and the Dean or Associate 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.

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, August intensive is considered part of the fall semester and January intensive is considered part of the spring semester. Students on academic probation do not have the option of choosing pass/fail grading. Students who have attended colleges or universities that are not regionally accredited, or who have a marginal academic record, may be admitted on academic probation. Students who are on academic probation for two successive semesters may be dismissed from the seminary (see Dismissal below).

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

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

The Maximum allotted time to receive a Doctor of Ministry degree is five years from the point of matriculation. The time limit to receive a Master of Divinity degree is six years from the point of matriculation. The time limit to receive a Master of Arts in Missional Christianity is three years from the point of matriculation. Exemptions to these limits may only be granted upon petition to the Academic and Student Affairs Committee of the faculty, through the Associate Dean.

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 colloquia in the appropriate year and completing the doctoral project within two years. Because the D.Min. is taught in a cohort model, there is no allowance for a leave of absence.

Master of Divinity: Earning a minimum of nine credits per semester (with the exception of semesters during which a student has received a leave of absence). For purposes of Satisfactory Academic Progress, August intensive is considered part of the fall semester and January intensive is considered a part of spring semester.

Master of Arts in Missional Christianity: Earning a minimum of nine credits a semester (with the exception of semesters during which a student has received a leave of absence). For purposes of Satisfactory Academic Progress, August intensive is considered part of the fall semester and January intensive is considered a part of spring semester.

Dismissal

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

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

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

Enrollment

Maintaining an Enrolled Status

In order to continue their enrollment as students at U.D.T.S., students must either register for each semester or obtain a leave of absence (see Leave of Absence).

In the absence of such registration or approved leave or in the event that a student terminates an internship prematurely without approval of the seminary, status as a student will cease and the person will be considered as having withdrawn from the seminary (see Withdrawal from the Seminary).

Leave of Absence

Students who find it necessary to interrupt their seminary program must apply to the Dean for a leave of absence. Leaves of absence will be granted for a specified period of time, after which they may be extended upon the student’s request and at the discretion of the Dean. A leave of absence does not alter the time allotment for the various degree programs.
Students must either resume their studies by the end of the leave period or must obtain an extension; otherwise, they will be considered as having withdrawn from the seminary and will not be able to return without reapplying for admission. Failure to enroll either for the fall or the spring semester without first obtaining a leave of absence will be considered a withdrawal from the seminary (see Withdrawal from the Seminary).

**Excessive Absences**
Regular attendance is an expectation for graduate-level learning.

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

**WITHDRAWAL FROM THE SEMINARY**
Students permanently withdrawing from the seminary must submit a letter of withdrawal, and must have an exit interview with the Dean or the Associate Dean of the Seminary and the Dean of Financial Planning before leaving the campus. In emergencies or in cases where this is impossible, persons authorized to act for the student should notify the Dean of the situation.

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

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

**RESIDENCY REQUIREMENTS FOR DEGREE PROGRAMS**
These are outlined in the individual degree programs’ descriptions.

**COMMENCEMENT**
M.Div. and M.A.M.C. students may apply to graduate in either December or May, while D.Min. students graduate only in May. Graduation ceremonies take place only in May.

Students expecting to graduate in December must apply for graduation no later than October 15. Students expecting to graduate in May must apply for graduation no later than the last day of the January intensive. Failure to apply for graduation on time may prohibit graduation. Graduation application forms are available in the Registrar’s Office or online.

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 (four hours or less), if that course has received faculty approval for extension, and if the coursework is completed before the beginning of the following academic year. Students who complete their coursework in August (4 credits or less), may also apply to graduate nunc pro tunc. 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 not later than the last day of the January intensive.

Policies

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

Papers and assignments done in the theological seminary shall conform to this guideline. Papers and assignments having gender-biased language are unacceptable and shall be returned to the student for correction and, if applicable, a late penalty will apply. The seminary encourages all members of the community to be patient and encouraging with one another, as we all work toward the goal of language that reflects the unity and diversity of God’s people.

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

The seminary Sexual Harassment Policy, which applies to students, faculty, and staff, is published in the University of Dubuque Student Handbook.

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

Grievance Procedures
The seminary grievance procedures which apply to students, faculty, and staff are published in the University of Dubuque Student Handbook.
DOCTOR OF MINISTRY

DM 815/816D Seminar I (A & B)  
(5 credits each semester)  
An exploration of the theological and practical foundations for constructing a faithful vision for pastoral and church renewal.  
Instructor: Staff

DM 825/826D Seminar II (A & B)  
(5 credits each semester)  
Building on Seminar I, this course helps students develop skills necessary for analyzing and engaging contemporary culture in order to strengthen pastors and congregations for mission.  
Instructor: Staff

DM 835/836D Seminar III (A & B)  
(5 credits each semester)  
Building upon previous work, students focus on application and integration. A primary objective is to develop a project proposal.  
Instructor: Staff

DM 865/866D Project Phase A & B  
(5 credits each semester)  
Addressing a particular issue in ministry, students will offer new insights contributing to a greater pastoral effectiveness. This can be done either through the writing of a thesis or a Ministry Focus paper.  
Instructor: Staff

DM 867D Project Phase C  
(1 credit)  
A continuation of DM 865/866D as needed.  
Instructor: Staff

MASTER’S DEGREES

Key to Course Numbers
Each course number consists of a prefix (such as BI, HT, or MN), a three-digit course number and a one-letter suffix (D, T or W).  
The prefix refers to the curriculum division in which the course is offered:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI</td>
<td>Bible</td>
</tr>
<tr>
<td>HT</td>
<td>History/Theology</td>
</tr>
<tr>
<td>MN</td>
<td>Ministry</td>
</tr>
<tr>
<td>FE</td>
<td>Field Education</td>
</tr>
<tr>
<td>SPM</td>
<td>Supervised Practice of Ministry</td>
</tr>
<tr>
<td>IN</td>
<td>Integrative</td>
</tr>
</tbody>
</table>

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.

400/500 Level: Foundational classes open to upper level undergraduates and first year seminarians.

500 Level: First year seminary courses open only to seminary students.

600 Level: Courses designed for middler students.

700 Level: Courses designed for senior students.

Course Descriptions
The course descriptions below represent a listing of courses currently available at U.D.T.S. Courses may not be available in every instance precisely as described here. Full information on available courses at U.D.T.S. and Wartburg Seminary, including objectives, content and requirements, is posted each semester on the seminary Website. Courses offered at Wartburg Theological Seminary, are listed on their website.
BIBLE DIVISION

BI 003/004T New Testament Greek
(6 credits for U.D.T.S. students; fulfills the requirement of BI 402/502D, which is 3 credits)
Letter grade only
An introduction to New Testament Greek offered in a six week class during the summer. Class work and tutorial help are designed to prepare the student for exegetical work. Wartburg M.Div. students receive no credit for this course, which is a prerequisite for admission; U.D.T.S. students, however, may take it for six credit hours (see Schools of Theology in Dubuque Summer Language Program).
Instructor: Staff

BI 400/500D Introduction to Biblical Hebrew
(3 credits)
Prerequisites: none, letter grade or pass/fail
This course provides an introduction to the grammar, syntax, and vocabulary of biblical Hebrew. It is designed to facilitate the beginning stages of reading and exegesis in the Old Testament. This is an elective course that is required by certain denominations (please check with your governing body) but highly recommended for all students of Scripture.
Instructor: Amanda W. Benckhuysen, Matthew R. Schlimm

BI 402/502D Introduction to New Testament Greek
(3 credits)
Letter grade only
This course serves as an introduction to the grammar, syntax and vocabulary of New Testament Greek. Its goal is to facilitate reading and exegesis in the Greek New Testament.
Instructor: Annette B. Huizenga, Lyle D. Vander Broek

BI 411/511D Old Testament Introduction
(3 credits)
Letter grade only
This course serves as an introduction to the content, historical background, canon, theological and critical issues of the Old Testament. This course fulfills the M.Div. basic first-year requirement in Old Testament studies.
Instructor: Amanda Benckhuysen, Matthew R. Schlimm

BI 424/624D Old Testament Hebrew Exegesis
(3 credits)
Prerequisites: BI 400/500D and BI 411/511D
Letter grade or pass/fail
This course is a continuation of BI 400/500D, providing further instruction in the basics of biblical Hebrew. It also introduces students to the methods and practice of Hebrew exegesis of Old Testament texts. This course meets the requirements for Old Testament Exegesis in the M.Div. curriculum and is required by certain denominations (please check with your governing body).
Instructor: Amanda W. Benckhuysen, Matthew R. Schlimm

BI 450/550D New Testament Introduction
(3 credits)
Prerequisite: BI 411/511D
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: Annette B. Huizenga, Lyle D. Vander Broek

BI 450/550D Women and the Bible
(2 credits)
Prerequisites: BI411/511D; BI450/550 (or concurrently)
Letter grade or pass/fail
In this elective course, students will study a variety of biblical texts which contain female characters or use feminine imagery with the following goals: 1) to highlight the stories of some of the lesser-known women in Scripture; 2) to wrestle with texts that seem to diminish or marginalize women; and 3) to begin to develop a biblical theology of gender.
Instructor: Amanda W. Benckhuysen, Annette B. Huizenga
BI 621 The Prophets (Old Testament English Exegesis)  
Credits: 3  
Prerequisite: BI 411/511D  
Letter Grade (Pass/fail optional for those taking the course as an elective)  
This course will study books and key passages from the Latter Prophets. Particular attention will be given to exegetical method, literary artistry, and theological content. This course with a letter grade meets the requirements for Old Testament exegesis of the M.Div. curriculum. Biblical languages are welcome but not required.  
Instructor: Matthew R. Schlimm

BI 626 The Torah (Old Testament English Exegesis)  
Credits: 3  
Prerequisite: BI 411/511D  
Letter Grade (Pass/fail optional for those taking the course as an elective)  
This course will study books and key passages from the Torah. Particular attention will be given to exegetical method, literary artistry, and theological content. This course with a letter grade meets the requirements for Old Testament exegesis of the M.Div. curriculum. Biblical languages are welcome but not required.  
Instructor: Matthew R. Schlimm

BI 628D Genesis (Old Testament English Exegesis)  
(3 credits)  
Prerequisite: BI 411/511D  
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. Attention will also be paid to critical issues and methods, ancient Near Eastern parallels, and the history of scholarship. This course meets the requirement for Old Testament exegesis in the M.Div. curriculum.  
Instructors: Amanda W. Benckhuysen, Matthew R. Schlimm

BI 629D The Psalms (Old Testament English Exegesis)  
(3 credits)  
Prerequisite: BI 411/511D  
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. This course meets the Old Testament exegesis requirement in the M.Div. curriculum.  
Instructor: Amanda W. Benckhuysen

BI 631D The Book of Isaiah (Old Testament English exegesis)  
(3 credits)  
Prerequisite: BI 411/511D  
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. This course meets the Old Testament exegesis requirement in the M.DIV. curriculum.  
Instructor: Amanda W. Benckhuysen

BI 657D New Testament Exegesis  
(3 credits)  
Prerequisites: BI 402/502D, BI 450/550D  
Letter grade only  
Students are introduced to New Testament Greek texts (in the Gospels and/or Letters) and to the specific methods of exegesis designed to illumine their role in the church’s faith and witness. Format and organization of the course are based on the theory that the best way to learn exegesis is to apply the principles and methods through the discipline of weekly translation and discussion of the major interpretive issues.  
Instructors: Annette B. Huizenga, Lyle D. Vander Broek
BI 670D Letters Old and New (2 credits)
Prerequisites: BI411/511D, BI450/550D
Letter grade or pass/fail
How and why did the letter-form become popular as a means of Christian proclamation and teaching? Why does this popular form still materialize today as church newsletters and bishops’ encyclicals? This course traces the history of Christian letters beginning with those of Paul and continuing through the New Testament into the 2nd century. Subjects addressed: ancient epistolary theory, papyrus letters, philosophical letters, instructional purposes for letters, Christianity as a text-based faith, pseudonymous letters, and the publication of letter collections. Students are encouraged to reflect upon the function of letters in ministry contexts today.
   Instructor: Annette B. Huizenga

BI 672D Romans (3 credits)
Prerequisites: BI 402/502D, BI 450/550D, and BI 657D.
Letter grade or pass/fail
This course is an elective. A study of Paul’s letter to the Romans emphasizing the content and theology of the letter and in-depth exegesis of key passages. Of central importance is the relevance of Romans for the contemporary church.
   Instructor: Lyle D. Vander Broek

BI 695D Literary Forms in the New Testament (3 credits)
Prerequisites: BI 402/502D, BI 450/550D, BI 657D.
Participants will consider such NT literary forms as letter, diatribe, apocalyptic speech, hymns and confessions in Pauline writings, and aphorisms, parable, pronouncement stories, and miracle stories in the Gospels, in order to understand the relationship between literary form and meaning.
   Instructor: Lyle D. Vander Broek

BI 713D Biblical Ethics (2 credits)
Prerequisites: BI 400/500D, BI 403/503D, BI 411/511D, BI 450/550D
Letter grade or pass/fail for those taking the course as an elective
This course examines how the Bible guides its readers in patterns of ethical living. Attention is given to both the diverse materials of the Bible and the ways that the Bible may inform contemporary discussions of ethics. This course fulfills the biblical capstone requirement.
   Instructor: Matthew R. Schlimm

BI 717D The Old Testament and Paul’s Letters (2 credits)
Prerequisites: BI 402/502D, BI 411/511D, BI 450/550D, OT English or Hebrew exegesis, BI 657D
Letter grade only
This course explores the Old Testament foundations for Paul’s theology. What themes does Paul borrow from the Jewish Scriptures? What exegetical methods does he use? What is Paul’s understanding of “salvation history”? Special attention will be paid to Paul’s letter to the Romans as the prime example of his understanding of the relationship between God’s gift in Christ and the old covenant. This course fulfills the biblical capstone requirement.
   Instructor: Lyle D. Vander Broek

BI 774D Building Christian Community: The Interpretation and Application of 1 Corinthians (3 credits)
Prerequisites: BI 402/502D, BI 411/511D, BI 450/550D, and BI 657D.
Letter grade or pass/fail
Each unit of this course will carefully exegete a passage in I Corinthians and then consider its implications for community-building in the local church. There will be a strong emphasis upon the integration of the fields of Bible and Ministry. Attempts will be made to use outside resources (i.e. pastors and lay people) to help the class deal with community issues.
   Instructor: Lyle D. Vander Broek
BI 787D Families in the Early Christian World (3 credits)  
Prerequisites: BI 402/502D, BI 411/511D, BI 450/550D, BI 657D  
This elective course examines various New Testament passages (especially from the letters) that speak to family life in the Greco-Roman context. Among the social-historical topics to be addressed are slavery, marriage, sexuality and asceticism, child-rearing, and family economics, and how all these are utilized metaphorically by the letter-writers. Of special interest are the practical and theological intersections of households and house-churches. Throughout the course, we correlate our learnings with what we know about families and churches in our Western Christian culture.  
Instructor: Annette B. Huizenga

BI 699D Readings and Directed Research (3 credits)  
Individual study or research project on some aspect of Scripture with the approval and under the guidance of one of the instructors in the division.  
Instructor: Staff

BI 799D Readings and Directed Research (3 credits)  
Individual study or research project on some aspect of Scripture with the approval and under the guidance of one of the instructors in the division.  
Instructor: Staff

HISTORY/THEOLOGY DIVISION

HT 400/500D Early and Medieval Church History (3 credits)  
Letter grade only  
This course is the first half of the required two-semester survey of the history of Christianity. Its objective is to familiarize students with the history and teachings of the Christian Church from early in the second century to the beginning of the sixteenth century.  
Instructors: Elesha Coffman, Gary Neal Hansen

HT 402/502D Reformation and Modern Church History (3 credits)  
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.  
Instructors: Elesha Coffman, Gary Neal Hansen, Bradley Longfield

HT 421/502D United Methodist Studies: History (3 credits)  
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

HT 436/536 Historical Models of Christian Prayer  
Part 1: Doing the Work of God  
HT 437/537 Historical Models of Christian Prayer  
Part 2: Companions in the Way (1-2 credits)  
Each semester of this two-part course will explore five distinct approaches to Christian prayer, all of which have been influential in the history of the Church. Prayer is an elemental expression of faith in God, yet Christians are often dependent on very limited knowledge of what prayer is and how to pray. Pastors need to understand the breadth of Christian teaching on prayer in order to guide others effectively in their spiritual lives. Each model will be studied in primary source texts and through experiential practice.  
Instructor: Gary Neal Hansen
HT 440/540D Introduction to Christian Doctrine I: The Trinity, Revelation, Creation, Anthropology (3 credits)
Prerequisites: HT 500D and HT 502D, 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, Gary Neal Hansen

HT 524D History of Christianity in America (3 credits)
This course will investigate the history of Christianity in the United States by examining the major movements, individuals, institutions, and ideas that have shaped Christianity in the United States.
Instructors: Elesha Coffman, Bradley Longfield

HT 553D United Methodist Studies: Doctrine (3 credits)
Prerequisites: MN 553D United Methodist Polity or HT 521D United Methodist History
This course is a basic introduction to the doctrine of the United Methodist Church and the Wesleyan/Methodist theological heritage. HT 553D 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

HT 584D The Theology of C.S. Lewis (3 credits)
This seminar will explore the life and thought of C.S. Lewis, one of the most popular lay theologians of the twentieth century, by reading and discussing a variety of his works and key secondary sources.
Instructor: Bradley Longfield

HT 586D The Life and Theology of Martin Luther (3 credits)
Prerequisites: HT 402/502D or permission of the instructor
This seminar will explore the theology of Martin Luther in the context of his life. Martin Luther was the pivotal figure at the beginning of the Reformation, and one of the most influential theologians of all time. We will read from a variety of Luther’s works as well as modern biographical and theological studies. In the process we will encounter crucial issues of Luther’s theology firsthand and grapple with issues of our own faith.
Instructor: Gary Neal Hansen

HT 456/556D Introduction to Christian Doctrine II: Christology, Pneumatology, Ecclesiology, Eschatology (3 credits)
Prerequisites: HT 500D and HT 502D, 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, Gary Neal Hansen

HT 473/573D Church History in Film
(1 credit)
This seminar will examine the history of Christianity as it has been interpreted through the cinema. During each session we will view a film and then discuss it. Students will read on the genre of film and its use in education, as well as reading scholarly studies of the people and events we are seeing on the screen. Assignments will focus on the interpretation of events by the filmmakers and on the use of historical films in ministry.
Instructor: Gary Neal Hansen
HT 602D Women in Church History
(3 credits)
This seminar will explore the varied contributions of women to the life of the Church and the varied opinions about women in past ages. We will read a number of recent works on women, as well as selected primary sources. The seminar will focus on women in a particular period of history.
   Instructor: Elesha Coffman, Gary Neal Hansen

HT 603D Women in Mission
(3 credits)
This seminar will explore the role women have played in world mission and their particular contributions and experiences. Catholic and Protestant, foreign and domestic missionaries of the last three centuries will be examined with special attention given to women of the last two centuries, the context of their ministry within larger mission trends, and their own understanding of their call to missionary work.
   Instructor: Bonnie Sue Lewis

HT 612D/MN 612D The Ministerial Vocation
(3 credits)
This course is devoted to integrative theological reflection on the practice of ministry in dialogue with classical and contemporary writers. Students will work to develop a theological understanding of Christian ministry that can serve to order and integrate their course work in seminary, as well as provide a coherent theological framework for shaping and defining their work as pastors.
   Instructor: Gary Neal Hansen

HT 615D Presbyterian History and Confessions
(3 credits)
This course seeks to foster an engagement with the theology and ethos of the Reformed tradition. Our work will center around a study of the formative history of the Reformed movement, along with a survey of the Book of Confessions of the Presbyterian Church (U.S.A.). This course is highly recommended for Presbyterian students.
   Instructor: Staff

HT 631D Native American Christianity
(3 credits)
This seminar is an historical survey of the growth of Native American Christianity in the United States. It will examine the missionary goals and methods employed to missionize Native Americans, the various responses to missionization, and the development of vital and viable Native American Christian congregations. Particular focus will be upon Native American Presbyterians.
   Instructor: Bonnie Sue Lewis

HT 637D Mysticism
(3 credits)
This seminar will explore the development and theology of mysticism. Mysticism is one of the primary modes in which Christian theology has been practiced through the centuries, and many great theologians wrote both doctrinal and mystical works. It is also a fertile field of historical and theological scholarship and lay interest. We will examine the tradition through the lens of current scholarship, while spending most of our time reading and discussing primary texts important to the growth of mysticism.
   Instructor: Gary Neal Hansen

HT 664D The Person and Work of the Holy Spirit
(3 credits)
This course examines the biblical, historical, and contemporary development of the doctrine of the Holy Spirit. The course deals with the Person and Work of the Holy Spirit in creation, redemption, the Trinity, and Christian community, worship, ministry and mission. The orientation of this seminar is historical, focusing on the early Church’s teaching on the Holy Spirit, the contribution of the Reformation, the rise of the Pentecostal and charismatic movements of the past century, and contemporary conversation.
   Instructor: Elmer Colyer

HT 667D American Puritanism through Edwards
(3 credits)
In this seminar, we will examine the Puritan tradition in America by reading and discussing primary and secondary works concerning Puritanism, culminating with a more intensive look at writings by and about Jonathan Edwards.
   Instructor: Bradley Longfield
HT 671D The Theology of John Wesley  
(3 credits)  
Prerequisite: HT 521D & HD 653D  
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

HT 684D Evangelicalism and Fundamentalism in America  
(3 credits)  
This seminar will consider the development of evangelicalism and fundamentalism in America by reading and discussing a variety of significant primary and secondary sources.  
Instructor: Bradley Longfield

HT 685D Denominations and Denominationalism in America (3 credits)  
The reputed “decline” of mainline Protestantism in the past forty years has brought the issues of denominational identity and change to the fore. Through readings, discussions, and reports, this seminar will investigate the nature and history of denominationalism and selected denominations in America in order to develop a better understanding of the role of denominations in American religion.  
Instructor: Elesha Coffman, Bradley Longfield

HT 688D Christian Social Ethics  
(2 credits)  
This course will introduce students to major themes, approaches and issues in Christian ethics, with an emphasis on relating biblical Christian faith to contemporary social issues. Students taking this course will gain practical experience in ethical reason and analysis as well as exposure to a number of different approaches to ethical issues.  
Instructor: Staff

HT 714D Missionary Impulse  
(3 credits)  
This seminar explores the lives of half a dozen noted missionaries from various countries and eras to determine how they understand/understood their call to the “missio Dei” or mission of God, how that call is/was sustained, and its impact upon their ministries. We consider the nature of the missionary call, the spiritual gifts that enhance that call, and how best to equip the people of God to be about the mission of God.  
Instructor: Bonnie Sue Lewis

HT 725D Readings in Patristic Theology  
(3 credits)  
This course will focus on the writing and biography of one ancient church theologian of particular interest, seeking to make available to students the resources of the classical Christian tradition in the service of contemporary ministry. The particular figures studied will vary with different offerings of the course.  
Instructor: Staff

HT 734D Liberation and Feminist Theologies  
(3 credits)  
This course focuses on an appreciative reading of important liberation and feminist theological texts. The first third of the course deals with liberation theology. The remainder covers revolutionary, reformist and evangelical feminist theologies.  
Instructor: Elmer Colyer

HT 749D Augustine  
(3 credits)  
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 all of Western Christendom down to the present day. This seminar seeks to acquaint students with the major contours of Augustine’s life and work through a close reading of selected primary texts and biographical literature.  
Instructor: Staff
HT 757D Christianity and Islam  
(3 credits)  
This seminar will provide an introduction to the historical, cultural and religious background of Islam and its complex relationship with Christianity. It will examine a common heritage as “people of the Book,” as well as divergent understandings of that heritage by exploring Qur’anic and Christian texts. It will also seek to provide awareness of the multidimensional facets of Islam and how Christians can address the issues, approach Muslim neighbors, and seek common ground through building friendships with those who also are seeking to know and honor God.  
Instructor: Bonnie Sue Lewis

HT 769D The Trinitarian Theology of T.F. Torrance  
(3 credits)  
Prerequisite: HT 540D & HT 556D or permission of the instructor  
This course examines the theology of Thomas F. Torrance. Torrance was the most outstanding Reformed theologian in the Anglo-Saxon world in the twentieth century. This course provides students with an overview of Torrance’s theology and relates it to discipleship, character formation, the Church, and the practice of ministry.  
Instructor: Elmer Colyer

HT 773D The Theology of Karl Barth  
(3 credits)  
A survey of the Barthian literature – doctrine, exegetical, history of doctrine, political, homiletical and devotional: a digest of the contents of the thirteen volumes of the Church Dogmatics, followed by in-depth study of a selected volume of the Dogmatics or a particular doctrine.  
Instructor: Elmer Colyer

HT 775D The Theology of John Calvin  
(3 credits)  
Prerequisite: HT 400/500D or equivalents or permission of instructor  
This seminar will explore the theology of John Calvin through a reading of the *Institutes of the Christian Religion* and consideration of key secondary sources. This course is highly recommended for Presbyterian students.  
Instructors: Elesha Coffman, Gary Neal Hansen, Bradley Longfield

HT 785D The Finality of Christ in a Pluralistic World  
(3 credits)  
This course introduces students to the current debate about the finality of Christ in our religiously plural world. A variety of perspectives are considered including Protestant and Catholic, female and male, traditional and revisionist, from East and West, and First and Third Worlds.  
Instructor: Elmer Colyer

DIRECTED RESEARCH

HT 699D Readings and Directed Research  
(3 credits)  
Individual reading or a research project on some phase of history or theology, with the approval and under the guidance of one of the instructors in the division.  
Instructor: Staff

HT 799D Readings and Directed Research (advanced)  
(3 credits)  
Individual reading or a research project on an advanced level, with the approval and under the guidance of one of the instructors in the division.  
Instructor: Staff

MINISTRY DIVISION

MN 401/501D Foundations of Christian Worship  
(3 credits)  
Letter grade only  
This course serves as an introduction to the biblical and theological roots of worship, the history of worship in the Christian church, and the character and shape of corporate worship in particular congregations and traditions. Attention will be given to the place of sacraments, symbols, architecture and music in worship. Students will also be guided in the practice of liturgical leadership and will reflect on their roles as worship leaders.  
Instructor: Robert Hoch, Richard Shaffer, Timothy Slemmons
MN 409/509D Handbell Ringing  
(1/2 credit)  
This course provides students the opportunity to learn about and participate in handbell ringing through weekly rehearsals and occasional performances. Upon completion students will be able to read and perform beginning to intermediate handbell literature, and understand and perform proper ringing technique.  
Instructor: Staff

MN 411/511D U.D.T.S. Choir  
(1/2 credit)  
Objectives: 1) to provide choral music once a week for the U.D.T.S. chapel services; and 2) to give the participants experience in cantorial worship leadership, particularly in antiphonal Psalm singing.  
Instructor: Staff

MN 438/538D Planning and Leading Short-term Mission  
(2 credits)  
This course prepares students to develop ministries of short-term mission that are theologically grounded, culturally sensitive, tied to the ministry and mission of the wider church, and carried out by participants who are practically and spiritually well prepared. The course can be taken on its own, or as a prerequisite for participation in a seminary mission team.  
Instructor: Staff

MN 524D Conflict and Christian Community  
(2 credits)  
This course provides a framework for understanding the underlying causes of conflict in congregations. The correlation between types of change and conflict is discussed. Insights from family systems theory are introduced. You will assess the efficacy of your own personal response to different levels of conflict. You will learn ways that conflict can serve as a means of grace and spiritual deepening.  
Instructor: Staff

MN 530D Discipleship and Teaching  
(3 credits)  
Letter grade only  
This course introduces students to the teaching and discipling ministries of the church. It provides a biblical, theological, and practical foundation for the various educational and formational tasks of the local congregation. The focus is on the teaching office of the church as a means by which the gospel calls and shapes disciples in community. Emphasis is placed upon the key role of pastor and lay teachers and mentors. Students are given opportunity to practice basic skills in teaching and to develop a practical plan of aims, objectives and application for their leadership in the educational ministry of the church.  
Instructor: Staff

MN 545D American Baptist Polity  
(3 credits)  
This course explores the history of the Baptist movement as part of modern church history and the polity of that movement in its varied forms today. The course is specifically intended to comply with educational requirements of the American Baptist Churches, USA, but is open to any student within the Seminary interested in this strand of the Church. Historical materials will form a base for discussing theology, church structure, current issues and concerns, and more.  
Instructor: Staff

MN 548D Ministry and Money  
(3 credits)  
Money is one of the dominant forces in our society. The Christian response to the power of money is stewardship. Stewardship is also one of the primary Biblical images of faithful living. Clergy must both teach and model stewardship in their congregations. Finally, clergy are called upon to challenge Christian businesspeople to understand their work as an offering to God. This class will serve as an introduction to a number of ways in which this can be done with integrity.  
Instructors: Staff
MN 550D Christian Church (Disciples of Christ) Polity
(3 credits)
This course introduces and explores in detail the history and polity of the Disciples of Christ. Students currently within the Disciples of Christ tradition should consider this course as foundational. Historical, theological, administrative, biblical, and ecumenical issues are explored. Further, current concerns in mission and ministry at the national, regional, and local levels are discussed.

Instructor: Staff

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

Instructor: Staff

MN 555D The Polity and Program of the Presbyterian Church (U.S.A.) (3 credits)
This is a course in the principles and practices of the polity of the Presbyterian Church (U.S.A.). 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 (U.S.A.), 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: Alyson Janke, Scott Nesbitt

MN 564D Theological and Biblical Research Methods
(1 credit)
Students learn basic research techniques that help them succeed in seminary; exploring research tools such as library catalogs, electronic databases, and print and online reference works. Students create a bibliography in University of Chicago (Turabian) format.

Instructor: Mary Anne Knefel

MN 568D United Church of Christ Polity
(3 credits)
This course introduces and explores the history, theology, polity, organization, and mission of the United Church of Christ. We will begin with a detailed look at the Evangelical, Reformed, Christian, and Congregational traditions. We will examine polity and ministry in the local church, in the association, in the conference, in the General Synod, and in the national church. The practice of ministry in the local U.C.C. congregation and requirements for ordination will be discussed.

Instructor: Kenneth Bickel

MN 600D Foundations of Preaching
(3 credits)
Letter grade only
This course will lay the foundation for the practice of preaching in the church. It will strengthen the students’ development of homiletical methods that include reflecting on biblical texts and theological themes, understanding the preaching context, and forming and delivering sermons that communicate orally and aurally. Students will preach in class and respond to colleagues’ sermons with a view toward building skills in pastoral sensitivity and critical listening.

Instructors: Robert Hoch, Timothy Slemmons

MN 605D Spirit and Truth: the Pastor as Liturgist
(3 credits)
This course, which builds on Foundations of Christian Worship (MN 401/501), aims to develop the student’s ability to apply scriptural and theological (particularly doxological and eschatological) criteria to the task of planning and providing for worship that is both spiritually vibrant and truly faithful. The liturgical role of the pastor and the network of pastoral relationships that are essential for effectively planning Christian worship that is simultaneously glorious and enjoyable will be considered in depth, specifically as matters of tradition and culture, essential elements and matters of preference (adiaphora), vie for the attention and priority of those charged with responsibility and accountability for worship. An awareness of the need to balance matters of shared responsibility and the proper use of authority and care in matters assigned to the pastor alone will be cultivated and practiced.

Instructor: Timothy Slemmons
MN 606D The Mystery of Marriage
(3 credits)
This course will introduce various types of premarital and marital counseling appropriate for most practitioners of pastoral care. This class will be grounded in a theology of marriage. Course objectives include: to understand the relationship between theological anthropology and marriage; to articulate biblical, historical and theological foundations of marriage; to understand human sexuality as an expression of relationality; and to examine and critique models for premarital and marital counseling.

Instructor: Staff

MN 611D The Ministry of Leadership
(3 credits)
This course will examine biblical, historical, and contemporary models of leadership with the goal of preparing pastors and congregational leaders to develop a clear theology of leadership grounded in vision, shared power, and spiritual gifts. Students will examine theories of leadership using reflection and self-inventory in order to determine one’s own style and development as a leader, to become alert to the abuses of power within congregations, to become familiar with dynamics of leadership in different congregational settings, and to discover resources for the leadership development and training of pastors, staff, and lay leaders.

Instructor: Staff

MN 612D/HT 612D The Ministerial Vocation
(3 credits)
This course is devoted to integrative theological reflection on the practice of ministry in dialogue with classical and contemporary writers. Students will work to develop a theological understanding of Christian ministry that can serve to order and integrate their course work in seminary, as well as provide a coherent theological framework for shaping and defining their work as pastors.

Instructor: Gary Neal Hansen

MN 613D Tools for Church Revitalization
(2 credits)
This course will examine the context of the crisis of decline facing mainline denominations in the United States and introduce tools that can help congregations rediscover core commitments and move from maintenance to mission.

Instructor: Staff

MN614 Proclaiming the Cross
(2 or 3 credits)
The cross is central to Christian proclamation: it is at the heart of the gospel stories about Jesus; it is central to Paul’s kerygma; it is historically and often architecturally central to the life of the local church; and for much of the world outside of the church, the cross is the signature of the Christian faith. Despite its prominence, the cross is often reduced, sometimes seen as little more than a memorable symbol or it is discarded as a dangerous symbol of abuse, or, alternatively, it is reduced to a soteriological “get out of jail” card. Against these tendencies, this course makes the case that faithful preaching must wrestle more constructively with the witness of the cross for church and world. To that end, this course introduces students to a spectrum of readings of the cross in order to develop a theology of proclamation that is further integrated with the practice of preaching.

Instructor: Robert Hoch

MN 616D The Use of the Psalms
in Christian Worship
(2 or 3 credits)
This course explores the full breadth of the psalms in their various genres and functions; the history of their liturgical use in ancient Israel, and in the early, medieval, Reformation and modern eras; and the practical possibilities for using the psalms more broadly and effectively in worship today, including preaching the psalms.

Instructor: Timothy Slemmons

MN 626D Creative Models for Worship
(2 credits)
Prerequisite: MN 401/501D
This elective seminar course builds on Foundations of Worship in equipping students to enrich worship through the use of diverse resources, the gifts of the congregation, and a collaborative approach to planning. In a seminar format students will engage in study, discussion, planning, and evaluation of services of worship.

Instructor: Beth McCaw
MN 627D Women and Preaching  
(3 credits)  
Prerequisite: MN 640D  
Letter grade only  
This course will explore the history and current reality of women as preachers. Students will examine the experience and impact of women preachers, their particular contributions to preaching enterprise and the challenges they face.  
Instructor: Staff

MN 632D Preaching from the Old Testament  
(3 credits)  
Prerequisite: MN 540D  
This is an advanced course in preaching and builds on skills and knowledge acquired in Foundations of Preaching (MN 640D). Students will undertake a study of one book from the Old Testament for the purposes of proclamation. In more general terms, students will be introduced to specific issues of biblical and theological interpretation that attend preaching from the Old Testament. In addition, students will also be asked to listen to and dialogue with pastors and scholars who are distinguished in the fields of preaching and homiletics and articulate a more nuanced vision of the preaching life.  
Instructors: Robert Hoch, Timothy Slemmons

MN 633D Preaching from New Testament Books  
(3 credits)  
Prerequisite: MN 540D  
This is an advanced course in preaching and builds on skills and knowledge acquired in Foundations of Preaching (MN 640D). Students will undertake a study of one book from the New Testament for the purposes of proclamation. Along the way, students will be asked to listen to and dialogue with pastors and scholars who are distinguished in the fields of preaching and homiletics. Students will interact with readings, lectures, peers, and other materials as they continue to develop an integrative knowledge of the theology and practice of preaching.  
Instructors: Robert Hoch, Timothy Slemmons

MN 642D Expository Preaching  
(2 credits)  
Prerequisite: MN 540D  
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

MN 643D The Liturgical Year  
(3 credits)  
Prerequisites: MN 401/501  
This course seeks to 1) retrace and expose key historical and theological developments in the evolution of the Christian Year, including its roots in the feasts of Israel; 2) give thematic consideration to the major seasons of the liturgical year; 3) critically evaluate the strengths and liabilities of using the Revised Common Lectionary for worship planning and preaching; 4) explore fruitful avenues of supplementing the limited scriptural diet of lectionary-based churches with a view to the spiritual formation of congregations; and 5) restore the entirety of the scriptural canon and the theological encyclopedia to full functionality in the planning of prophetic, programmatic preaching and vital, eschatological worship, mitigating the effect of vain repetition and merely temporal observances (Gal 3:10) that undermine the church’s spiritual vitality, witness, and mission.  
Instructor: Timothy Slemmons
MN 661D Pastoral Administration (3 credits)
This course explores the nature and purpose of Pastoral Administration focusing on administration as a gift of the Holy Spirit given for the common good of the church. Special emphasis will be placed on the Pastoral Administrator’s identity and role as steward of the gifts within a congregation; a systems approach to understanding the forces and functions within a congregation; and the interactive relationship between congregations and their environments. Students will cultivate individual skills, gifts, and temperaments in church administration with an emphasis on empowering lay persons and creating a healthy church culture.

Instructor: Staff

MN 672D Foundations of Pastoral Care (3 credits)
Letter grade only
An introduction to the caring aspects of pastoral ministry, including biblical and theological foundations of care, the development of pastoral identity, various models of care, and varieties of essential pastoral communication skills necessary for entering diverse situations of crisis and need.

Instructor: Beth McCaw

MN 680D Clinical Pastoral Education (1 or 2 credits)
An interfaith professional education for ministry conducted in a certified center under the supervision of a chaplain supervisor accredited by the Association for Clinical Pastoral Education (C.P.E.). Students may elect to have C.P.E. considered for field education credit instead of ministry elective hours. Students register for 1 credit if completing C.P.E. on an extended part-time basis during spring and fall semesters; register for 2 credits for a summer unit. Upon completion, students are required to submit a copy of their CPE completion certificate to the Field Education office. If taken in the summer, it must be paid for as a summer course.

Coordinator: Staff

MN 709 Worship in the Reformed Tradition (3 credits)
This course will introduce students to the history and theology of worship in the Reformed tradition. Special emphasis will be placed on the current worship practices of the Presbyterian Church (U.S.A.), 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

MN 716D The Forgiveness of Sins (3 credits)
This course seeks to examine the central position of the forgiveness of sins in pastoral ministry. Utilizing Biblical, theological, historical and psychological resources, students will gain a better understanding of what Eduard Thurneysen refers to as the “basis of pastoral care.” Students will then focus upon caring skills in order to encourage the receiving and offering of forgiveness. Finally, students will be encouraged to examine the pastoral image of Confessor and to develop a model of ministry which helps the congregation reclaim the “Office of the Keys.”

Instructor: Staff

MN 739D Preaching and the Public Square (2 or 3 credits)
Prerequisite: MN 540D
Letter grade or pass/fail
This course explores the relationship between preaching and the public square in North America. To that end, students will be introduced to the social and theological spaces in which preaching takes place. Readings, guest speakers, and lectures will contribute to developing greater knowledge about the place of the pulpit in the public square. Moreover, students will be introduced to theological and hermeneutical strategies for preaching in times of crisis and on topics of social import. These conversations will contribute to sermons preached in class as students attempt to integrate theology and practice around the question of preaching and the public square.

Instructor: Robert Hoch
MN 774D Preaching the Passion
(1 or 2 credits)
Prerequisites: MN 540D
This advanced course in preaching, which builds on the skills and knowledge acquired in Foundations of Preaching (MN 540D), examines the unique literary character of, and the Christological considerations involved in preaching from the passion narratives. How might the preacher better expound and proclaim the vital significance of the two longest and most complex narratives in each of the gospels? This course invites the preacher to consider and correct a major lacuna in lectionary preaching, and to proclaim the gospel from the perspective of Christ's redemptive suffering on the cross.
Instructor: Timothy Slemmons

DIRECTED RESEARCH

MN 699D Readings and Directed Research
(1-3 credits)
Individual reading or a research project on a topic within the ministry division, with the approval and under the guidance of one of the instructors in the division.
Instructor: Staff

MN 799D Readings and Directed Research
(1-3 credits)
Individual reading or a research project on a topic within the ministry division, with the approval and under the guidance of one of the instructors in the division.
Instructor: Staff

INTEGRATIVE/INTEGRATED COURSES

IN 521D, IN 522D, IN 722D Spiritual Formation Group
(1 credit)
Pass/fail only
In small groups of eight to ten, students will meet weekly with a faculty member for the purpose of prayer and spiritual formation. They will covenant together to practice individual and corporate spiritual disciplines, combining reading with experiential practice. They will seek to inhabit, personally and communally, the primary vision of our seminary, namely, to unify a life of prayer, study and service.
Instructor: Staff

IN 581D Theology of Mission and Evangelism
(3 credits)
Letter grade only
This course examines the contextual nature of the Church’s life in mission and evangelism. It seeks to rethink Mission and Evangelism, seeing them both as part of the essence of the Church and of every local congregation. Beginning with the Triune God as a missionary God, this course will focus on changing paradigms of mission and its influence on how we do evangelism in today's post-modern, post-Christendom, pluralistic society. Thus, evangelism and mission are grounded in a missiological ecclesiology. This required course is part of the Evangelism/Mission sequence.
Instructor: Bonnie Sue Lewis

IN 782D Evangelism and Mission in Context
(3 credits)
Letter grade only; additional fee required
No matter where one does ministry, the shape of that location (context) shapes the form of evangelistic and social mission outreach that is appropriate, effective, and faithful. It is difficult to love people or to worship with them in a vacuum. This course will employ an immersion trip – to a Native American site, a rural location, or an urban center – as well as classroom sessions to help students develop an initial skill at reading contexts for congregational ministry. Building on a theological foundation, it will also ask how context enters into the marrow of evangelism and mission for the location visited. This required course is part of the Evangelism/Mission sequence. Seniors will have priority in registration.
Instructors: Richard Shaffer, Bonnie Sue Lewis, Annette Huizenga

IN 783D The Missional Church
(2 credits)
Letter grade only
The church not in mission is not the church. This course will evaluate the key themes involved in the first two courses with an emphasis on implementing a missional church. It will focus on the calling, preparation, and “continuing conversion” of the local church required to participate in the “missio Dei,” whether it is the small or multi-staffed church, the rural or urban parish. This required course is part of the Evangelism/Mission sequence.
Instructor: Bonnie Sue Lewis
IN 784D Missional Christianity  
(2 credits)  
Meets core requirement for M.A.M.C.  
Letter grade only  
This course provides an overview of Christian discipleship and witness in the world that is grounded in God’s mission. From a study of the Biblical story that is foundational to an understanding of the work of the Triune God, to a study of challenges and opportunities of mission and evangelism in every part of the world, the student will gain a greater appreciation of the breadth of God’s mission and the ways that the global church is called to embrace it’s missional identity and participate in that mission.  
Instructor: Bonnie Sue Lewis

FIELD EDUCATION COURSES

FE 601D Essential Functions of the Pastor  
(1 credit)  
This integrative seminar incorporates issues encountered in students’ S.P.M. settings while teaching the basic skills for pastoral ministry, e.g., how to conduct weddings, funerals, baptisms, serve Holy Communion, and engage in home visitation.  
Instructor: Staff

FE 602D Understanding Context and Change in the Church  
(1 credit)  
Part of the time in this integrative seminar will be devoted to issues arising from students’ S.P.M. settings. Another part of each class session will focus on analyzing ministry context, understanding dynamics that influence the ways that congregations behave, and learning about processes that can lead to constructive change.  
Instructor: Staff

FE 603D Clergy Ethics  
(1 credit)  
Part of the time in this integrative seminar will be devoted to issues arising from students’ S.P.M. settings. Another part of each class session will focus on developing an awareness of ethical issues that arise in the pastoral vocation, in particular, the pitfalls and temptations associated with money, sex, and the abuses of power.  
Instructor: Staff

FE 604D Discovering the Power of the Spoken Word  
(1 credit)  
Part of the time in this integrative seminar will be devoted to issues arising from students’ S.P.M. settings. Another part of each class session will focus on the essentials of public speaking and communication, especially in the context of worship.  
Instructor: Staff

SUPERVISED PRACTICE OF MINISTRY (S.P.M.) AND FIELD EDUCATION (F.E.) COURSES

M.Div. students are required to complete four credits of Supervised Practice of Ministry (S.P.M.) and all four Field Education (F.E.) classes to qualify for graduation. M.Div. students may enroll in S.P.M. only after completion of one year of seminary.  
M.A.M.C. students are required to complete two credits of Supervised Practice of Ministry and two Field Education courses: FE 602 and FE 605.  
Most students fulfill their Supervised Practice of Ministry requirements at field placements during the fall and spring semesters. Other options are possible: Clinical Pastoral Education (C.P.E.) for S.P.M. credit, full-time summer S.P.M. placements and longer full-time internships are also available. Normally at least two credits of Supervised Practice must be completed in a congregational setting for the M.Div.  
In order to be considered for S.P.M. credit, all placements must be approved in advance by the Director of Church Relations and Field Education. In addition all students must complete a background check prior to beginning S.P.M. Guidelines for compensation, supervision and position descriptions are posted on the Field Education portion of the Seminary website.
FE 605D Christian Witness in a Changing Culture (1 credit)
A brief survey of several global religions emerging in North America, with discussions focused on how to proclaim the Gospel faithfully and effectively in the midst of such religious diversity.
Instructor: Staff

PREREQUISITE FOR REGISTERING FOR S.P.M.: COMPLETION OF ONE YEAR OF SEMINARY.

SPM 671D Supervised Practice of Ministry (1 credit)
Students register for this course if completing S.P.M. on a part-time basis.

SPM 672D Supervised Practice of Ministry (2 credits)
Two credits are awarded for a full-time (300-400 contact hours) Supervised Practice of Ministry experience during the academic semesters or the summer. Summer registrations must be paid for as a summer course.

SPM 681D Clinical Pastoral Education (C.P.E.) for S.P.M. Credit (1 credit)
An interfaith professional education for ministry conducted in a certified center under the supervision of a chaplain supervisor accredited by the Association for Clinical Pastoral Education. Students register for one credit if completing C.P.E. on an extended part-time basis during spring and fall semesters. No S.P.M. documentation is required for C.P.E. However, submission of a copy of the C.P.E. completion certificate to the Field Education office is required to receive S.P.M. credit. Students may elect to have C.P.E. considered for elective ministry hours instead of S.P.M. credit.

SPM 682 Clinical Pastoral Education (C.P.E.) for S.P.M. Credit (2 credits)
An interfaith professional education for ministry conducted in a certified center under the supervision of a chaplain supervisor accredited by the Association for Clinical Pastoral Education. Students register for two credits if the C.P.E. is completed during one semester or over the summer. No S.P.M. documentation is required for C.P.E. However, submission of a copy of the C.P.E. completion certificate to the Field Education office is required to receive S.P.M. credit. Students may elect to have C.P.E. considered for elective ministry hours instead of S.P.M. credit.

WARTBURG THEOLOGICAL SEMINARY

The University of Dubuque Theological Seminary and Wartburg Theological Seminary are located less than a mile from each other. Cross-registration, available to residential students of each seminary, is a frequently exercised option at no extra charge.

For current offerings, please visit the Wartburg Theological Seminary Website at http://wartburgseminary.edu/, and click on Future Students, then Catalog.
FINANCIAL AID AND SCHOLARSHIPS
FINANCIAL AID

The purpose of financial aid to students at University of Dubuque Theological Seminary is to assist Master of Divinity (M.Div.) and Master of Arts in Missional Christianity (M.A.M.C.) students in their educational preparation for ministry. This is done by providing need-based grants, fellowships, and loans to our eligible full-time residential students and some modest grants to distance students. Most of our full-time residential students receive need-based tuition grants. U.D.T.S. grants for M.Div. and M.A.M.C. students are ordinarily limited to those who can provide evidence of endorsement of their studies by their denomination. These grants are subject to availability of funds at the seminary and financial need of the student. Institutional grant aid for residential students is limited to six semesters.

SCHOLARSHIPS

The U.D.T.S. Presidential Scholarship, the Rural/Small Church Ministry Scholarship, and the Wendt Character Scholarship applications are available in the admissions office or online.

Presidential scholarship

This scholarship recognizes an applicant’s academic ability and commitment to the life and mission of the church. The Presidential Scholarship is a merit scholarship awarded annually to a limited number of newly admitted individuals planning to enter the seminary’s residential M.Div. degree program. Not based on financial need, this scholarship is awarded on the basis of an entering student’s academic ability and demonstration of exceptional promise for ordained ministry. The award covers the full amount of tuition and fees, single room and board, if living on campus, and is renewable for the second and third years of the Master of Divinity program, conditional on maintaining a full-time status and grade point average of 3.5 or higher.

Criteria the selection committee uses in naming recipient(s) of the Presidential Scholarship are:

- achievement in undergraduate and graduate academic programs
- evidence of a strong commitment to the Church and its mission

Rural/small church ministry scholarship

Recognizing our commitment to prepare women and men for ministry in the small or rural church, this scholarship supports residential students who are committed to beginning their ministry in a small or rural church. The amount of this grant is full tuition. The grant is renewable for up to 2 years provided the student maintains a 3.0 average and full-time status.

Criteria which the selection committee uses in naming recipient(s) of the scholarship are:

- evidence of a strong commitment to the rural/small church
- evidence of active Christian faith and practice
- and citizenship of or permanent resident status in the United States

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.
Native American Scholarships
Out of our commitment to prepare Native American pastoral leadership, U.D.T.S. offers scholarships through the Native American Program to qualified Native American Presbyterian students preparing for lay or ordained ministry.

International Student Scholarships
U.D.T.S. may provide scholarship aid to international students who have completed the M.Div., post-graduate B.D., or equivalent, and who are interested in the one-year Certificate of Study program at U.D.T.S., or are nominated as an exchange student in a non-USA seminary.

Students must have denominational endorsement and demonstrate adequate ability in written and spoken English. A TOEFL (Test of English as a Foreign Language) score of at least 220 (computer-based scoring), 550 (paper-based scoring), or 80 (Internet-based scoring) with a minimum of 19 reading, 19 writing, 21 listening, 21 speaking, is required.

First consideration for scholarships is given to ordained ministers or theological seminary students or instructors who have not previously studied in the United States, and who plan to return to service in their home country following their studies in the United States. These scholarships are for one year and are not renewable.

FINANCIAL AID

Application Procedures for Financial Aid
To assist the seminary in establishing individual levels of financial need, students seeking financial aid must submit a completed financial aid application in the spring of each year. The financial aid application is the Free Application for Federal Student Aid (FAFSA) of the Federal Student Aid Program. The application can be completed on-line at www.fafsa.gov. If a paper application is needed, please contact the Office of Student Financial Planning at the University. A personal consultation with the Dean of Financial Planning is required. 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.

TYPICAL ANNUAL COSTS, FULL-TIME

At the time of publication estimated annual residential costs for a Master’s degree student are as follows:

Tuition: $14,000.00
(9-14 credit hours per semester)
Student Fee: $990.00
Books (estimated): $1,000.00

Total (tuition, fees, books): $15,990.00

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

FULL-TIME STUDENT TUITION AND FEES 2013-2015

Residential M.Div. and M.A.M.C.

Tuition:
- 9-14 credit hours: $7,000.00 (per semester)
- Under 9 credit hours: $615.00 (per hour)
- Hours above 14: $615.00 (per hour)
- January intensive: $615.00* (per hour)
- Audit fee, official: $307.50 (per hour)
- Proficiency: $307.50 (per hour)
- Off-campus summer S.P.M./C.P.E. (per hour): $307.50**

* January intensive tuition will be waived for students who have registered for at least nine hours in the fall semester and are registered for at least nine hours in the following spring semester.

** This off-campus summer rate applies to Supervised Practice of Ministry and Clinical Pastoral Education courses (or other such courses) where U.D.T.S. facilities and regular faculty are not the primary instructional resource.
### Fees:

- **Student Fees**: $495.00  
  *(per semester)*
- **Parking**: $75.00
- **Application Fee**: $30.00  
  *(non-refundable)*
- **Enrollment Confirmation Fee**: $100.00  
  *(non-refundable)*
- **Housing Confirmation**: $100.00  
  *(non-refundable)*
- **Graduation Fee**: $60.00  
  *(one-time fee: senior year)*
- **Official Transcript Fee**: $5.00  
  *(first one free)*

### Distance tuition and fees M.Div. and M.A.M.C.

**Tuition:**
- **Per credit hour tuition**: $615.00  
  *(Full time: 18-22 credits per year)*
- **Books & supplies**: $1,000.00  
  *(per year estimated)*

**Fees:**
- **Application Fee**: $30.00
- **Enrollment Confirmation Fee**: $500.00  
  *(applied to first semester tuition)*
- **Housing & Meal Plan**: $1,000.00  
  *(per residency estimated)*
- **Student Fees**: $155.00  
  *(per semester)*
- **Graduation Fee**: $60.00
- **Transcript Fee**: $5.00  
  *(first one free)*

**Residential Board:**
- **19 meals per week plan**: $2,175.00  
  *(per semester)*
- **14 meals per week plan**: $2,050.00  
  *(per semester)*
- **10 meals per week plan**: $1,825.00  
  *(per semester)*
- **5 meals per week plan**: $700.00  
  *(per semester)*

**Residential Room:**
- **Single Furnished room in Townhouse**: $3,255.00  
  *(per semester)*
- **Townhouse (with utilities)**: $1,200.00  
  *(3 bedrooms, per month)*
- **Townhouse (with utilities)**: $1,090.00  
  *(12 month contract per month)*

**Deposit (townhouse/one month’s rent)**: $900.00

*Pet Deposit*** two month’s rent  
***Pets are not permitted in residence halls.*

Residents of Townhouses may apply to have pets, will be charged a pet deposit to cover possible damage, and will be allowed pets only in ‘pet friendly’ units as available.

### Doctor of Ministry Tuition and Fees:

- **Annual Tuition**: $3,600.00
- **Application Fee**: $50.00  
  *(non-refundable)*
- **Transcript Evaluation**: $20.00
- **Tuition Deposit Fee**: $200.00
- **Continuation Fee**: $550.00  
  *(per year for students beyond the third year)*
- **Doctoral Project Fee**: $850.00  
  *(payable at the end of third seminar)*
- **Dissertation Binding and Microfilming Fee**: $125.00
- **Graduation Fee**: $100.00  
  *(robe rental and hood)*

### PAYMENT OF FEES

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

### General Notes

The cost of books is not covered by fees. All room and board charges are subject to change. Room contracts for residential students are effective for the dates on the lease. Summer room contracts are available. In the case of withdrawal from residence on campus, room charges will be pro-rated. No refunds will be granted for board charges. Notice of withdrawal from residence must be given in writing to the Housing Office. Students departing at the end of the fall semester or the January intensive, or entering either at the beginning of the January intensive or of the spring semester, pay the semester room rate.

On campus housing, when available, is also provided for distance and D.Min. students during the residency periods. Specific housing rates for these periods can be obtained from the Seminary Admissions Office.
Audit hours are not counted in calculating the tuition rate. However residential students who are enrolled for at least nine credits can audit classes for free as long as the number of credit hours plus audit hours do not exceed 14 hours.

One critical aspect to student success is dedicated time with faculty, staff, and other students. This is most effectively achieved when distance students live and learn in a cohort setting. Accordingly, distance students are expected to utilize the accommodations provided. Meal plans are also required for the first intensive for first-year students but optional for returning students.

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

Presbyterian Church (USA) students registered with their presbyteries as inquirers are eligible to enroll in the medical insurance portion of the denominational benefits plan, provided that they are also enrolled in the seminary on a full-time basis (at least 9 hours per semester).

Immunization
Admitted students will be able to register for classes only if the University immunization form has been completed and returned with a copy of vaccination records. Every student enrolling at the University of Dubuque is required to show proof of 2 MMR Vaccinations or verification that they have titres or have had the diseases. We encourage you to learn more about meningitis, hepatitis, and these optional but recommended vaccines by contacting your health care provider. A vaccine is available that protects against four types of the bacteria that cause meningitis in the United States – types A, C, Y and W-135. The Hepatitis B series vaccination is not a requirement, but is recommended. Hepatitis B is 100 times more infectious than HIV and members of the same household can become infected by sharing personal items.

REFUNDS
Tuition Payments
The University of Dubuque Institutional Refund Policy is only for students who withdraw from all classes and leave the university. The policy does not apply to a student who withholds from some courses but continues to be enrolled in other courses. If a student withdraws from a class after the add-drop date, a W will be received through the last day to withdraw from the class and no refund will be given. Students who withdraw on or before the 60% point of the enrollment period and are receiving federal, state, and/or institutional financial aid, are subject to a pro rata refund determined by the number of calendar days in the payment period or period of enrollment divided into the number of calendar days completed as of the day the student withdrew.

The Withdrawal Date is (A) the date the student began the official withdrawal process; (B) the date that the student otherwise provided official notification to the University of Dubuque of the intent to withdraw; or (C) if the student did not begin the withdrawal process or otherwise notify the University of Dubuque of the intent to withdraw, the midpoint of the payment period for which assistance was disbursed or a later date documented by the University of Dubuque.

Special rule: If the University of Dubuque determines that a student did not begin the withdrawal process or otherwise notify the institution of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student’s control, the University of Dubuque may determine the appropriate withdrawal date.

Return of unearned federal financial aid program funds will be made in the following order:
- Unsubsidized Stafford Loans
- Perkins Loans
- Federal Grad Plus Loans
- Other Title IV assistance

Return of unearned institutional financial aid program funds will be limited by the total charges after refund calculation:
- Institutional Loans
Tuition for Modules, Summer, August and January Intensive Courses
For modules, summer courses, August or January intensive courses, 100% refund will be given if withdrawal occurs before the second meeting of the class. If withdrawal occurs before the course is half over, a 50% refund will be given. No refund will be given if withdrawal occurs after half the scheduled meetings of the class have taken place. All summer courses must be registered and paid for as summer courses.

OTHER FORMS OF AID
Church Support
Theological education involves not only the student and the seminary but also the student’s denomination. We suggest you inquire about financial aid that may be available from your judicatory and local churches.

Outside Scholarships
The guide to Outside Sources of Financial Aid, compiled by the Association of Theological Schools and the Presbyterian Church (USA), contains a comprehensive listing of institutions and agencies that provide financial support to students who are pursuing theological education.

Loans
Seminary students are able to receive low-interest loans for academic and personal expenses, within the guidelines of each loan program for which they are eligible. Available loan programs include: Federal Unsubsidized Stafford Loans and denominational loan programs. For most of these student loan programs, repayment does not ordinarily begin until six months after completion of full-time study.

The Student Financial Planning Office offers information and counseling regarding loan programs. Students may apply for most loan programs through that office. The seminary urges that you approach the subject of educational loans with great caution and only after you have exhausted all other financial resources. High levels of indebtedness may impede ministries of graduates who enter the pastorate, where salaries are not often calculated to account for heavy loan payback obligations.

Eligibility for most educational loan programs is limited to students who are registered as at least half-time students.

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

The seminary also seeks to assist students and spouses in obtaining off-campus employment of other kinds. The Student Life Office keeps a list of off-campus part-time job openings for college and seminary students.

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

STANDARDS OF SATISFACTORY PROGRESS POLICY FOR FEDERAL AND INSTITUTIONAL FINANCIAL AID
The following guidelines will be used to determine a student’s continued eligibility for all federal Title IV funds and for all institutionally controlled awards. Students awarded aid on a full-time basis are expected to complete a minimum of 9 hours for an academic semester and will be granted no more than nine semesters of institutional aid eligibility.

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 (see chart below). 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%.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Length of Program Credit Hours</th>
<th>Length of Program Semesters</th>
<th>150% of Program Credit Hours</th>
<th>150% of Program Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Missional Christianity</td>
<td>48 credit hours</td>
<td>4 semesters</td>
<td>72 credit hours</td>
<td>6 semesters</td>
</tr>
<tr>
<td>Master of Divinity - Residential</td>
<td>84 credit hours</td>
<td>6 semesters</td>
<td>126 credit hours</td>
<td>9 semesters</td>
</tr>
<tr>
<td>Master of Divinity - Distance</td>
<td>84 credit hours</td>
<td>8 semesters</td>
<td>126 credit hours</td>
<td>12 semesters</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td>40 credit hours</td>
<td>8 semesters</td>
<td>60 credit hours</td>
<td>12 semesters</td>
</tr>
</tbody>
</table>

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, Doctor of Ministry students must complete 10 credit hours minimum each semester. Students seeking a Master’s degree who are enrolled full-time must complete 9 credit hours minimum each semester. Students enrolled part-time in a semester (3 - 8 credit hours per semester) must complete the minimum prorated credit hours per semester.

Minimum Standards for Full-Time Seminary Students

<table>
<thead>
<tr>
<th>Term of Enrollment</th>
<th>Minimum Grade Point Average</th>
<th>Completed Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.000</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>2.000</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>2.000</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>2.000</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>2.000</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>2.000</td>
<td>54</td>
</tr>
<tr>
<td>7</td>
<td>2.000</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>2.000</td>
<td>84</td>
</tr>
</tbody>
</table>

Part-time students will have their quantitative progress measure prorated.

All “A” through “F” grades or “P” for passing with credit that 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, 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 and will be on financial aid suspension for the next term of enrollment.

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

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

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

The letter will be presented to the Dean of Student Financial Planning and Scholarships and the Dean of the Seminary for decision. Any decision by these two officials will be final.

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.

PRIZES, GRANTS, AND SCHOLARSHIPS

Prizes are awarded to students as a result of outstanding performance in some aspect of their work at the seminary. They are not based on financial need. Some prizes are awarded as the result of a competition, while others are awarded by vote of the faculty without student application. Students who wish to be eligible for prizes based on grade-point average figures must have at least 9 semester hours of letter-grade course work in each semester of the academic year in which the award is being made.

Grants are awarded on the basis of financial need, as determined by the Student Financial Planning Office. Grants are combined with regular U.D.T.S. scholarship grants to form the student's total seminary scholarship package. Receipt of one of these named grants may not increase the total dollar amount of the student's aid award over what he or she would otherwise receive from undesignated scholarship funds. Students make application for grants as part of the regular financial aid application process.

PRIZES

The Baird Prize in Preaching
This prize is awarded annually to a University of Dubuque Theological Seminary Master of Divinity student who, in the judgment of the homiletics faculty, has demonstrated outstanding proficiency in preaching.

The Bastian Endowed Award
This award is a result of the gifts of Rev. Dr. Dwight Bastian in memory of his parents, Ralph C. and Alice K. (Wall) Bastian. The award is given to the senior student with the highest grade point average in their graduating year.

The Donald G. Bloesch Theology Endowed Award
This award is given annually to the graduating senior, who in the judgment of the U.D.T.S. History/Theology Division faculty, has demonstrated outstanding proficiency in the study of theology.

The Eugene and Winifred Davis Middler Endowed Award for Promise in Pastoral Ministry
This award is given annually to a middler who plans to enter the pastoral ministry and who, in the judgment of the faculty and professional staff, shows promise in this calling. Established by Mrs. Nancy Wallace in honor of her parents.

The Henry E. and Venita E. Fawcett Award in Pastoral Ministry
This annual award is given to the outstanding graduating senior who has demonstrated skills and personal commitment in pastoral ministry. The recipient is chosen by a specially named committee of faculty members and approved by the entire faculty. The attributes that have been noted for the recipient of this award are as follows: skill in and a personal commitment to pastoral ministry; demonstrated potential in preaching; skill in personal relationships; a record indicating discipline and dedication to study; promise for major contributions to the life of the church and to the larger community; and a sense of humor.
The Hoyt Hickman Award
This award is given to the graduating student who, in the judgment of the selection committee, has given evidence of high quality of scholarship in the study of liturgy and is an effective leader of Christian worship.

The Loetscher Traveling Fellowship
This fellowship enables a University of Dubuque Theological Seminary student to carry on a program of study elsewhere in North America or abroad as part of his or her Master of Divinity program. The fellowship is awarded on the basis of a well-conceived program which bears direct relationship to the student’s Master of Divinity studies.

The Herbert E. Manning, Sr. and June Manning Prize for Public Worship
This prize is awarded to the University of Dubuque Theological Seminary student who has demonstrated outstanding proficiency in the conduct of public worship.

The Joseph Mihelic Scripture Reading Prize
This award was established out of the conviction that Scripture reading plays a vital part in the worship of God, and that it should therefore be read with clarity, conviction and reverence in order that hearers may know they are listening to the word of God. Participation in the reading contest is open to all enrolled students and consists of two parts: a preliminary reading, from which finalists are chosen, and a final reading, at which time the judges will select first, second and third prize winners.

The Stratemeier Prize in Bible
This prize is awarded to the student who, in the judgment of the Biblical Division faculty, has demonstrated outstanding proficiency in the study of the Bible.

The Alberta Swanson Prize Essay Award
This prize is awarded for an essay in history or theology. Winning essays must be original and of publishable length and quality, and must be submitted by April 1 to a professor of the History/Theology division. The faculty of that division will evaluate each essay, and the recipient will be announced by the end of the spring semester. The award is made possible by an endowment given by the First Presbyterian Church of Davenport, Iowa, in honor of Alberta Swanson.

Vanderzyl Preaching Prize
This prize is awarded annually to a University of Dubuque Theological Seminary Master of Divinity graduating senior who, in the judgment of the homiletics faculty, has demonstrated the ability to relate faithfully a scriptural text to the contemporary situation, and who shows the greatest potential to excel in a preaching ministry.

The C. Howard Wallace Endowed Award for Excellence in Old Testament Studies
This award is presented to a graduating senior who plans to do graduate work in biblical studies and/or travel in biblical lands. The award was made possible by Mrs. Charlene Wallace in honor of her son Howard’s teaching and service to the church.

The John Wesley Endowed Prize
This prize is awarded to a United Methodist junior or middler student who has demonstrated scholarly excellence in Church History and Theology courses. Faculty members in that division select the prize recipient annually.

Rev. John Agria Scholarship
This scholarship is given to support needy students in the 3/3 program (B.A./M.Div.) or M.Div. students in the seminary.
The Rev. Andres W. Andresen
Endowed Scholarship
Gift made by the Andresen family in memory of Dr. Andres Andresen. Student(s) at U.D.T.S. who are pursuing an under grad (3/3) or graduate degree from the Seminary.

The Clara Apel Seminary Scholarship
This scholarship was established in 1996 from the estate of Clara Apel.

The Edward and Shirley Babka Opportunity Scholarship
This scholarship is given to students who have demonstrated significant academic ability and strong gifts for ministry. Students must be candidates for pastoral ministry approved by a judicatory of a US based church and be enrolled full-time in the M.Div. program.

The Barry Babovec Scholarship
This scholarship was established in memory of Barry Babovec by Rev. Susan K. Babovec to assist a Presbyterian middler student.

The David G. Berger Scholarship
This scholarship was established in memory of Dr. David G. Berger, son of Dr. and Mrs. David Berger. It is awarded to an international student preparing to enter full-time church vocation.

Drs. Donald and Rosalie D. Bliehall Scholarship
This grant is designated to assist a needy and qualified seminary junior.

G.P. and Ruth Brauch Seminary Scholarship
This scholarship was established by Mr. and Mrs. G. Pierson Brauch to assist a full-time seminary student, preferably from the Presbytery of Great Rivers, who plans to enter parish ministry.

Harry W. & Bertha P. Breithaupt and Harlan B. & Edna B. Heitzman Scholarship in the Theological Seminary
This scholarship is given by Mr. and Mrs. Harlan Heitzman to assist a needy full-time seminary student.

Lorraine M. Brewster Scholarship
This scholarship is to assist a worthy student or students studying or entering the ministry.

The John and Helen Buehler Memorial Endowed Fund
Established by the family of John and Helen Buehler, this fund assists seminary students who express an interest in serving a small, rural church.

Burt Divinity Scholarship Fund
This scholarship is for a seminary student preparing for pastoral ministry in town and country communities, or to assist a foreign student returning to a small community.

The Herbert and Iola Butters Scholarship
This scholarship was established from the estate of Iola Butters to assist Methodist seminary students that are going into the Methodist pastorate.

The Castrodale Family Scholarship
This scholarship is given to a Middler student preparing for ministry in the Presbyterian Church who shows outstanding proficiency in preaching, English Bible, and adherence to the principles illuminated in the Westminster Confession of Faith, as determined by seminary faculty.

Kyung Chang Cha Memorial Scholarship Fund
Given by the Rev. Hyun Hoe Cha in memory of his father, this fund provides scholarship aid for Korean Methodist students. First preference is for a Korean Methodist from the Chicago area, second is for a Korean Methodist from the United States who intends to serve in a Korean-speaking congregation in this country and third is for a Korean Methodist from Korea who intends to return and practice ministry there.

Christ Presbyterian Native American Scholarships
This scholarship is given through the generosity of Christ Presbyterian Church of Edina, Minnesota, to assist a Native American student.

Jacob Conzett and John V. Conzett Memorial Scholarship
This scholarship was established by Mrs. Donna C. Dumbell to be awarded to a pre-theological student.

The Leon E. Cooley & Hilda Fisher Cooley Memorial Fund Scholarship
This scholarship was established through a bequest from the Hilda F. Cooley estate.
Lois Cooper Endowed Presidential Scholarship
This scholarship is given to students who will seek ordination in the Presbyterian Church, or its successor, maintain a 3.4 GPA, have achievement in undergraduate and graduate-level academic programs, have evidence of a strong commitment to the Church and its mission, show promise for parish ministry, show evidence of active Christian faith and practice, and are citizens or permanent residents of the U.S.

The Esther J. and Gaylord M. Couchman Seminary Scholarship
This grant is given in memory of the Rev. Dr. Gaylord M. Couchman, president of the University of Dubuque from 1953-1967.

Polly V. and Robert M. Dillard Memorial Scholarship
This scholarship was established through a bequest from the Robert M. Dillard Trust.

The G. B. Eckles Scholarship Fund
The recipient of this scholarship will be an international student who plans to return to his or her country to exercise a Christian ministry in a recognized denomination of the Christian church.

The R. B. Eckles Scholarship
This scholarship is given by the First Presbyterian Church of Aplington, Iowa, for a student from that church, from the North Central Iowa Presbytery of the Presbyterian Church (U.S.A.), or from Iowa.

The Howard and Nyle Elson Endowed Presidential Scholarship
This scholarship is given to students who have achievement in undergraduate and graduate-level academic programs, have evidence of a strong commitment to the Church and its mission, show promise for parish ministry, and show evidence of active Christian faith and practice, and must be a United States citizen. Preference is given to students from Iowa who demonstrate financial need.

Eunice Eustice Scholarship
This scholarship, given by Mrs. C. Palmer (Eunice) Eustice of Galena, Illinois, is used to benefit needy students.

The Faculty International Student Scholarship Fund
Income from this fund established by the Seminary faculty will be used to assist an outstanding student from outside the United States to study at University of Dubuque Theological Seminary.

First Presbyterian Church of Fort Dodge, Iowa, Scholarship
The church provides a seminary scholarship for a Presbyterian student through the First Presbyterian Church foundation. Preference is given to a student who lives close to Fort Dodge geographically and who will be able to visit the church periodically.

First Presbyterian Church of Independence, Iowa, Scholarship
This scholarship grant is given to a Presbyterian student who is under care of a presbytery.

First Presbyterian Church of Lewiston, Minnesota, Scholarship
This scholarship is given to a student who has completed at least one year of seminary, with first preference to a student under care of John Knox Presbytery. Second preference is to a student under care of a presbytery in Minnesota, Iowa, or Wisconsin, with third preference to a student under care of another Presbyterian Church (U.S.A.) presbytery.

First Presbyterian Church of Mora, Minnesota, Scholarship
Scholarship grants from this fund provide assistance to Presbyterian students preparing for the ministry.

First Presbyterian Church of Rochester, Minnesota, Native American Endowment Fund
Income from this fund provides scholarship assistance for Native American students. First preference is for a Native American under care of a presbytery of the Presbyterian Church (U.S.A.) with second preference for a Native American preparing for ministry in another recognized Protestant denomination.
First United Presbyterian Church of Knoxville Scholarship
The recipient of this scholarship must be a Presbyterian, must be a candidate for the degree of Master of Divinity, and must show a financial need. First preference is given to a woman who is under care of the Presbytery of Des Moines. Second preference is given to a student from Iowa.

The Fisher Memorial Scholarship
This scholarship is to assist a seminary student.

L & M Ferguson Native American Scholarship
This scholarship is to assist Native Americans based on need and academic performance.

Leonard C. Ferguson Scholarship Fund
This scholarship grant is from the estate of Mr. Leonard C. Ferguson of Freeport, Illinois.

The Ford Education Fund Scholarship
This scholarship is to assist a seminary student.

The Fox Family Seminary Scholarship
This scholarship was established in 1996 by R. Gerald and Joyce M. Fox to assist a student involved in religion or theology.

The William Taylor and Alice Gillespie Native American Scholarship
This scholarship was established by Dr. William and the Rev. Alice Gillespie. First preference to a graduate of Cook Theological School, second to a member of the Nez Perce tribe, third to any Native American student.

The Raymond F. and Mae I. Greschner Seminary Scholarship
This scholarship was established through a bequest from the Raymond F. and Mae I. Greschner estate.

The Esther and Ray Heuser Scholarship
From the estate of Raymond F. Heuser, Peoria, Illinois, this scholarship is given to assist needy and worthy students at U.D.T.S.

The Dorothy K. Heydinger Women’s Scholarship
This scholarship is to be awarded to a female student studying at the seminary.

The Richard B. Heydinger Endowed Scholarship
This scholarship is a tribute to the late Rev. Heydinger, given by his wife and son. First consideration for scholarship recipients are Native American Students; then students who desire an urban ministry calling; and then any woman student.

The Lyle W. and Thelma R. Lage Seminary Endowed Scholarship
This scholarship was established by Lyle W. and Thelma R. Lage to assist a Presbyterian seminary student.

The Langenberg Scholarship
This scholarship was established from the estate gift made by Rev. Dr. and Mrs. Arnold Langenberg in appreciation of the Dubuque Theological Seminary students studying to be pastors within their beloved Presbyterian Church (USA).

The Linn Grove Presbyterian Church – Wickham Family Endowed Scholarship
This scholarship is the result of a significant gift made by the Session of Linn Grove Presbyterian Church, in honor of members Louis, Viola and David Wickham. The scholarship will be awarded annually, with first preference to a student who is a member of the Linn Grove Presbyterian Church. Second preference is given to a student who is a member of any congregation in the Eastern Iowa Presbytery, or its successor judicatory, and third preference is to any student from the state of Iowa.

The Christian Loetscher Memorial Fund
Two-thirds of the income intended to be used for 2-4 worthy and needy students planning to enter the Christian ministry. The remaining one-third to be used for young men in the college or new entrants, and having been Dubuque County residents for at least one year. In lieu of these tuition scholarships, part of the one-third income, during any given year, should be used for the aid of any of the descendants of Christian Loetscher.

Siegfried G. Manus Scholarship
This scholarship is established by Rev. and Mrs. Albert Manus and Mrs. Ruth Kleist in memory of Rev. Siegfried G. Manus D.D. in recognition of his services to the University of Dubuque as a member of the Board of Directors and as a pastor in the German Synod of the West.
The Winnie Mccauley Scholarship Fund
This scholarship was established through a bequest from the Marjorie McCauley estate to assist a worthy foreign student who will return to their native land and engage in full-time Christian service.

The H.B. McConkey Scholarship Fund
This scholarship was established through the estate of Mildred McConkey in memory of Dr. Gaylord Couchman.

The Dr. Elizabeth Mccort Memorial Scholarship
This scholarship was made possible through the generosity of gifts received as a result of an appeal under the name of William E. Taylor.

The Michael M. and Katherine B. Messing Scholarship
Given in honor of Michael M. and Katherine B. Messing, this scholarship is to assist a seminary student.

The Middents Memorial Endowed Scholarship
This scholarship was established in 1989 by the Middents family for supporting qualified seminary students with financial need seeking ordination as a minister in the Presbyterian Church, U.S.A.

The Lester and Nelle Mugge Educational Grant
This educational grant is to be awarded to a worthy seminary student.

The Native American Theological Student Scholarship
This scholarship was established by an anonymous donor to support the theological education of Native American students.

Roland C. and Elsa L. Nevell and Town and Country Presbyterian Church Scholarship
This scholarship is given by the Town and Country Presbyterian Church of Richland Center, Wisconsin. First preference is to a Native American student. Secondly is to assist a Presbyterian student from Wisconsin.

Newcombe – Cook Endowed Scholarship Fund
Assist Native American Seminary students with financial need to complete degree program.

Wayne A. and Edith S. Norman Scholarship
This scholarship was established by Mr. and Mrs. Wayne A. Norman to assist seminary students taking courses for joint M.Div./M.B.A. programs.

Helen Paisley Scholarship
Scholarship grants from this fund will assist one or two seminary students.

Henry V. and Emilie R. Persson Scholarship
Recipients must be Native Americans as defined by the University of Dubuque Theological Seminary. Recipients must demonstrate a strong call and commitment to the ministry. Recipients should demonstrate potential for leadership in the Church. Recipients are eligible to have the scholarships renewed each year if they are making satisfactory progress toward a degree.

The Janet Clark Pope Scholarship
This scholarship was established through a bequest from the estate of Janet Clark Pope.

The Charles W. Rainey Memorial Fund
Funds from the Ruth and Elizabeth Rainey estates are used for scholarship support of Native American students enrolled at U.D.T.S.

The Henry J. and Bernard Johnson Reemtsma Education Grant
This grant is to be awarded on the basis of need to a Native American student.

Orville and Frances Roth Scholarship
This scholarship was established by The Rev. Orville and Frances Roth, in appreciation of the role U.D.T.S. played in his preparation to be a Minister of Word and Sacrament.

The Leland G. and Doris L. Rubesh Scholarship
This scholarship was established as a memorial by Leland G. and Doris Rubesh along with other generous donors to assist a Presbyterian student in rural ministry.

Donald and Wilma Sanders Endowment Fund Scholarship
This scholarship is used to help support an evangelical, conservative student. Student must show financial need.
The Gordon H. and Dorothy M. Sheffield Scholarship
This scholarship is awarded annually to a seminary junior, based on financial need and scholarship qualifications.

Geneva E. Sheppley Scholarship Fund
This scholarship is for a deserving student in the Seminary and in the University.

The Gene Siekmann Scholarships
This scholarship is given to an M.Div. student having financial need, with the first preference being given to students from the First Presbyterian Church of Fort Dodge, Iowa. Second to assist a student in the Presbytery of North Central Iowa. Third to a Native American student.

The Sue Giese Spaete Intern Endowment
This endowment was established by Mr. Gordon Spaete to assist a student who serves as an intern in a church.

The H. Gene and Jean E. Straatmeyer Endowed Fund for Native Americans
This scholarship for Native American students at U.D.T.S. is funded by the Rev. Dr. H. Gene Straatmeyer and Jean E. Straatmeyer.

The Jim and Dorothy Strong Scholarship
Made possible by a gift from Jim and Dorothy Strong, this scholarship grant will be awarded on the basis of financial need.

The George H. Swalve, Sr., and Marie E. Swalve Memorial Scholarship
This scholarship is to assist Native Americans studying for the ministry.

The Anne Muelendyke Steffens Scholarship
This scholarship was established in 1928 to assist college students preparing for full-time church vocation.

The George and Marian Tjaden Seminary Scholarship Fund
This scholarship was established by Mr. and Mrs. George K. Tjaden to go to a Native American student in the seminary.

The Bruce & Jessie Townsend Seminary Scholarship
This scholarship was established in 1997 by Bruce and Jessie’s children, Mrs. Margaret Tesch and Dr. David Townsend to assist a Methodist student in the seminary.

Van Diest Scholarship
This scholarship is given to seminary students with financial need.

The Alice T. Virtue Scholarship Fund
This scholarship program is designated for seminary students with demonstrated financial need.

The John C. Walker Scholarship
This scholarship was established by Ms. Marie Walker. First preference to a Native American student from South Dakota, second to any Native American Student.

The Watermulder Native American Scholarship
Given by the Bryn Mawr, Pennsylvania, Presbyterian Church in honor of their former pastor, the Rev. David B. Watermulder, this grant provides financial assistance for Native American students.

The Wells Seminary Scholarship
This scholarship was established by a bequest from the Irene Wells estate to assist students entering the Presbyterian ministry.

The Wendt Character Scholarship
This scholarship is funded by Nancy and Richard Wendt and is designed to help the University become a leader in higher education in the development and promotion of attributes associated with sound moral character.

The E.E. Wheeler and Florence Wheeler Scholarship Fund
The purpose of this fund is to provide scholarship assistance to deserving college, seminary, or graduate students.

The Gladys and Philip Willis Scholarship
This scholarship was established in memory of Gladys and Philip Willis to assist students beginning careers in rural or small town ministry.
**The Mary Wilson Memorial Scholarship**  
This scholarship was established through a bequest from the Mary W. Wilson estate to assist college or seminary students.

**The Zedan Scholarship**  
Supported by the Rev. Margaret Zedan, one scholarship for books and tuition is provided for a female seminary student.

**SPECIAL CONTRIBUTED SCHOLARSHIPS**  
U.D.T.S. is blessed to have the support from many churches for our student scholarship program. The following have recently made significant gifts for this purpose, and we would welcome additional commitments. Contact the development office for information on how your congregation can assist students preparing for the ministry.  
▪ Bethany Presbyterian Church, Grundy Center, IA  
▪ Bettendorf Presbyterian Church, Bettendorf, IA  
▪ Calvary Presbyterian Church, Barnum, IA  
▪ Committee on Theological Education, Louisville, KY  
▪ First Congregational Church, Dubuque, IA  
▪ First Presbyterian Church, Columbia, MO  
▪ First Presbyterian Church, Deerfield, IL  
▪ First Presbyterian Church, Dixon, IL  
▪ First Presbyterian Church, Dubuque, IA  
▪ First Presbyterian Church, Fort Dodge, IA  
▪ First Presbyterian Church, Honesdale, PA  
▪ First Presbyterian Church, Jesup, IA  
▪ First Presbyterian Church, Lake Forest, IL  
▪ First Presbyterian Church, Lonaconing, MD  
▪ First Presbyterian Church, Monticello, IA  
▪ First Presbyterian Church, Oskaloosa, IA  
▪ First Presbyterian Church, Pocatello, ID  
▪ First Presbyterian Church, Rochester, MN  
▪ First Presbyterian Church, Sibley, IA  
▪ First Presbyterian Church, Wilton, IA  
▪ GracePoint Evangelical Presbyterian Church, Dubuque, IA  
▪ Graystone Presbyterian Church, Indiana, PA  
▪ Hanover United Presbyterian Church, Hanover, IL  
▪ Memorial Drive Presbyterian Church, Houston, TX  
▪ Stalwart Presbyterian Church, Stalwart, MI  
▪ United Presbyterian Church, Washington, IA  
▪ Westminster Presbyterian Church, Cedar Rapids, IA  
▪ Westminster Presbyterian Church, Des Moines, IA  
▪ Westminster Presbyterian Church, Dubuque, IA  
▪ Westminster Presbyterian Church, Waterloo, IA  

**SUPPORTING THE SEMINARY**

**Your Gift to the University of Dubuque Theological Seminary**  
Charitable gifts are an important source of support for the mission of the University of Dubuque Theological Seminary. Preparing pastors for ministry requires a partnership of many willing people, all of whom recognize the need for the highest quality resources for theological education.  
Since the Seminary is a not-for-profit educational institution, gifts to the Seminary can qualify as deductible charitable donations for income tax purposes. In fact, with careful planning, gift plans can provide benefits for the seminary and for the donor.  
Gifts may be directed toward the following specific purposes by the donor:

**GENERAL FUND**  
Monetary gifts from alumni/ae, friends and congregations are needed annually to enable the University of Dubuque Theological Seminary to meet the general on-going operating needs of the seminary. Gifts may also be designated to scholarship aid, the emergency fund, or other special projects. Gifts to the University of Dubuque (not the seminary in particular) are used for general university-wide operating costs.

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The quality of theological education is dependent on the quality of the faculty. Those congregations, foundations and individuals who wish to support the ministry of the University of Dubuque Theological Seminary are urged to consider giving aid in this critical area.

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Form of Bequest
The following or like form may be used:

“I give and bequeath to The University of Dubuque Theological Seminary, located in Dubuque, Iowa (a) the sum of $_____; or (b) a portion of my estate totaling ___% thereof, or (c) all (or ___%) of the rest, residue, and remainder of my estate, both real and personal property which I may own or have right to dispose of at the time of my death; or (d) the following described real estate/personal property _______; to be used as permanent endowment by the Board of Trustees, or for the following purpose ________.”

It is requested that the seminary be informed when a bequest is drafted so you may be recognized in the Heritage Society, which exists to acknowledge donors who have arranged for future gifts.

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University of Dubuque Theological Seminary
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or Toll free 1.800.369.U.D.T.S. (8387)
Fax: 563.589.3110
Email: U.D.T.S.adms@dbq.edu
Website: http://U.D.T.S..dbq.edu

Please address communication to the appropriate individuals listed below:

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(Programs and Information)
Director of Admissions
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800.369.U.D.T.S. (8387)

Academic Matters
Dr. Bradley Longfield, Dean
563.589.3122
blongfie@dbq.edu

Alumni/ae Relations
Ms. Kari Lammer
Major Gift Officer
563.589.3809
klammer@dbq.edu

Business Affairs, Payment of bills
Ms. Betsy Kittoe
Coordinator of Student Receivables
563.589.3208
bkittoe@dbq.edu

Continuing Education Programs
Ms. Dana Weitz
Administrative Assistant to the
Associate Dean
563.589.3691
dweitz@dbq.edu

Distance Education/CRE Program
Ms. Kimberly Burnett-Hackbarth
Distance Education Coordinator
563.589.3630
KHackbarth@dbq.edu

Doctor of Ministry (D.Min.) Program
Dr. Richard Shaffer
Associate Dean
563.589.3691
rshaffer@dbq.edu

Gifts from Individuals and Congregations
Mr. Edward Obermueller
Major Gift Officer
563.589.3351
EObermueller@dbq.edu

Financial Aid
Mr. Tim Kremer
Dean of Student Financial Planning and Scholarships
563.589.3170
tkremer@dbq.edu

Native American Program
Dr. Henry E. Fawcett
Interim Director of Native American Program
563.589.3156
hfawcett@dbq.edu

Field Education, Graduate Placement, and Pulpit Supply
Rev. Sue LeFeber
Interim Director of Church Relations and Field Education
563.589.3114

Student Life
Dr. Beth McCaw
Pastor to Students
563.589.3390
bmccaw@dbq.edu

Transcripts of Record and Curricula
Ms. Elizabeth Olsen
Registrar
563.589.3178
eolsen@dbq.edu

United Methodist Studies Program
Dr. Leicester Longden
Director of the United Methodist Studies Program
563.589.3634
llongden@dbq.edu
“Far from being outdated or irrelevant, the Scriptures have an amazing capacity to speak to the complexities and uncertainties of our lives today. In reading the Scriptures, we come to a truer understanding of ourselves, the world and our relationship with God. Through the biblical narratives, we experience again and again the persistent grace of God that meets us in Jesus Christ. Our study of Scripture is never then merely academic, but necessarily engages the question, ‘What are the implications of this text for our lives and our world?’”

Amanda Benckhuysen is an ordained minister in the Christian Reformed Church in North America. She has served as a campus pastor at the University of Michigan and regularly preached in area churches while working on her Ph.D. at the University of Toronto. She is also married to a pastor and knows personally the joys and challenges of pastoral ministry today. Additionally, she has served her denomination by participating in study committees as well as speaking at retreats and training events.

Dr. Benckhuysen’s research interests include the study of Old Testament narrative, feminist biblical criticism, and the history of biblical interpretation. Her dissertation combines these interests in examining and comparing various responses to the Hagar story in Genesis 16 and 21. She has published several essays, articles, and book reviews on female interpreters of Scripture as well as biblical interpretation more generally. Her current research focuses on examining the way past women interpreters have read difficult biblical texts.

Before coming to U.D.T.S., Dr. Bullock served Presbyterian congregations in Pennsylvania and Washington. He has been active in the area of church revitalization and redevelopment and has served on the Committee on Ministry and the Committee on Preparation for Ministry. In addition to denominational publications, Dr. Bullock has published articles and or reviews in the Journal of Communication and Religion, the Quarterly Journal of Speech, the Scottish Journal of Theology, and in various other publications. His book Preaching with a Cupped Ear focuses on appropriating the philosophical hermeneutics of Hans-Georg Gadamer into contemporary homiletical theory and analyzing what it means to preach in a Postmodern World.

As President, Dr. Bullock led the Plan for Transformation at the University of Dubuque which has included significant growth in the University’s endowment, over $150 million in new and/or renovated construction projects, and quadrupling of the University’s enrollment to over 2000 students. He currently serves on the Committee on Theological Education of the PC(USA), the Iowa Association of Independent Colleges and Universities, the Iowa Economic Development Board and other ecclesial and civic boards.
“Though I grew up in the church and attended a Christian college, I learned very little about church history. When I found my way to the subject after college and then studied it more seriously in graduate school, I was amazed at the ways getting to know Christians from the past deepened my faith, enriched my reading of the Bible, and broadened my concept of the church. It’s not just names and dates. Church history is like a laboratory where questions about faith and culture, men and women, Scripture and interpretation, fallenness and holiness have been explored in vibrant detail. I believe this academic discipline is foundational to theological education and to better understanding ourselves and our world.”

Dr. Coffman is a member at First Congregational Church in Dubuque. Before coming to U.D.T.S., she taught at Waynesburg University, a historically Presbyterian college in southwestern Pennsylvania, and spent a year at the Center for the Study of Religion at Princeton University. Prior to graduate school, she edited Christian History magazine, a publication that made scholarship accessible to an audience of pastors, Sunday school teachers, and other lay people. She is committed to equipping both clergy and laity for life and ministry.

Her first book, The Christian Century and the Rise of the Protestant Mainline (Oxford University Press), traces the early history of what has often been called “the most influential Protestant magazine in America” as a way to explore mainline history and identity. She also has published essays in Evangelicals and the Early Church (Cascade) and the academic journals American Catholic Studies and Religion and American Culture, as well as numerous articles in Books & Culture and Christianity Today.

B.S., University of Wisconsin; M.Div., University of Dubuque Theological Seminary; Ph.D., Boston College/Andover Newton; joined the U.D.T.S. faculty in 1993.

“Vital ministry is always deeply theological. Vibrant theology arises out of the evangelical and doxological life of the church. Theology articulates and clarifies the content of the church’s faith in the triune God of grace. Theology serves the entire life, worship, discipleship and mission of the church, including ministry, by focusing the church’s attention on the central reality of Gospel, the Love of God the Father through the Grace of the Lord Jesus Christ in the communion of the Spirit for the salvation of the world.”

Dr. Colyer is an ordained United Methodist Pastor and Elder in the Wisconsin Conference of the United Methodist Church. He has served churches in Wisconsin, Massachusetts, and Iowa. A summa cum laude student in college and seminary, he received his Ph.D. from Boston College/Andover Newton in 1992.

In addition to published articles and reviews in journals, including Scottish Journal of Theology, Pro Ecclesia, Religious Studies Review, and Christianity Today, Dr. Colyer edited Evangelical Theology in Transition: Theologians in Dialogue with Donald Bloesch and The Promise of Trinitarian Theology: Theologians in Dialogue with T. F. Torrance. Dr. Colyer is author of How to Read T.F. Torrance: Understanding His Trinitarian and Scientific Theology and The Nature of Doctrine in T. F. Torrance’s Theology.

Dr. Colyer is a member of the Society of John Wesley Fellows, a former Bradley Fellow, and former President and co-founder of Christian Theological Research Fellowship. He is also the recipient of the U.D.T.S. 1999 Herbert E. Manning, Jr. Award for Specialized Ministry, the UD 2001 William L. Lomax Award for excellence in teaching and advising, the UWP 2002 Distinguished Educator Award, and the UWP 2009 Distinguished Alumnus Award.
GARY NEAL HANSEN
Associate Professor of Church History


“Church history puts Christian faith and theological education in context – we see how and why the Church came to believe what it believes. In the stories of saints and sinners, of faithful and foolish things done in Christ’s name, we can gain wisdom and strength for life and ministry. When we study theologians like John Calvin, whose ideas still shape the Church after centuries, we can ask questions along with them, and bring our own views into dialogue or debate. We grow in the process, and we may even find answers to the questions of our age.”

Dr. Hansen is a teaching elder in the Presbyterian Church (U.S.A.). Prior to coming to U.D.T.S. he spent five years as a pastor doing redevelopment work in a small church in New Jersey. In 2007 he received the University of Dubuque’s John Knox Coit Prize for Excellence in Teaching and Advising. The same year he received a major research grant from the Louisville Institute to support his research and writing on prayer, which led to the publication of Kneeling with Giants: Learning to Pray with History’s Best Teachers (InterVarsity Press, 2012). From 2008 to 2012 he served on the General Assembly Special Committee on the Heidelberg Catechism. He wrote the participant books for two of the studies in the PC(USA)’s “Being Reformed” adult curriculum series: Church History: Those Who Shaped the Christian Faith (2011), and The Heidelberg Catechism (2012). Much of his research has focused on John Calvin, leading to chapters found in Calvin and the Bible (Cambridge University Press, 2006), Reformation Readings of Romans (T&T Clark, 2008), and The Calvin Handbook (Eerdmans, 2009). His writing is also found in The Encyclopedia of Protestantism (Routledge, 2004) and The Westminster Handbook to Theologies of the Reformation (Westminster John Knox, 2010), the preaching commentary series Feasting on the Word and Feasting on the Gospels (Westminster John Knox) and the magazines The Presbyterian Outlook, Presbyterians Today, and Theology Matters. He is active in the Sixteenth Century Society and Conference, and has been on the board of the Calvin Studies Society.

ROBERT P. HOCH
Associate Professor of Homiletics and Worship

B.A., California State University, Sacramento; M.Div. San Francisco Theological Seminary; Th.M., Ph.D., Princeton Theological Seminary; joined the U.D.T.S. faculty in 2003.

“When I think of the preaching classroom, my mind’s eye goes back to my art classes back in high school. As you walked into the classroom, you would see what previous artists had produced, their sculptures, some that gripped the eye immediately, while others clung to a little corner of the shelf. But it was more than seeing; it was also the feeling of cold clay in your own hands, your first acquaintance with the medium, as you found its shape, its particular elasticity. Your own interaction with that medium produced something at once unique to you and held in common with others. Students come to a preaching classroom carrying in their minds the “works” of their preachers, many highly esteemed as mentors and pastors. But students don’t merely observe or reflect on the works of others; they work with the related mediums of scripture, voice, body, and word, working with each as they test their hunches and intuitions in a larger community of scholars. It isn’t a tidy classroom, but I like to think that this means that God is not quite finished with us yet, that we are being made into God’s image. We are a lovely work in progress!”

Ordained as a teaching elder in the Presbyterian Church (U.S.A.) in 1995, Dr. Hoch brings experience as a pastor, preacher, and scholar to the classroom. As a theological educator, he aims to develop student skills and capacities for biblical interpretation; theological reflection on pastoral practices, especially preaching and worship; and sensitivity to the prophetic witness of God’s justice and mercy. Dr. Hoch’s recent research focuses on emerging...
patterns of Christian witness in the twenty-first century. In the ministry of proclamation, he seeks to catalyze the congregational imagination with the witness of God in scripture.


ANNETTE BOURLAND HUIZENGA
Assistant Professor of New Testament


“One way the Bible is authoritative for me is that through my reading of the texts I want to allow God’s Spirit to author me and my faith. I believe the Bible is authoritative for the church in a similar way: we are to be “people of the Book.” At the most basic level, we need to be knowledgeable about its contents. But even more, we need to study and discuss the biblical texts together. When we really wrestle with a teaching, and listen carefully to other persons’ perspectives, then our Bible study fosters true Christian community, and forms us as disciples of Christ who have a growing capacity to discern God’s will.”

Before coming to U.D.T.S., the Rev. Annette Bourland Huizenga taught in adjunct positions at McCormick Theological Seminary and at Catholic Theological Union. She holds a Ph.D. in Biblical Studies from the University of Chicago Divinity School, writing her dissertation on “Philosophers of the Household: Moral Education for Women in the Pastoral and Pythagorean Letters.” This was published in the *Novum Testamentum Supplements* series in 2013. Her scholarly interests circle around the social-historical contexts of early Christian communities: family structure, slavery, women in the Pauline assemblies, Roman law and economy, and education.

Annette was ordained to the Ministry of Word and Sacrament at LaSalle Street Church-Chicago (non-denominational), where she served as one of the pastors for ten years. She is grateful too for her United Methodist roots: she was raised in a church in the Baltimore Conference, obtained a Master of Religious Education from Wesley Theological Seminary, and worked as a DCE in United Methodist Churches in the Chicago area.

MARY ANNE KNEFEL
Librarian and Instructor of Bibliography

B.A., Knox College; M.L.S., University of Illinois at Urbana-Champaign; M.B.A. University of Dubuque; joined the University of Dubuque in 1980.

“The library plays a vital role in the Seminary students’ lives by connecting them to the resources that they need to become educated and faithful ministers. We are blessed to have the Charles C. Myers Library, which invites students to study, conduct research, collaborate on group projects, use the computer labs, or relax in Sylvia’s Common Ground, our coffee shop. Students both on and off campus have access to a wealth of information and services. They can consult the library catalog (which includes resources from the University of Dubuque and Wartburg Theological Seminary libraries) and request items be mailed to them, read required supplemental readings on our electronic reserve system, and check any of the major databases available to them, many of which contain the full-text of articles and books. In addition, a reference librarian is a click away, up until 11:00 p.m., Sundays through Thursday. This assures our students’ success in their research, whether they are on campus or studying at a distance.”

Mary Anne Knefel has been at the University of Dubuque for over 32 years, initially as a
Reference & Instruction Librarian, then as Assistant Director. In 2004, she was appointed University Librarian. She has taught students from first grade to Seminary how to conduct research and design Web pages. Before coming to U.D.T.S., she worked at the Carnegie-Stout Public Library in Dubuque, the Library of the Health Sciences at the University of Illinois, University of Illinois at Urbana-Champaign, and Knox College in Galesburg, Illinois.

SUE LeFEBER
Interim Director of Church Relations and Field Education
Instructor in Ministry

A.B., Middlebury College; M.Div., U.D.T.S.;
joined the U.D.T.S. faculty in 2013.

“Field Education provides an essential link between theory and practice, concepts and skills, and ideas and relationships. Foundational classroom learning is put to work as theological reflection and the love of Christ are brought to the tasks of ministry. In addition, Field Education brings opportunities for self-knowledge through developing and refining skills, identifying and confirming gifts for ministry, and testing and affirming vocational call. The Field Education experience is vital in providing insights and discernment as seminary students prepare to begin and flourish in the service of Christ’s Church.”

Prior to her call to UDTS, Rev. LeFaber served for ten years in parish ministry, for six years on the seminary Council of Advisors, and on several committees of her denomination, the National Association of Congregational Christian Churches. She brings significant pastoral experience, care and encouragement for students, a passion for church renewal and revitalization, and a deep love of U.D.T.S. to the position.

BONNIE SUE LEWIS
Associate Professor
of Mission and Native American Christianity

B.A., Whitworth College; M.A., Fuller Theological Seminary; Ph.D., University of Washington;
joined the U.D.T.S. faculty in 1997.

“A church not in mission fails to be the church. God calls and God sends the whole church into the whole world that all may know, in the words of the Psalmist, of God’s ‘unfailing love’ and ‘full redemption’ through Jesus Christ. To be the church is to know and respond to the call of God. To be in mission begins with knowing the heart of God, with learning to listen to the voice of God, and discerning where God is at work in the world. God calls the church to participate in God’s mission: to work and worship with and among diverse peoples who are also called and sent by God to bring the Good News to the people of God’s heart. We must strengthen and equip pastors in their faith so that they and their congregations can together hear God’s voice, love one another, and, through the power of the Holy Spirit, take the Gospel of Jesus Christ into the world God so loves.”

A native of California and ruling elder in the Presbyterian Church (USA), Bonnie Sue Lewis began her career as a high school history teacher at the Inter-American School in Quetzaltenango, Guatemala, in 1976. She went on to teach in California in the 1980s and in Washington during the 1990s. A scholar of Native American Christian history, her interest and involvement in the American Indian community began with her doctoral research on Native American pastors of the Presbyterian Church. Dr. Lewis is author of Creating Christian Indians: Native Clergy in the Presbyterian Church, and co-editor of Mission in a Global Context, a collection of autobiographical sketches by Presbyterian professors of mission. She is actively involved in the Presbyterian Church at the local and national levels, and a frequent speaker in the church and the academy on God’s call to mission.
BRADLEY J. LONGFIELD
Dean of the Seminary and Vice President of the University
Professor of Church History

B.A., Wesleyan University; M.Div., Yale University; Ph.D., Duke University; joined the U.D.T.S. faculty in 1992.

“The study of church history frees us from ignorance of the past and thereby provides us with the background necessary to proclaim the Gospel faithfully in the present. By disclosing the diverse traditions within the Christian faith, the discipline of church history opens us to insights and perspectives that allow us to make informed theological and pastoral responses to contemporary issues and situations in the church.”

A teaching elder in the Presbyterian Church (U.S.A.), Bradley Longfield served as a pastor in Indiana and taught at Duke Divinity School before coming to U.D.T.S. He has served as Dean of the Seminary since 1998.

His most recent book, *Presbyterians and American Culture*, surveys the history of Presbyterians in the United States. He is also the author of *The Presbyterian Controversy: Fundamentalists, Modernists, and Moderates* and co-editor of *The Secularization of the Academy*.

BETH L. MCCAW
Pastor to Students
Assistant Professor of Ministry

A.B., Hope College; M.Div., Gordon Conwell Theological Seminary; D.Min., Gordon Conwell Theological Seminary; joined the U.D.T.S. staff in 2004.

“The seminary years are a significant and exciting stretch of the journey for those being equipped for ministry; they are also a time packed full with study, ministry, work, family. While there are many calls that seminarians answer, none supersedes the principal call to love, to glorify, to worship the Lord – all should nurture this devotion. It is a gift to find the seminary community one which fosters and expresses a holistic love for the Lord with heart and mind and soul and strength. It is also a joy to find the seminary community one which understands itself to be the body of Christ and seeks to love neighbor as self.”

Beth McCaw is a teaching elder in the Presbyterian Church (U.S.A.). She served as associate pastor of care and outreach in a church in Florida before coming to Dubuque. Her sense of privilege in shepherding those called to church ministry grew while serving on and moderating Florida Presbytery Committee on Preparation for Ministry: “I am excited for those under care; I can imagine no more meaningful vocation than the one to which they are called.” Dr. McCaw has also served with her husband Scott as a missionary in church planting in Namibia, Africa, and as a crisis counselor with Northeastern Family Institute in Massachusetts.

MATTHEW R. SCHLIMM
Assistant Professor of Old Testament


“I am continually amazed by the Bible’s capacity to capture our imaginations and cause us to think in fresh ways about God, ourselves, and our world. Scripture may be thousands of years old, but it continues to surprise, inspire, disturb, astonish, and ultimately transform us.”

In research and teaching, Dr. Schlimm focuses on biblical theology, biblical ethics, biblical emotions, and rhetorical criticism.

He has published on a variety of topics in journals like *Catholic Biblical Quarterly*, *Zeitschrift für die Alttestamentliche Wissenschaft*, *Wesleyan Theological Journal*, and *Review of Communication*. His book *From Fratricide to Forgiveness* examines the ethics of anger in the book of Genesis. He served as a co-editor of the Common English Bible.
Study Bible. He also has a forthcoming book with Baker Academic focusing on why the Old Testament is sacred, given its unexpected contents.

Born in Madison, Wisconsin, Dr. Schlimm is an ordained elder in the United Methodist Church. He has served churches in Michigan, Minnesota, and North Carolina.

**RICHARD J. SHAFFER JR.**
Associate Dean of the Seminary
Assistant Professor of Ministry

B.A., Drake University; M.Div. and D.Min., University of Dubuque Theological Seminary; joined the U.D.T.S. staff in 2005.

“One of the greatest privileges of being a pastor is that we are invited into the personal lives of the people we serve at very private, often very intimate moments. Joining the family circle for births and deaths, weddings and funerals, anniversaries and other celebrations, means that we not only represent the church, but are ambassadors for Christ as well. Learning to cultivate that gift of ‘presence’ is essential to the practice of effective ministry.”

Richard (Skip) Shaffer returned to U.D.T.S. after 17 years of pastoral ministry, serving Presbyterian churches in northwest Iowa and southwest Minnesota. Over the years he has developed an appreciation for small town and rural ministry and the special challenges and rewards those churches and communities offer. He has been active in the area of congregational revitalization, has served a number of years on the Committee on Ministry, and has considerable experience in conflict mediation.

Dr. Shaffer has also been involved in ministry to immigrants to the Midwest and the unique problems they face. One congregation he served became “home” to a community of over 100 recent émigrés from the Sudan and their children. In addition to helping them find suitable housing, the church hosted a food pantry, a clothing drive, and English lessons for adults, as well as a second worship service in the Nuer language, complete with drums, dancing, and a special Sunday School program.

**TIMOTHY M. SLEMMONS**
Assistant Professor of Homiletics and Worship

B.S., Kansas State University; M.Div., Th. M., Columbia Theological Seminary; Ph.D., Princeton Theological Seminary; joined the U.D.T.S. staff in 2008.

“The questioning of authority is no new thing. The real question that must be asked is: How do we distinguish true authority from false authority? How do we engage in preaching that is genuinely authoritative, without being seduced by authoritarianism? Kierkegaard rightly defined preaching very simply: ‘to use authority.’ Yet his thought has been used to cast doubt on preaching, indeed, on authority itself, so that preaching in mainline circles has come to doubt itself. But where do we turn for divine guidance if we do not trust the preaching of the Word? Preaching come to itself must recognize the essential connection between Jesus Christ to whom all authority has been given and the task of proclamation in his name. Preachers who know whereof, or rather, of whom they speak, know the Lord! And in this relation may be found the true integrity and authority of preaching. The preacher’s first duty is to seek, guard, and cultivate that relation.”

An ordained teaching elder in the Presbyterian Church (USA), Dr. Slemmons has served churches in Pennsylvania and New Jersey, Georgia and Jamaica. A past recipient (1994) of the David H.C. Read Preacher/Scholar Award, his research interests include the long and diverse tradition of expository preaching in the Reformed tradition, the preaching of the Awakeners, the importance of Kierkegaard for preaching, and the endless negotiations between traditional and contemporary liturgics. His book, *Groans of the Spirit: Homiletical Dialectics in an Age of Confusion* (2010), upholds the “infinite qualitative difference” between God’s Word and Spirit, on the one hand, and human rhetoric and wisdom on the other, and finally reframes the content of Christian proclamation in light of Jesus Christ as “the narrow gate” that leads to life. His ground-breaking proposal,
Year D: A Quadrennial Supplement to the Revised Common Lectionary (2012), argues for systematically reclaiming marginalized texts that have been excluded from the preaching rotation of the church. His emerging series of Liturgical Elements for Reformed Worship includes When Heaven Stands Open (2013) and Greater Attention (2013), the latter a supporting companion volume to Year D.

LYLE D. VANDER BROEK
Professor of New Testament
B.A., Northwestern College; M.Div., Western Theological Seminary; M.Phil. and Ph.D., Drew University; joined the U.D.T.S. faculty in 1983.

“Good preaching starts with sound biblical exegesis. I feel sorry for the pastor whose lack of exegetical preparation forces the production of sermons based solely upon human ingenuity. What an unnecessary responsibility! The Bible, rightly interpreted, is the essential and inexhaustible source for Christian proclamation.”

Lyle Vander Broek brings to U.D.T.S. experiences in the academic world and in pastoral ministry. He has served both as pastor of a rural church and as minister of outreach in a struggling urban congregation. Since 1983, he has taught courses in the Greek language and in biblical exegesis at the seminary, and he has continued to pursue his special interest in the Gospel of Mark and I Corinthians.


In addition to his exegetical teaching, Dr. Vander Broek has taught courses in biblical preparation for preaching, as well as courses on small-town and rural ministry. He has led a number of groups of U.D.T.S. students to the Holy Land on study trips. Professor Vander Broek preaches and teaches regularly in the church, especially enjoying his leadership in various presbyteries’ lay ministry programs.

EMERITI PROFESSORS

HENRY E. FAWCETT
Professor of Ministry, Emeritus
B.D., Buena Vista College; D.D., University of Dubuque Theological Seminary; joined the U.D.T.S. staff in 1986.

“Ministry is personal. It calls for not only knowledge and skill, but for a faith commitment which shows forth to others. At seminary, students are to grow not only in academic ways but through community – knowing and loving one another, sharing one another’s burdens, and understanding another’s culture. It is in this way that students are prepared to claim the mantle of leadership in Christ’s church for their own.”

From Metlakatla, Alaska, Henry Fawcett is an Alaska Native of the Tsimshian people. He began his ministry under the former Board of National Ministries of the Presbyterian Church (USA) at Sheldon Jackson. Dr. Fawcett has been pastor of churches in Alaska, Nebraska, Minnesota and Washington.

Dr. Fawcett became interested at an early age in salmon fishing, and worked as captain of several commercial fishing boats before entering ministry. Ordained a Presbyterian Church (U.S.A.) teaching elder since 1963, he has been active in denominational affairs, serving as moderator of the former Mankato Presbytery and as a member of the General Assembly Council on Church and Race. The Minnesota Valleys Presbytery endorsed him as a candidate for Moderator of the General Assembly in 1970. He also served on the special committee of 15 for the Brief Statement of Faith.
Dr. Fawcett was called to serve the University of Dubuque Theological Seminary as Pastor to Students and Director of the Native American Program, a position he held for almost 20 years. He currently serves as Interim Director of the Native American Program.

**LEICESTER LONGDEN**  
Associate Professor of Evangelism and Discipleship, Emeritus  
B.A., Lewis and Clark College; B.D., Union Theological Seminary; M.Phil., Ph.D., Drew University; joined U.D.T.S. faculty in 2001.

“Evangelism has often been relegated by scholars to a minor place in the discipline of practical theology and by local churches to a mere committee on methods for adding members. My experience as a pastor and scholar has led me to see evangelism as an action of the church where theological and practical concerns must be kept in vital conversation and interaction. Theologically, evangelism requires fundamental reflection on the apostolic identity and mission of the church. Practically, it includes not only the proclamation of the Gospel which announces the kingdom of God but also the ecclesial practices by which people are initially formed as disciples of Jesus Christ. In the increasingly pluralistic contexts of the twenty-first century, pastors and congregations need a revitalized evangelism that announces Jesus as the Savior of the world and depends on the agency of the Holy Spirit as the chief teacher and energizer of the Church.”

A Canadian who lives as a permanent alien resident in the U.S., Les Longden has been a pastor in a small rural church, and a Minister of Education and Senior Pastor in two large churches. His ecumenical experience includes teaching assignments in an Episcopal Prepatory School, a Roman Catholic college and diocese, and two United Methodist universities. As an ordained Elder in the United Methodist Church, Dr. Longden has served as a delegate to the General Conference, a columnist for the United Methodist News Service, and a participant in several national dialogues sponsored by the United Methodist General Commission on Church Unity and Inter-religious Concerns.

In addition to reviews and articles published in *Catalyst*, *Circuit Rider*, *Methodist History*, and *The Michigan Christian Advocate*, Dr. Longden has edited two volumes: *The Wesleyan Theological Heritage: Essays of Albert C. Outler* (co-edited with Thomas C. Oden) and *Albert C. Outler Ecumenical Theologian*. Writing and research interests include an intellectual biography of Albert Outler, an historical study of Wesleyan practices of evangelism and catechesis with practical suggestions for local churches, and the exploration of the possibilities for evangelization as an ecumenical activity.

**JOEL L. SAMUELS**  
Associate Professor of Bibliography, Emeritus  
B.A., Houghton College; B.D., Evangelical School of Theology; Th.M., Eastern Baptist Theological Seminary; M.A., Graduate Library School of the University of Chicago; joined the U.D.T.S. staff in 1989.

“The library is not merely a place to obtain materials pertinent to courses and papers, but is a place to encounter the best minds in the history of the church: Augustine, Thomas Aquinas, John Calvin, John Wesley, Karl Barth, and many others. It is also a place to examine significant treasures: Luther’s German Bible, Calvin’s *Institutes*, Diodati’s Italian Bible, and many others. The library is a sacred place, sustaining not merely the intellectual life, but nourishing the spiritual life.”

Before coming to Dubuque, Joel L. Samuels was a theological librarian for ten years and served in successive administrative positions in a major research library for eighteen years. He is particularly interested in promoting the reading of theological classics, including devotional classics.
C. HOWARD WALLACE  
Professor of Biblical Theology, Emeritus

B.A., Park College; B.D., McCormick Theological Seminary; D.Theol., University of Basel; joined the U.D.T.S. faculty in 1959.

“I am especially interested in the Old Testament books of Ecclesiastes and Job, as they reflect, within Scripture, evidence of a lively theological dialogue with the idea of rigid and legalistic retribution. The Scriptures, to me, are three-dimensional documents, where real people exhibit real faith as they wrestle with the realities of living.”

Although most of his teaching was in the biblical studies division of the seminary, Howard Wallace has also been involved in the work of the ministry division. His more formal academic interests lie in the areas of Old Testament, Hebrew, and Biblical Theology, and he has particular interests in Old Testament Wisdom Literature and in ethical issues arising from scripture. Dr. Wallace also has become known for his expertise in ministry to alcoholics.

Active in curriculum development for churches, Howard Wallace was a consultant and writer for the Faith and Action and Christian Education: Shared Approaches curriculum series. He has been involved in campus ministry, has been an interim pastor and has served as a presbytery moderator. He is active in community concerns, having served on the Dubuque Community School Board, part of that time as its President. Dr. Wallace continues to be available as a resource for U.D.T.S. students. Dr. Wallace is a teaching elder in the Presbyterian Church (USA).

ADJUNCT FACULTY

Katherine M. Achtenmeier, Adjunct Professor of Ministry, 1996; A.B., Davidson College; D.Min., Union Theological Seminary, Virginia

Jerry Andrews, Adjunct Professor of Ministry, B.R.E., William Tyndale College; M. Div., Trinity Evangelical Divinity School; Th.M., Princeton Theological Seminary; M.A., University of Pittsburgh; Ph.D., University of Chicago

Charles Barland, Associate Professor of Music, B.A., Carroll University; M.A., University of Iowa; D.M.A., University of Kansas

Kenneth Bickel, Adjunct Professor of Ministry, B.A., Lebanon Valley College; M.Div., Princeton Theological Seminary; D.Min., Lancaster Theological Seminary

Nancy Bickel, Adjunct Professor of Ministry, B.A., Lebanon Valley College; M.Div., University of Dubuque Theological Seminary

Philip Butin, Adjunct Professor of Theology, B.A., Wheaton College; M.Div., Fuller Theological Seminary; Ph.D., Duke University

Howard Chapman, Adjunct Professor of Ministry, B.A., Houghton College; M.Div., Princeton Theological Seminary; D.Min., Louisville Presbyterian Theological Seminary

Andrew Dearman, Adjunct Professor of Ministry, B.A., University of North Carolina at Chapel Hill; M.Div., Princeton Theological Seminary; Ph.D., Emory University; Dr. Theol., Debrecen Reformed University

Roger Ebertz, Adjunct Professor of Christian Ethics, B.A., Carleton College; M.Div., Fuller Theological Seminary; M.A., Ph.D., University of Nebraska

Kristen Eby, Adjunct Professor of Music, B.A., Westmont College; M.M., University of Oregon

Gary Eller, Adjunct Professor of Church History, B.A., University of North Carolina, Chapel Hill; M.Div., Princeton Theological Seminary; M.A., Ph.D., Vanderbilt University

Alyson Janke, Adjunct Professor of Ministry, B.A. Carroll College

Jin Kim, Adjunct Professor of Ministry, B.S., Georgia Institute of Technology; M.Div., Princeton Theological Seminary; D.Min., Columbia Theological Seminary

Scott Alan Nesbitt, Adjunct Professor of Ministry, B.A., Cornell College; M.Div., McCormick Theological Seminary; Ph.D., Trinity Theological Seminary

Stephanie Schlimm, Adjunct Professor of Ministry, B.A., Southwestern University; M.Div. Duke University
Joseph D. Small, Adjunct Professor of Ministry, B.A., Brown University; M.Div., Pittsburgh Theological Seminary; Th.M., Princeton Theological Seminary; D.Min. Louisville Presbyterian Theological Seminary; D.D., University of Dubuque

Marsha Wilfong, Adjunct Professor of Bible, B.A., Trinity University; D.Min., Ph.D., Union Theological Seminary, Virginia

ADMINISTRATION AND STAFF

Jeffrey F. Bullock, President, University of Dubuque
Kimberly Burnett-Hackbarth, Distance Education Coordinator
David Dendy, Vice President of Philanthropy
Jill Dodds, Administrative Assistant to the Dean
Henry Fawcett, Interim Director of Native American Program
Richard Feller, Director of Administration Computer Services
Beth Fleming, Admissions Office Coordinator
Mary Anne Knefel, University Librarian
Tim Kremer, Dean of Student Financial Planning and Scholarship
Luann Leconte, Faculty Secretary
Sue LeFeber, Interim Director of Church Relations and Field Education
Bradley J. Longfield, Dean of the Seminary and Vice President of the University
Julie MacTaggart, Director of Human Resources
Beth L. McCaw, Pastor to Students
Rick Merfeld, Director of Residence Life
Andrew Mettert, Director of Food Services
Edward Obermueller, Major Gift Officer
Liz Olsen, Registrar
Richard Shaffer, Associate Dean of the Seminary
Nicole Story, Director of Seminary Technology
Rachel Vander Broek, Secretary to the Director of Church Relations and Field Education
Annalee Ward, Director of the Wendt Center
Dana Weitz, Administrative Assistant to Pastor to Students/Associate Dean

SEMINARY COUNCIL OF ADVISORS

The Council of Advisors is a board of clergy and laity from a variety of denominations that gives counsel to the Board of Trustees of the University, and the faculty, staff, and administration of the seminary, regarding the mission and ministry of the University of Dubuque Theological Seminary.

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Rev. Kevin Freese, Battle Creek, IA
Mrs. Terry Holland, Fresno, CA
Rev. Brian F. Jones, Wheaton, IL
Rev. William Owen, Hermitage, TN
Rev. Matthew Wright, Jenison, MI

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Rev. Cynthia Bacon Hammer, Madison, WI
Rev. Nancy Bickel, Dubuque, IA
Rev. Rose Blank, Grinnell, IA
Dr. Eric Hoey, Louisville, KY
Rev. Henry Kim, Downers Grove, IL
Rev. Tom Shinkle, Dubuque, IA

Class of 2016
Dr. Gary Eller, Omaha, NE
Rev. Sherrie Ilg, Cedar Rapids, IA
Dr. Betsy Mauro, Olivet, MI
Rev. Dan McNerney, Winnetka, IL
Rev. Kristy Parker, Davenport, IA
Mr. Duane Sweep, Eagan, MN
Rev. Rachel Wann, Meridian Hills, IN

Alumni Representative to the COA:
Rev. Brad Braley, Cedar Falls, IA

WARTBURG THEOLOGICAL SEMINARY

PROFESSORS EMERITI

Frank L. Benz, Professor of Old Testament, Emeritus, 1960-1995
John W. Constable, Christ Seminary – Seminex Professor of Historical Theology, Emeritus, 1985-1988
Roger W. Fjeld, President and Professor of Church History, Emeritus, 1983-1999
Wi Jo Kang, Professor of World Mission, Emeritus, 1980-1998


Hilmer C. Krause, Professor of Homiletics and Hispanic Ministry (also with ETSS), Emeritus, 1975-1996

David Lull, Professor of New Testament, Emeritus, 2000-2013

Daniel L. Olson, Professor of Pastoral Care, Emeritus, 1981-2012

Luis Alberto Pereyra, Assistant Professor of Theology and Culture, Emeritus, 1988-1998

Ralph W. Quere, Professor of History and Theology, Emeritus, 1969-2003

Edwin A. Schick, Dean of the Faculty and Professor of New Testament, Emeritus, 1946-1947, 1964-1986

BIBLICAL STUDIES DIVISION

Ann L. Fritschel, The Rev. Dr. Frank L. and Joyce S. Benz Chair in Scripture, and Professor of Hebrew Bible, 1997

Gwen Sayler, The William A. and John E. Wagner Chair of Biblical Theology, and Professor of Bible, 1991

Troy Troftgruben, Assistant Professor of New Testament, 2013

HISTORY AND THEOLOGY DIVISION

Susan Ebertz, Director of the Reu Memorial Library and Assistant Professor of Bibliography and Academic Research, 2004

Winston D. Persaud, The Kent S. Knutson and UELC Chair in Theology and Mission, and Professor of Systematic Theology, 1983


MINISTRY DIVISION

Norma Cook Everist, Professor of Church Administration and Educational Ministry, 1979

Nathan Frambach, Professor of Pastoral Theology, 2000

Samuel D. Giere, Associate Professor of Homiletics and Biblical Interpretation, 2006

Craig L. Nessan, Academic Dean and Professor of Contextual Theology, 1994

Thomas H. Schattauer, Professor of Liturgics and Dean of the Chapel, 1996

Kristine Stache, Associate Professor of Missional Leadership and Director of Certificate Programs and Distributed Learning, 2007

WARTBURG EMERITI WHO TEACH AT SEMINARY

James Bailey, Biblical and Israeli-Palestinian Issues

David Lull, New Testament Studies

Ralph Quere, Confessional History and Theology

INSTRUCTORS AND AFFILIATE FACULTY AT WARTBURG

Roy Carroll, Cantor and Director of Chapel Choir, Instructor in Organ and Church Music

Frederick “Fritz” Lampe, Adjunct Professor of Anthropology and Theology, 2007

Elizabeth A. Leeper, Adjunct Professor of Church History, 1989

May Persaud, Instructor in Biblical Languages
The residential academic year consists of a fall semester of four months (September – December), a one-month January intensive, and a spring semester of four months (February – May).

The January intensive provides students with the opportunity to pursue required course work, study off campus, or work on individual study projects.

The distance academic year consists of an August residential intensive, a fall semester of four months, a January residential intensive, and a spring semester of four months. Each year the Schools of Theology in Dubuque sponsor a summer Greek language program (see Summer Programs in the Special Programs and Services section).

**UNIVERSITY OF DUBUQUE SEMINARY ACADEMIC CALENDAR***

<table>
<thead>
<tr>
<th>AUGUST TERM 2013</th>
<th>JAN. 14</th>
<th>Last day to withdraw with “W” or change grading option</th>
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<tbody>
<tr>
<td>July 22-Aug. 2 Pre-load</td>
<td>Jan. 17</td>
<td>Deadline for Application for May Graduation</td>
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<tr>
<td>Aug. 3-5 Distance Orientation</td>
<td>Jan. 20-31 Post-load</td>
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<tr>
<td>Aug. 5-16 Aug. Intensive</td>
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<td>Aug. 6 Last day to Add/Drop</td>
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<tr>
<td>Aug. 13 Last Day to withdraw with a “W” or change grading option</td>
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<td>Aug. 19-30 Post-load</td>
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<tr>
<th>FALL 2013</th>
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<tr>
<td>Aug. 28-30 Residential Orientation</td>
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<tr>
<td>Sept. 3 Classes begin</td>
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<tr>
<td>Sept. 13 Deadline for Application for December Graduation</td>
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<tr>
<td>Sept. 16 Last day to Add/Drop</td>
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<tr>
<td>Oct. 14-18 Reading Week</td>
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<tr>
<td>Nov. 1 Last day to Withdraw with a “W” or change grading option</td>
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<tr>
<td>Nov. 25-29 Research and Thanksgiving Break</td>
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<tr>
<td>Dec. 9 Classes end</td>
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<tr>
<td>Dec. 10 Reading Day</td>
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<td>Dec. 11-14 Exams</td>
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<tr>
<th>J-TERM 2014</th>
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<tbody>
<tr>
<td>Dec. 23-Jan. 3 Pre-load</td>
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<tr>
<td>Jan. 6-17 January Intensive</td>
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<tr>
<td>Jan. 7 Last day to add/Drop</td>
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<tr>
<th>SPRING 2014</th>
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<tbody>
<tr>
<td>Feb. 3 Classes begin</td>
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<tr>
<td>Feb. 14 Last day to Add/Drop</td>
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<tr>
<td>Mar. 17-21 Reading Week</td>
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<tr>
<td>Apr. 4 Last day to Withdraw with a “W” or change grading option</td>
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<tr>
<td>Apr. 14-18 Research and Easter Break</td>
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<td>May 9 Classes end</td>
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<tr>
<td>May 12-13 Reading Days</td>
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<td>May 14-17 Exams</td>
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<tr>
<td>May 17 Commencement</td>
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**Doctor of Ministry**

May 18-30

*Dates subject to change*

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<tr>
<th>AUGUST TERM 2014</th>
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<tr>
<td>July 21-Aug. 1 Pre-load</td>
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<td>Aug. 2-4 Distance Orientation</td>
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<td>Aug. 4-15 Aug. Intensive</td>
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<td>Aug. 5 Last day to Add/Drop</td>
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<td>Aug. 12 Last day to withdraw with a “W” or change grading option</td>
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<td>FALL 2014</td>
<td>SPRING 2015</td>
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<tr>
<td>Aug. 27-29</td>
<td>Feb. 2 Classes begin</td>
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<tr>
<td>Sept. 2</td>
<td>Feb. 13 Last day to Add/Drop</td>
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<td>Sept. 12</td>
<td>Mar. 9-13 Reading Week</td>
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<td>Sept. 15</td>
<td>Mar. 30-Apr. 3 Research and Easter Break</td>
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<td>Oct. 13-17</td>
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<td>Oct. 31</td>
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<tr>
<td>Nov. 24-28</td>
<td>May 11-12 Reading Days</td>
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<td>Dec. 8</td>
<td>May 13-16 Exams</td>
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<tr>
<td>Dec. 9</td>
<td>May 16 Commencement</td>
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<tr>
<td>Dec. 10-13</td>
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<td><strong>Doctor of Ministry</strong></td>
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<td>May 18-29</td>
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**J-TERM 2015**

| Dec. 22-Jan. 2            | Pre-load                          |
| Jan. 5-16                 | January Intensives                |
| Jan. 6                    | Last day to Add/Drop              |
| Jan 13                    | Last Day to withdraw with a “W” or change grading option |
| Jan. 19-30                | Post-load                         |

Four-year Academic Schedule and Course Schedule are available on our website: [http://UDTS.dbq.edu](http://UDTS.dbq.edu)

*Dates subject to change*